Albright

Administrative History

Program Review

2008
Executive Summary

Program Review

Horace M. Albright Training Center

Submitted by
Bermultinational Limited
Organization Development and Management Consultants

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Bermultinational Limited, an organization development and management consulting firm, was engaged by the leadership of the National Park Service Horace M. Albright Training Center to perform a program review of the center. The directive for the review project was that it highlight the history, development and programs of the Albright Training Center and include a brief analysis and specific recommendations for the future.

The stated purpose of this comprehensive program review, amidst a changing world and a changing National Park Service (NPS), is to assist the superintendent and staff of the Albright Training Center as they plan for Albright’s future within the context of the goals of the National Leadership Council and the direction of the WASO Training and Development Division.

Bermultinational Limited was asked to undertake this project as an extension of its original assignment to review the history and direction of the NPS Fundamentals Program. Bermultinational has a fourteen-year history with the National Park Service and has been involved in many strategic planning sessions, task forces, leadership and stewardship committees, and consulting assignments. It is intimately familiar with the need for the NPS to not only sustain but to enhance its Mission to conserve America’s scenery, its natural and historic objects and wildlife for the enjoyment of visitors and to ensure that these resources remain unimpaired for future generations. Despite this level of involvement and experience, documenting the program history of the Horace M. Albright Training Center has been a formidable undertaking.
In order to accomplish the outlined task, the Bermultinational Limited team conducted extensive research, study, and analysis that included on-site research at both the Albright Center and the Stephen T. Mather Training Center. This research was enhanced by personal interviews conducted by Bermultinational team members with over forty individuals that represented past and present Albright Training Center leadership, staff, and class participants. The firm’s long association with the National Park Service, in a variety of consulting and training capacities, added to its organizational knowledge of the service and its Mission, and was invaluable to the completion of this project.

For ease of reference, the program review is organized into four sections as outlined below. A brief summary of each section follows the outline.

Section One  History and Development
Section Two  Fundamentals Training Program
Moving to the Future by Building on the Past
Section Three  Interrelationships with Organizational Initiatives and Changes & Training Program Modifications
Section Four  Commentary and Recommendations

Section One
History and Development

The first section of the report outlines the early history of the National Park Service and the significant historical developments that led to the need for centralized training within the agency and the establishment of the Albright Training Center.
It reviews the philosophy, goals, and leadership of the national training program’s chief architect, Frank Kowski. The report examines, in some detail, a number of criteria that were considered in establishing the Albright Training Center as the western training facility (first located at Yosemite National Park) and the Mather Training Center as the eastern facility. A physical description and history of each center is included. The NPS Core Values have provided the foundation upon which all training programs have been developed and are outlined in this introductory section because of this importance.

Section One focuses on the early period of training, first at Yosemite and then at the Albright Training Center as a permanent training location. Superintendent Conrad Wirth’s vision and leadership during these inaugural years are well documented as he underscored the importance of a national training center and the relationship of Mission 66 to personnel development. It describes the significance of Horace M. Albright as the center’s namesake and guiding spirit.

This report includes a comprehensive description of the early classes, including participant demographics, class topics, and facilities. A review of Albright’s first Ten-Year Report documents its initial success which laid the foundation for its sustained reputation as a high-quality training facility that continually reflects the Mission and goals of the National Park Service.

A description of the initial NPS training program entitled Introduction to Park Operations is included along with a brief description of its impact on the development of the Ranger Skills training program. A brief introduction to the program’s successor, NPS Fundamentals, is included.

Of special significance in this section, and throughout the entire report, is the notation of the importance that the Albright Center’s location in the awe-inspiring Grand Canyon has played in its impact on trainees throughout its history. Without exception, interviewees for this report underscored the long-term impact that their Albright training had on their understanding and
commitment to the Mission of the National Park Service. Albright’s role in providing quality leadership training and mentoring support is widely recognized and valued.

Section One concludes with a list of the training programs that have been housed at the Albright Center. In addition, a list of each superintendent of the Albright Center from its inception in 1957 to the present is included.

Section Two
Fundamentals Training Program
Moving to the Future by Building on the Past

Section Two outlines the history and development of the NPS Fundamentals training program and its significance as a powerful and effective orientation for new employees to the Mission, values and traditions of the National Park Service. By building on successful components of past programs, the report reviews how NPS Fundamentals was creatively designed to provide core training in the eight Service-wide Universal Competencies that ensure Mission understanding and accomplishment. The report includes a description of the program’s partnership with the Eppley Institute.

Incorporated in this section is a comprehensive description of the structure, curriculum, and program delivery methods for all five NPS Fundamentals training modules:

NPS Mission and History: NPS Fundamentals I
Introduction to NPS Operations: NPS Fundamentals II
NPS Career Management and Retirement Planning: NPS Fundamentals III
Managing Work/Life in the NPS: NPS Fundamentals IV
Building Trust, Teams and Leaders: NPS Fundamentals V
The report documents the positive feedback received by the NPS Fundamentals program and its recognition for innovation and effectiveness. Interviewee feedback indicates that NPS Fundamentals is key to grounding every new employee in the culture, purpose and Mission of the agency. The NPS Fundamentals II, delivered in a two-week classroom setting at the Albright Center, remains a powerful training highlight for participants.

Section Three
Interrelationships with Organizational Initiatives and Changes & Training Program Modifications

Section Three introduces the reader to the complex challenges facing the NPS leadership to provide relevant training and development to employees in a constantly changing environment. The future direction of NPS training will be assessed in relation to its continued ability to fulfill the NPS Mission.

This section includes numerous quotes from interviewees who credit their experience at the Albright Center with developing their understanding of the service’s core values and with providing relevant Mission-focused training. The collective recollections of these individuals underscore the influential role that Albright has played in both individual professional growth and high levels of understanding and commitment to the NPS. Time and again, the importance of the Power of Place of the Albright setting is referenced as a pivotal element in understanding the NPS Mission.

Section Three also broadly reviews the mission and goals of the NPS Department of Training and Development (WASO) that is responsible for the training of NPS personnel. It outlines the specific training functions and areas of expertise of the service’s four main training
centers: the Albright Center, the Mather Center, the Capital Training Center, and the Historic Preservation Training Center.

The Albright Training Center has long been considered a model of collaborative organizational partnerships, which turns many challenges into compelling learning experiences in achievement of the Mission. This section notes the professional interaction of the Albright Training Center with some of the significant National Park System reorganization initiatives, new programs, and infrastructure and organizational activities that have directly impacted the training and development processes over a thirty-five year period.

While some readers may feel that additional areas should have been reviewed or, perhaps, that some of those listed may not merit inclusion, it was Bermultinational’s considered judgment that the following NPS programs and initiatives be examined and discussed as they related to the Albright Training Center:

- Intake Program Overview
- 1991–1994 Intake Program
- The Vail Agenda
- National Park Service Careers Council
- Mission Renewal Training
- Management Succession Plan
- Employee Training and Development Strategy
- Leadership Seminars
- Career Fields and Universal Essential Competencies
- Ranger Careers
- Compass Program
- Natural Resources Challenge
- Cultural Resource Training Initiative
- TEL Program—Technology Enhanced Learning
- Core Values
- Discovery 2000
- Rethinking the National Park Service for the 21st Century
- Human Capital Planning
- Centennial Initiative
Section Four
Commentary and Recommendations

This final section of the program history re-emphasizes the key role the Albright Center has played in developing a strong sense of organizational culture, passion and dedication to the Mission over many decades. The National Park Service is now challenged with retaining the best of tradition while responding to the needs and realities of the twenty-first century.

The training experiences at Albright must continue to inspire the graduates of its programs to seek challenges that protect and preserve the resources and make positive contributions to the NPS Mission. Albright has provided countless employees with a strong source of unity, clarity, and creative problem-solving; and it must continue to do so.

The conclusion of Section Four contains Bermultinational’s specific recommendations for the accomplishment of these goals. Summaries of these suggestions follow:

- Collaborate with the regions to design and present a series of resource utilization workshops. These workshops would be designed for small park division managers with fewer human resources and in need of information and training in order to be more successful in cross training their employees and using their volunteers and partners more efficiently, effectively, and productively.
- Create an experienced senior-level volunteer NPS Fundamentals Instructor Team. This special “traveling” team would deliver both small park and large park “Review and Focus” sessions for NPS Fundamentals I, III and IV participants.
- In collaboration with the NPS EEO Office, design quarterly Diversity Education classroom and field seminars for NPS senior leaders and managers from each region. Use the Power of Place to create the trusting atmosphere that is critically important when focusing on the improvement of organizational strength through diversity.
- Provide an annual Gateway Community Conference. Holding this conference at the Albright Training Center would ensure an atmosphere of togetherness, teamwork, and partnership. The center’s classroom sessions would be augmented with field learning experiences in Grand Canyon National Park and field trips to one or more of the park’s gateway communities.
In conjunction with the Stephen T. Mather Training Center and the NPS Office of International Affairs, sponsor an annual Invitational International Parks Training Seminar that builds on the NPS history of international training and conferences and places emphasis on: cultural resources, natural resources, concessions, maintenance and visitor service and management, and visitor center operations.

- Utilize the National Park Service Centennial Initiative process to present four Albright Challenge NPS Futures seminars focused on the ten years (2017-2026) beyond the centennial (2016). The NPS Futures Seminars would focus on innovative thoughts, ideas, and programs that would ensure the re-emphasis and sustainability of Horace M. Albright’s parting words.

It has been a privilege for all of us at Bermultinational Limited to work on this consultation project. The National Park Service is moving closer to the centennial as it completes the review and analysis of its training and development, program emphasis and offerings, and staffing patterns and needs. It is our hope that this program review and our recommendations will serve as an important complement to the process of transcending conventional approaches to the involvement of the training centers in the overall direction of Training and Development. In addition, we sincerely hope that this document will assist the National Park Service and the leadership of the Albright Training Center in clarifying the center’s future direction and role. We maintain the highest level of respect and admiration for the Mission of the service and for the employees that work so passionately each day to fulfill it. We extend our best wishes to each of you.
Section One

Horace M. Albright Training Center
History and Development
Section One

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Section One

Horace M. Albright Training Center
History and Development

I. Introduction

This program review is designed to highlight the story of the National Park Service Horace M. Albright Training Center. The review includes a synopsis of the center’s development and programs and a brief analysis, including some recommendations for the future.

The purpose of this review, amidst a changing world and a changing National Park Service (NPS), is to assist the superintendent and staff of the Albright Training Center (Albright) as they plan for Albright’s future within the context of the goals of the National Leadership Council and the direction of the WASO Training and Development Division.

Albright has the benefit of a tradition of providing comprehensive training programs that provide knowledge and skills to new as well as veteran NPS employees. In addition, Albright is located in one of the most spectacular wonders of the world.
Suzanne Lewis, Superintendent of Yellowstone National Park, commented in a recent interview:

The location is in one of the iconic parks in the National Park System. You are in this big place called the Grand Canyon. It is a very inspirational location...very grand. It allows for a challenging, team-building field trip when you hike the Grand Canyon. The training center is there and it also builds on that knowledge. Many before you have passed through that class in that location and you join a special alumni group in the NPS.¹

In addition to its location, the Horace M. Albright Training Center is well known and even revered for the quality leadership and coaching and mentoring support of its staff members throughout the years.

Ann Baugh, who is often referred to as the “bonding spirit” of Albright, perhaps states it best:

There are many very, very, very special people who have worked here at Albright and who have become legendary figures in their own right in the NPS. The Albright staff members have as their goal to make every training course the very best training course available. We focused on bringing a group of people together and helping them form into a cohesive team that would support each other throughout the NPS to achieve the Mission by getting things done and getting them done right. Most of the staff members over the years were also great instructors who made learning a real joy for the participants.²

When the National Park Service was first organized in 1916, there was very little need for centralized or formalized training and development of employees. The actual responsibility for management and protection of the parks fell to the U.S. Army. The soldiers protected the parks and animals from vandalism and poaching, and there were very few visitors. In fact, robberies and attacks of stagecoaches were not uncommon in the parks.

Early park rangers were rugged individuals who were skilled in surviving in the outdoors. They were woodsmen, horsemen, scouts, and packers. Their training was on the job; and their work was very difficult and often lonely.
Fortunately, from its beginning, the park service has been able to attract a different kind of individual. A group of men from unlikely backgrounds have somehow been assembled who combine a cultivated disregard for standard operating procedures with an unorthodox ability to get the job done.³

The leaders of the National Park Service readily acknowledged the military influence on and the frontiersmen culture of the early NPS years. In his resignation speech in 1933, Director Horace Albright affirmed this idea:

We have been compared to the military forces because of our dedication and esprit de corps. In a sense this is true. We do act as guardians of our country's land. Our National Park Service uniform which we wear with pride does command the respect of our fellow citizens. We have the spirit of fighters, not as a destructive force, but as a power for good. With this spirit each of us is an integral part of the preservation of the magnificent heritage we have been given, so that centuries from now people of our world, or perhaps of other worlds, may see and understand what is unique to our earth, never changing, eternal.⁴

The early NPS employee training and development programs were sponsored and conducted by individual parks and regional offices. These programs were supplemented by intermittent national training conferences, seminars, and workshops.

Educating and training the NPS workforce in a unified and uniform process of orientation to “Mission understanding and program development and execution” soon became a high NPS priority. The idea of developing a national field training center was introduced and seriously discussed prior to and during the 1930s.

During the thirties, forties, and fifties, visitor attendance at national parks grew exponentially as national highways were built to keep up with America’s insatiable appetite for the automobile and an expanding interest in the developing National Park System.⁵
II. Focus on a National Training Center

The idea for a National Park Service field training center was finally realized about forty years after Congress passed the NPS Organic Act, which outlined the NPS Mission to promote and regulate the use of the national parks...whose purpose is to conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.6

When the NPS decided to create a national training center it had to look no further than Quantico, Virginia, for its model. The FBI National Academy Program had developed a tradition of excellence in the training of FBI special agents with its comprehensive classroom and physical training, state-of-the-art training facility, and broadly experienced top-flight instructors. NPS used the FBI’s prototype as the model for its national training center.7

In another FBI connection, Assistant Director Hillary A. Tolson, brother of FBI Associate Director Clyde A. Tolson, began a two-week training series entitled General Administration Training Courses for Park Service Rangers. Associate Director Tolson also arranged for selected rangers to attend the FBI National Academy Program.

By the 1950s, many parks were experiencing as much as a 200% annual increase in visitors. The National Park System was also expanding rapidly at this time, as was the entry of employees into the National Park Service. New approaches were needed for promoting a safe, educational, and inspirational environment in the parks.

The public’s rediscovery of the national parks following World War II underscored the need for specific training to more adequately prepare employees to deal with the increasing number of visitors and expanding visitor services.

The program architect of NPS centralized training and the first superintendent of the Horace M. Albright Training Center, Frank Kowski, stated, “This new public impact changed the
complexion of the park ranger's job to the extent that he no longer spent his full time in the wilderness, but had to spend much of it in the areas of greatest concentration of visitors.\textsuperscript{8}

According to one of the original proposals for a national training center, another key reason for a more centralized and accelerated training program was the fact that the new Federal Service Entrance Examination taken by prospective employees did not have an absolute requirement for previous park or park-related experience.

In addition, there was the need to properly compensate for increased employee attrition due to the revisions in the Civil Service Retirement System (CSRS) and expanded coverage and increased benefits related to the Social Security Act Amendments of 1950. Many federal government employees took advantage of the revised CSRS in order to retire early or explore other work experiences.

Still another factor was the need to provide for the orderly absorption of the increased park staff programmed under Mission 66.

These circumstances led to the development of service-wide training beginning in the west in 1957 at the newly created Horace M. Albright Training Center in Yosemite National Park in northern California. Later, Albright relocated to Grand Canyon National Park in Arizona and was dedicated in 1963. In the east, the Stephen T. Mather Interpretative and Research Training Center (Mather) in Harper’s Ferry, West Virginia, was formally dedicated in 1964.\textsuperscript{9}

III. NPS Pillars: Introduction to NPS Operations and NPS Fundamentals

The initial twelve-week training program Introduction to National Park Service Operations was developed primarily for new rangers with some allowances for rangers already on the job. Each course was named for an outstanding NPS leader. Emphasis was placed on a
basic understanding of National Park Service Mission, legislation, policies, and overall park management.

National Park Service Fundamentals, a five-part course of study that encompasses a broad understanding of the Mission and goals of the National Park Service, succeeded the original program, Introduction to National Park Service. The newer training program includes three online courses (NPS Fundamentals I, III, and IV) and two residential face-to-face sessions (NPS Fundamentals II and V). NPS Fundamentals II is a two-week session held at the Albright Training Center and NPS Fundamentals V is a one-week session held at the Mather Training Center.

The training program focuses on the eight NPS Universal Competencies:

- Mission Comprehension
- Agency Orientation
- Resource Stewardship
- NPS Operations
- Fundamental Values
- Communication Skills
- Problem-solving Skills
- Individual Development and Planning

In a very distinct manner, NPS Fundamentals has a much more challenging task than the one undertaken by Introduction to Park Operations; the current program must serve a workforce that represents individual employee career approaches that range from a “way of life” to “a significantly important career” to “a good job that may well be one of many career experiences.” Most NPS employees who participated in Introduction to National Park Service Operations courses were “way of life” careerists eagerly learning a variety of skills in each of the jobs to which they were assigned.
J.T. Reynolds, Superintendent of Death Valley National Park, noted:

During my own training I felt great about the Albright experience. In fact, the instructors were as great as the environment. I really learned many life lessons from them. I still rely on many of these lessons as I make my decisions.

My experiences as an Albright instructor brought me into contact with many bright, committed young people who really cared about the NPS Mission and the resources. My colleagues and I never even considered an eight-to-five shift. We were thrilled to be a part of the Albright experience. Our work was to inspire, excite, and educate.¹⁰

Chrysandra Walter, Acting Regional Director Northeast Region stated:

It was a very important introduction and experience for me, connecting me up with the history, the focus of the park service, and built a connection to me to the National Park Service. I consider it a very critical part of my park service experience. I remember most of the people in my class. I have tracked their progress and they have probably tracked mine.¹¹

In an April 2006 Inside NPS article written about the training center rededication ceremony and open house, Constantine Dillon, former Superintendent of Albright and Acting Chief of NPS Training and Development, noted:
Since 1963, the Horace M. Albright Training Center at the south rim of the Grand Canyon has been training employees to carry out the Mission of the National Park Service. After more than forty years and tens of thousands of students, the training center has recently undergone a much-needed renovation.

Entering the Horace M. Albright Training Center today, one is welcomed with an array of visual displays that focus on the importance and value of employee training and development in the National Park Service.

If you are a park service employee, your heart swells with pride, humility, renewed inspiration, and dedication as you recognize that you play a significant role in this special organization.

If you are a visitor, you cannot help but be captivated, inspired, and energized by an assembly of stirring pictures and statements that brilliantly reflect the Mission, core values and traditions of the National Park Service.

A visit to the center begins in the main lobby with a series of three video displays that depict the history, breadth, and scope of the work of NPS staff.
The hallways of Albright are lined with panels of significant quotes that underscore the importance of orientation to the NPS Mission and its implementation. A few of these quotes follow:

_The parks are the Nation's pleasure grounds and the Nation's restoring places...the national parks...are an American idea; it is one thing we have that has not been imported._

J. Horace McFarland, President, American Civic Association, 1916

_NPS has by any measure one of the most dedicated and highly motivated staffs of any organization, anywhere._

Dwight F. Rettie, Author, former Chief of NPS Policy Office

_I have been to parks in all parts of the country, and have never ceased to admire the work and spirit of these guardians of the scenic lands that are a special national treasure._

Stewart L. Udall, former Secretary of the Interior

As one proceeds from the lobby down the hallway, the exhibits provide a powerful display, reminding the viewer of the special significance of the National Park Service's Core Values, as outlined below:

*Shared Stewardship*—We share a commitment to resource stewardship with the global preservation community.

*Excellence*—We strive continually to learn and improve so that we may achieve the highest ideals of public service.

*Integrity*—We deal honestly and fairly with the public and with one another.

*Tradition*—We are proud of it; we learn from it; we are not bound by it.

*Respect*—We embrace each other's differences so that we may enrich the well being of everyone.
According to Martha Aikens, former Chief of Training and Development for the National Park Service, Albright’s location in the Grand Canyon makes it highly valued as a training site. She explained:

Albright is located in a premier national park. It is extremely valued and influential because it has a complex of issues in one park. Grand Canyon National Park and its multifaceted challenges and opportunities compel the training curriculum to be valid and relevant. One would have to include several parks to come up with the same complex of issues from interpretation, maintenance, law enforcement, historical sites, natural and cultural resources, traffic management, concessions, air tours, and volume of visitation, among other issues that would have application across NPS.

V. Frank Kowski’s Leadership in Establishing a National Training Center

The National Park Service could not have chosen a more visionary leader, hardworking advocate, and stellar champion of central training and the Albright Training Center than Frank Kowski.

In 1955 and 1956 Frank Kowski, the park service’s Washington Office (WASO) Protection Training Officer, was asked to participate in the planning process by the director’s office. Kowski became the driving force, using his enthusiasm and energy to move discussions into serious planning and then into concrete action. For his distinguished career and leadership in establishing the national training centers, Kowski received a Distinguished Service Medal of the Department of the Interior from Secretary Udall.

Frank Kowski favored establishing both a western and an eastern facility instead of just one central training center. The centers are part of the Washington office and maintain close, cooperative relationships with the parks in which they are located. This approach was later officially approved and implemented.
The noted areas of concentration (for training at both the eastern and western facilities) were as follows:

- orientation
- indoctrination
- skills training

The proposal recommended the establishment of a central training facility for new permanent employees in the protection, interpretation, and other public contact programs of the National Park Service. Frank Kowski thought that each of the facilities should be modest in their scope and be chosen with the following criteria in mind:

- presence of a typical park operations program
- presence of an all-year park operations program
- presence of a typical park concessions program
- presence of a comprehensive park staff
- presence of a typical park facility
- presence of typical park living conditions
- favorable climate
- cost of establishment
- cost of annual operation and maintenance
- proximity to other park areas of diverse interest and character
- proximity to community services
- proximity to the activities of other state and federal conservation agencies
- proximity to colleges and universities
- proximity to regional offices, design offices, museum laboratories, and other types of park offices

VI. Eastern Training Center: Stephen T. Mather Training Center
Harper’s Ferry, West Virginia
Focus: Regions One and Five

Kowski proposed that the eastern training center provide the following:

- advanced specialized or refresher short courses in park protection, interpretation, and administration
- facilities and leadership for special conferences, forums, workshops, and other types of service meetings
In the eastern training center, Kowski recommended that the classroom, multi-purpose room, office, and trainee housing be located in the Storer College facilities, and that accommodations for the families of trainees be located in the local community.

Kowski did not see the need for a permanent training staff for the eastern center. Instead, he proposed that the short course trainings be designed and conducted by staff specialists from the Washington office, regional offices, and park staff.

Frank Kowski proposed that advanced training in the eastern training center be offered to:

- experienced park rangers
- naturalists
- historians
- archaeologists
- other experienced employees
- selected individuals from outside the service

Stephen T. Mather Training Center

The atmosphere of education, research, and the exploration of new ideas is a familiar one to the Camp Hill area. For almost a century, the buildings located there served as the backbone
of Storer College, one of the nation's first institutions of higher learning established primarily for African Americans.

In 1865, a few concerned citizens, former members of the Freedmen's Bureau and the Christian Commission, received permission from the War Department to use two of the Camp Hill Armory residences as classrooms for the education of African Americans, both free and newly freed.

For the next century Storer College flourished, annually graduating an average of 150 young men and women. Enrollment declined after the 1954 Desegregation Act and, in 1955, Storer College closed.

In 1962, the National Park Service began looking for a location for a new training institute. The Storer College buildings were acquired.

The Stephen T. Mather Training Center was officially dedicated in 1964. Named in honor of the first director of the National Park Service, the center poised to continue the tradition of higher education on Camp Hill.

The Mather Training Center campus is composed of two main structures. Wirth Hall (formerly Storer College's Anthony Hall) is named for former NPS Director Conrad Wirth and houses the classrooms and administrative offices. Storer's Cook Hall dormitory is now used as offices for park service staff. Mather shares other campus buildings with the Harpers Ferry Interpretive Design Center (IDC). Anthony Library, formerly the Storer College Library, houses reference materials for students and researchers.18

According to former Superintendent Michael Watson,19

The Stephen T. Mather Training Center in Harpers Ferry, West Virginia, has touched the lives of tens of thousands of people throughout its history. Mather Training Center grew upon the foundations of the former Storer College, a beacon of hope and dreams for freed slaves at the end of the Civil War. For eighty-eight
years, Storer College set standards of educational excellence for its students and prepared them for real-world life and work. Continuing in that theme, Mather Training Center has served as a place where National Park Service employees have gathered over the past forty-two years to better themselves for their jobs and their careers. The training center’s programs continue to support the NPS Mission.

VII. Western Training Center: Horace M. Albright Training Center
Grand Canyon National Park
Focus: Regions Two, Three, and Four

The Albright Training Center was expected to strengthen the service’s ability to cost effectively provide its employees with:

- entry-level ranger training
- orientation to NPS values and traditions
- familiarization with the natural and cultural resources of the NPS
- development of professional career skills

Frank Kowski’s proposal recommended that the basic program be offered to (new) park rangers, naturalists, historians, archeologists, tour leaders, administrative personnel, new employees in the management and development aspects of park operations, and selected representatives from other conservation agencies and groups.

For the western training center, he proposed that a permanent training center supervisor as well as an assistant supervisor be named. In addition he recommended the assignment of two permanent staff positions to be rotated every few years.
In addition to classroom, multi-purpose room, lounge, and four administrative office spaces, he recommended that the western training center have staff, trainee, and trainee family housing to accommodate fifty trainees and their families. 20

Horace M. Albright Training Center

The western training facility was constructed from funds provided in the 1962 fiscal-year appropriation. The center was ready for occupancy during fiscal year 1963 and dedicated on October 26, 1963. With the implementation of the expanded training program, the number of trainees increased from fifty per year in the trial program located at Yosemite National Park to eighty per year at the new Albright.

At the time it opened, Albright was considered “one of the finest of its kind anywhere in the country.” The center consisted of two large classrooms accommodating forty trainees at a time with individual desks. The center also boasted a projection room (with both movie and slide projector equipment), library, storage room, typing room, and an audio-visual room. Albright had a permanent training staff of five who ran the facility.

In July 1963, it was designated as the Horace M. Albright Training Center to honor the sustained conservation efforts of the second director of the National Park Service, one of the country’s leading park executives and conservation leaders. 21 In fact, the designation of the
center as the Horace Albright Training Center marked the fiftieth anniversary of Mr. Albright’s first appointment to government service.

In a letter from Director Conrad Wirth notifying Mr. Albright of the honor, Director Wirth called Horace Albright “one of the best rangers of all.” Director Wirth noted Mr. Albright’s close association with the rangers throughout his career and into his retirement years.²²

During the early years of the center, Mr. and Mrs. Albright periodically visited the center during their world travels to share their experiences, knowledge, and insight with the trainees.
Mr. Albright spoke, of course, of his “good old days” as a ranger, but also of his extensive experience as a government administrator and of the early history of the park service. He stressed the importance of public service and of being successful in the park service.

Mr. Albright contributed not only his time but also his collection of NPS memorabilia. In a letter to Superintendent Cone he offered, “I have many pictures, some books, reports and other things that you might want for your training work or for your library.” This donated collection became a special section of the library called the Horace M. Albright Collection.23

VIII. Early Period of Training

It was inevitable that a centralized National Park Service training center was also given strong impetus in conjunction with the planning and implementation of Mission 66. Dr. Sarah Allaback noted that the concept of Mission 66 would allow the park service to repair and build roads, bridges, and trails; hire additional employees; construct new facilities, ranging from campsites to administration buildings; improve employee housing; and obtain land for future parks. Dr. Allaback’s research also indicated that during the planning for, first, the congressional and, later, the public presentation of Mission 66, NPS Director Conrad Wirth and some of his advisors felt strongly that the physical rebuilding program must be accompanied by a “successful personnel development program.”24

In support of the goal to initiate a “successful personnel development program,” Director Wirth organized a steering committee with representatives from several branches of the park service. Director Wirth felt that it was of utmost importance that a national training center be inaugurated in the National Park Service and that the training of NPS employees be integrated smoothly into the continuing functions and activities of the service in order to ensure their
improved capability. It was his considered opinion that a national training center providing professional quality instruction would produce employees with the necessary knowledge and judgment to bear upon the research problems confronting operational management in the NPS.25

In the following excerpts from a letter written to friend and colleague Earnest Brooks of the Old Dominion Foundation in 1958, Director Wirth explained the importance of a national training center and the relationship of Mission 66 to personnel development. These excerpts have been organized by theme for easy reference.

**Quality Employees**

One of the most critical situations facing the National Park Service today involves personnel-recruitment, training and retention of high quality men.

The staff must grow at least 30% in the next eight years if the increasing demands for area protection and visitor services are to be met.

Competition among government, business, and industry for the men of highest competence militates against what has been in the past an abundant flow of the best of each year’s university graduates toward the service.

**Mission 66 Personnel Development Impact**

As the service, under Mission 66, designed a blueprint for the physical development of plant and resources, so it must at once activate its corollary—a program for employee recruitment, staff growth, and career development...The strength of the service depends upon people—their abilities, experience, knowledge, energy, attitude, resourcefulness, and dependability.

**NPS Culture**

However, the National Park Service tradition has been largely passed on in a word-of-mouth, family-style way of bringing our employees into the fold, and explaining and passing on our principles. We are proud of our organization, and of the close inter-relationships of our personnel, who are working together in a united way, toward a common objective.

Our old-line superintendents, chief rangers, naturalists, historians, landscape architects, and others, have taken the time personally to carefully and patiently pass on our ideas and traditions to our younger men who have willingly accepted the best of the service thinking, practices and ideals.
In this way, there has developed a kind of fabric of Service thinking and feeling about the parks and their meaning, which is immensely valuable. We expect this personal, family-style, on-job-training will continue as long as there is a National Park Service.

Need for a National Training Center

As the service grows in size and complexity, we are finding that we badly need something further to help maintain our traditions. In the earlier years, the service recruited its rangers pretty much from men of outdoor experience. A generation ago, two-thirds of our population lived in rural environments. From these we got our men. Today, two-thirds of our people are city-dwellers, and from these are coming more and more of our new recruits. The increased need for specialized training for work in the out-of-doors is obvious.

First National Park Service Training Center at Yosemite National Park

Believing this strongly, we started an experiment at Yosemite National Park in the fall of 1957. We set up an experimental National Park Service Training Center—a center to launch new permanent ranger and interpretive employees in the best service tradition, and a center to refresh and broaden our more experienced employees in their knowledge of the growing work of the service throughout the United States and its Territories and Island possessions.

We have graduated two classes of twenty-five, and a third class is in school now. Even though improvised classrooms are used and there is practically no equipment with which to operate, the results are phenomenal.

What we are thinking of now is a permanent National Park Service Ranger School—in effect an academy for our service, as much as the Naval Academy is for the Navy or West Point for the Army, except on a much smaller scale, of course.

We expect to bring together there, in one place, our young rangers, naturalists, and historians from all over the country and give them a sense of common purpose.

We want to put up permanent buildings and have a permanent staff, sufficient to make possible handling of about one-hundred young men at a time for three-month periods.

Rationale for the Choice of Grand Canyon

We have been giving a lot of thought to a possible location for such a school and
have considered the east, as well as the west, and also central locations. We think this service school should be in a national park environment.

We would like it to be an environment where protection and interpretation, as well as park operations in as many phases as possible can be illustrated as in a field laboratory.

We think that the trainees should be given an insight into the broad historical purposes of the service, as well as into the preservation and use of the natural scene. We want the school to be located where the students can see examples of all phases of service work.

The best combination of all these qualities, plus an excellent year-round climate for training purposes, appears to us to be Grand Canyon National Park. There the service conducts one of its finest interpretive programs.

The splendid new Grand Canyon Visitor Center and the famous Yavapai Observation Station are outstanding facilities of their kind. Many of the major aspects of preservation and protection can be well illustrated at Grand Canyon, not only on the south rim, but also the north rim, with important examples of forestry and wildlife protection, concession operations, land problems, examples of river running and rescue work, trail work, and so on.

Grand Canyon has important historical associations, as well as natural history resources, and contains many significant prehistoric ruins. Nearby are such national monuments as Wupatki, Sunset Crater, Walnut Canyon, and Navajo, and the Lake Mead National Recreational Area, with their special problems and challenges.

To Grand Canyon come distinguished visitors not only from all over the United States, but from all over the world. Everything considered “Grand Canyon” seems to us to offer an ideal combination of qualities and resources for training purposes.26

A. Initial Training Program in Yosemite National Park

Director Wirth approved a three-year trial program, and Yosemite National Park became the location for the first national park training center. Yosemite had existing facilities in which to house and feed the trainees, the presence of an active all-year-round park operation, and proximity to the other park areas, a regional office, and a Division of Design and Construction
field office. NPS management also considered the "availability of a well-rounded park staff and adequate protection and interpretation facilities and equipment."

B. Management Improvement Committee

In order to improve the efficacy of a centralized program, Director Wirth approved the formation of the Management Improvement Committee.

The committee was comprised of the following members: Assistant Director for Administration, Assistant Director for Operations, Chief of Design and Construction, Chief of Recreation Resource Planning, Chief of Mission 66 Staff, Chief Auditor, Chief Engineer, and Assistant to the Director.

At the conclusion of each of the three trial years, the Management Improvement Committee reviewed the training center program and made recommendations to the director on the following points:

- overall effectiveness of the training program
- field reaction to, and acceptance of, the training center idea
- scope of the curriculum
- adequacy of instructional methods
- staffing requirements
- adequacy of physical facilities
- adequacy of equipment
- sample reactions of trainee groups
- cost of the program

At the end of the third year, the Management Improvement Committee recommended that the program become permanent. Based on this recommendation, the Horace M. Albright Training Center continued its training programs at Yosemite for another two years and then moved to the Grand Canyon site.
C. Description of Early Classes

When the pilot programs started at Yosemite, the primary objective was to provide essential training for new rangers. The goal was to develop the following areas:

- basic knowledge and understanding of service objectives, philosophy, policies, organization, administration, basic legislation, rules and regulations, and operating programs
- proper attitudes, with respect to human and work relations, to public service in general, to specific phases of park conservation, and to a life-long career in the National Park Service
- physical and mental skills in the public information, interpretive, and protection services and programs and dedication to the work of the service and a willingness to promote service ideals through thoughtful application of individual and group efforts to achieve the successful accomplishment of the total Service program

Classroom instruction was only one aspect of the training received during these programs. For example, at the conclusion of each training course, trainees participated in outdoor forest fire control and structural fire control exercises in buildings to learn how to control and respond to fires.

Beginning with the first class at Yosemite, it became a time-honored tradition to name the class after an outstanding National Park Service employee who had contributed significantly to the preservation of the natural and cultural resources of the National Park System. It was natural to name the first class after Stephen T. Mather, the initial guiding light and first director of the National Park Service.
First row (l to r) James A. Mink, Mount Rainier; John M. Morehead, Yosemite; Heath L. Pemberton, Fort Sumter; Jerry Y. Shimoda, Jefferson National Expansion Memorial; Richard K. Robinson, White Sands; Louis Morris, Statue of Liberty; David C. Ochsner, Mesa Verde; Robert D. Metherill, Blue Ridge; Ellsworth R. Swift, National Capital Parks.

Second row (l to r) Frank F. Kowski, TC staff; Robert T. Bray, Effigy Mounds; Sigismund J. Zachwieja, Yosemite; Richard T. Hart, Wind Cave; June Branner, TC staff; Richard D. Jacobsen, Sequoia-Kings Canyon; Robert I. Kerr, Great Smoky Mountains; James W. Corson, Mount McKinley; Robert N. McIntyre, TC staff.
Third row (l to r) Robert E. Cook, Colonial; Richard S. Baird, Platt; Loren N. Gould, Coulee Dam; Robert F. Fenton, National Capital Parks; Charles R. Wasem, Bryce Canyon; Theodore W. Sullivan, Olympic; Bernard R. McClelland, Yellowstone; Marvin C. Hershey, Glacier; Richard M. Howard, Gran Quivira; Charles H. McCurdy, Big Bend.  

D. Class Topics

The early classes of Introduction to National Park Service Operations were part of a curriculum that was designed to introduce participants to all aspects of the NPS Mission, history, and operations. A few of the topics were as follows:

- Conservation Movement in the United States
- Structure of the Federal Government and Department of the Interior
- History and Landmark Legislation and the National Park System
- NPS Policy and Organization
- Park Operational Standards and Safety Programs
- Visitor Contacts and Regulation of Visitor Activities
- Preliminary Firearms Instruction
- Mountaineering Safety and Avalanche Peats Exercise
- Park Maintenance Programs and Hand Tool Use and Safety
- History and Principles of Interpretation
- Fundamentals of Forest Fire Control and Field Exercises
- Compass Orienteering and First Aid
- Equal Employment Opportunity

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E. Facilities at Yosemite

During the early period of the program, the training was conducted in temporary facilities that were located in the upstairs storeroom of a museum in Yosemite.

The trainees without families were housed in the Yosemite Ranger Club, a building presented to the rangers of Yosemite by Stephen T. Mather. A lounge in the club was used for recreational purposes and scheduled social activities with the trainees and their families. Trainees with families occupied house trailers or rented quarters from concessionaires.

The trainees were housed in two locations in the Yosemite area; half were located in Yosemite Valley and the other half were located at El Portal.

Due to the inadequacy of these facilities at Yosemite, only two sessions, each with a duration of three-months, were conducted annually. The maximum enrollment for each session was twenty-five trainees. The staff at Yosemite National Park, led by Superintendent Preston,
contributed many hours to “ensure the success of each training session.” Staff members from other parks, such as Muir Woods, Yellowstone, Lassen Volcanic, and the Grand Canyon, also added to the learning experience of the participants. Additionally officials from the Washington office and other federal and state agencies shared information with the trainee groups.

Despite the cramped and limited facilities, the trainees engaged in numerous activities in addition to the traditional classroom training.

The wives of participants were also involved in the training programs. Albright staff members presented information on family survivor benefits and discussed the role of the staff wife. The staff did not hesitate to spend personal time with trainees as necessary for the success of the program.

F. Trainee Learning Opportunities

The trainees were given tours of Yosemite concessions and services after discussing concessions issues in the classroom. Senior managers, such as Mr. Hilmer Oehlman, executive vice president of Curry Company and others from the Yosemite Park, offered firsthand insight on concession management.

Black and white photography, color photography, and darkroom techniques were also part of the training. Interpretative skills were also demonstrated and practiced during campfire programs, illustrated talks, and guided trips to places, such as upper Yosemite Valley.

As Supervisor Kowski noted that “today’s textbook-toting park ranger, who participates in one of the several training sessions each year, is in sharp contrast to yesterday’s ranger who won his stripes through the trials of experience only.”
A special feature of each session was a field trip. Places such as Millerton Lake State Park were visited in order to study management problems indicative of water recreation areas. Many other places were visited, including Sequoia, San Francisco, and Muir Woods. Trainees were given instruction by American Red Cross staff on first aid. Problems and techniques common to personal injuries in park areas were emphasized. Search and rescue operations and fire suppression, prevention, and pre-suppression training were also part of the curriculum, both inside and outside the classroom. Time was also spent on a number of short subject areas, such as the “use and potential use of saddle and pack stock.”

During the periods between sessions, resident training staff were expected to visit field areas and assist area staff in local training activities for permanent and seasonal park service and concession employees.  

G. Early Sessions Model (Owen A. Tomlinson Session)

Twenty-seven trainees participated in the Owen A. Tomlinson session in the fall of 1961. This trainee class was represented by nineteen park rangers, five park historians, one park naturalist, one park archeologist, and one member of the Navajo tribal organization. The average participant age was twenty-seven years old with ages ranging from twenty-four to thirty-nine. Of the twenty-seven trainees, twenty-five had at least one academic degree and four had advanced degrees. The class had a combined 185 months of seasonal work experience and a combined 155 months of experience with conservation-related agencies.

An important aspect of the early sessions was the opportunity for each trainee to share their career goals and other work interests during an informal evening interview. An evaluation was then sent to the appropriate superintendent for consideration for a position after graduation.
Trainees served as instructors in their specific area of expertise; each trainee was required to instruct the class in park interpretation or visitor protection. The curriculum included classes on supervision, law enforcement, interpretative planning, formulation of audio visual programs, and onsite interpretive skills. As noted in the report, “emphasis was on Orientation and Indoctrination.”

H. Class Speakers and Materials

Of the numerous speakers during the session and to the delight of the trainees, the renowned Will Colby shared his experiences with Steve Mather and John Muir. (Will Colby joined the Sierra Club in 1898 and, for all but two years between 1900 and 1946, served as its secretary. In 1901, Colby initiated the annual High Trips that began the club’s popular outing program and led the trips until 1929. In 1961, Will Colby became the first recipient of the Sierra Club’s John Muir Award, its highest recognition for achievement in conservation.)

The trainees learned “modern approach[s] to park management practiced in African parks” from Mr. Marcel Bahizi, the assistant director, Park Albert, Congo.

Course materials included a variety of binders, notebooks, and manuals in addition to park publications, such as Steve Mather of the National Parks and Our Heritage and Our National Parks. Incredibly, over eighty-one speakers and guest speakers participated in the program. Guests included representatives from Eastman Kodak, Los Angeles State College, and John Claw from the Navajo Tribal Parks organization.
Participations had the opportunity to observe new aerial developments in fire control and
mountain rescue operations through the courtesy of Whirl-Wide Helicopter Company. This
group spent a few days at Death Valley in order to learn about park operations.
At the end of every class, participants provided reports to the NPS director. Many of their comments were utilized to improve the programs. One of the key recommendations was to provide housing for the wives of participants. Not surprisingly, the men considered their wives “valuable asset[s] to the National Park Service.” As they noted, it was not just a job but “a way of life.”

In a recent interview for this report, Denis T. Galvin, retired Deputy Director and Acting Director of the National Park Service and a current member of the Board of Trustees of the National Parks Conservation Association Board commented:

During my time as an instructor at the Albright Training Center, one of the longest lasting phenomenons was the experience that the class had together as peers and the personal and professional bonds that were established. I can remember all the trainees, but I can’t remember what sessions they attended...They can remember—they know what session and who their classmates were. Most will say that was the best part of it. The experience of being there at Grand Canyon with a bunch of their peers was an experience that they took with them throughout their careers.

At the time of his retirement, Galvin said:

As long as there is an American experience, the system will never be done; the work of the National Park Service will never be finished. For taken collectively, it is the narrative of the nation’s experience. It is an American story. I never envisioned myself outside the agency. People sometimes say, “You’ve got the best job in the world.” My usual response is to respond by saying it is sometimes a lousy job but consistently a privilege. The NPS is an important institution and those of us who work for it feel privileged.

I. Ten-Year Report

According to the Park Service’s Ten-Year Report of the training center, the first ten years at the Albright Training Center were very successful ones. During that time period, 254 men had participated in the program and attrition rates were “remarkably low”; only twenty-two men (8.6%) left the service during the first ten years.
The majority of participants had backgrounds in wildlife, biology, zoology, geology, and forest and park management. A large majority of the participants had previous seasonal experience with the park service and/or experience in land or resource management.

Graduates of the program achieved excellent results and attained many positions, including park ranger, park superintendent, park naturalist, park archeologist, and administrative officer.

The average age of the participants was twenty-nine years old (which the park service considered high at the time) with some trainees as old as fifty and others as young as twenty-one.

129 participants held Bachelor of Science degrees and one held a PhD. The trainees represented many universities, both public and private, from Pennsylvania State University to Stanford University. Colorado State University graduates represented the most trainees with thirty-three participants, followed by the University of Colorado with sixteen trainees. Only four of the participants had not attended at least one year of college.34

These were clearly “growing years,” as the first superintendent, Frank Kowski, indicated in his comments to the center’s namesake, Horace Albright:

Forgive me for my tardy reply to your earlier correspondence. The fact that I mislaid it is no excuse. But it does point out the fact that times get pretty hectic around here when we have to serve as Mother Superior to forty-two trainees, thirty-nine wives, and forty-seven children. My job is really that of apartment house manager, father confessor, arbitrator of domestic problems, and trainer—the latter only when I can find the time to devote to it. Occasionally, I look back upon my earlier Yellowstone days and realize what a snap I had then.35

J. Albright’s Reputation

During its initial years, the Albright Training Center established a reputation for first-rate training and, over the years, became a “rite of passage” for National Park Service employees. Michael Watson, former NPS Superintendent of the Stephen T. Mather Training Center, stated of
his first experience at Albright, “By graduating from Albright—it was an important credential. We fought to get in. It was a stamp of approval.”

As Supervisor Kowski envisioned, “The Horace M. Albright Training Center will be instrumental and valuable in developing the viewpoints of the professional Park men who will lead the National Park Service to contribute significantly to the refreshment of mind, body, and spirit of the American public.”

The Albright Training Center appears to have lived up to Supervisor Kowski’s vision that the center would shape the viewpoint of staff men and women, help ensure the conservation of national resources, and facilitate visitor enjoyment of our national treasures.

Albright’s location in the Grand Canyon National Park adds to its value as a premium setting for NPS orientation and training. Its location provides more than just an awe-inspiring setting for visitors from all over the world who simply gaze at its beauty and size or hike the trails or float the currents of the turbulent Colorado River; it also provides a training site that can never be replicated.

The ability of the trainees to participate in lectures and workshops while watching the changing interplay of light and shadows outdoors and then to experience living case studies in park operations while feeling the sunshine and wind on their faces cannot help but instill commitment and ensure internalization of the lessons presented.
Bill Wade, former Superintendent of Shenandoah National Park and present Chair, Executive Council Coalition of National Park Service Retirees, felt his training at Albright had a tremendous and long-lasting effect on his career of over thirty years. He developed relationships that he kept over his professional life. "The training course, Introduction to Park Operations, was a good background and helped me build relationships, which served me quite well throughout my career," Bill said. "I used those contacts throughout my career as did most NPS employees." 37

According to one former student, Organizational Development Specialist Lucia Bragan, who attended the 1968 session and recently retired after more than thirty years at NPS, "Being there in the Grand Canyon with thirty-five others, going through so many things I had never done before like water-oriented work, camping and going through it together built camaraderie amongst the people and gave a broad support of the park service." She noted that she still maintains contact with several of her classmates. Bragan also felt that the instruction was first
rate and that the instructors brought great enthusiasm to their job. "There were people who vied with each other to get the chance to go to Albright to do the training," she said. 38

Organizational Development Branch Manager Samuel Fontaine might well have best summed up the feelings of generations of Albright trainees when he stated, "Your blood could not possibly be green if you have not been to Albright." Albright is an intimate part of the NPS culture and is so significant that when discussions were held by NPS leaders and partners to consider closing it and moving its programs to the Presidio, a great "hue and cry" went up from retirees, friends of the park, and NPS employees. This resistance, no doubt played a large part of the efforts to reinitiate the significance of Albright as "the place" for training NPS employees. 39

K. Landmark Session

The Conrad Wirth training session held from February 10 to April 29, 1964, was a landmark session. Prior to this session, all students at Albright had been male. For the first time since its inception, women graced the grounds of Albright as trainees. As noted in the training report, "Not the least of the special features of this session was the presence in the classroom of two charming young ladies. Barbara A. Lund, Park Naturalist, Saguaro (National Park) and Barbara A. Sorrill, Park Historian, Colonial (National Park) added much to the effectiveness of the session."
These women were clearly not token participants but rather fully engaged students. They not only asked to participate in every aspect of the training, but apparently, "acquitted themselves beautifully in the more rigorous aspects of the training." In a quite candid admission, the training center staff acknowledged their fears about dealing with women in the program but discovered that, "[their] fears were not only unfounded but unwarranted." In fact, in their final session report, training center staff gave an unqualified recommendation to enlist women for future sessions stating, "Without qualification, it can be said that every trainee group should be graced with the charms of one or more young ladies."
XI. Ranger Skills

The Ranger Skills course evolved from the course known as Introduction to National Park Service Operations, which was suspended in 1979. While the Introduction to Park Service Operations program was extremely successful, it was felt too lengthy to quickly allow the placing of trained rangers on the job. The backlog had become nearly three years long.

The following statement (found in the Albright files without a date or title) noted that the center is highly supportive of a variety of service training needs. However, for excellence in Ranger training and Natural and Archaeological Management and Protection, the center must devote the majority of its resources to its basic functions:

- To provide basic training of Park Rangers (protection and interpretation) related
- To their responsibilities in visitor Service Interpretation, and Resources Protection
- To foster for the Ranger, positive attitudes, teamwork, a high degree of effectiveness and an understanding of the complete Mission of the Service
- To provide topical, effective training in the proper management and protection of Natural Resources of the Parks
- To provide topical, effective training in the proper management and protection of Archaeological Resources of the Parks
- To provide special emphasis training in a variety of fields to meet specialized short-term service needs as required by the Director

Except as required by the Director as a crucial need, the center will not be presenting entire courses relating to:

- General Employee Orientation
- Energy Conservation
- Maintenance
- Administration
- Human Rights
- Historic Resource Management
- Concessions Management

However, Albright will support these and other special emphasis programs of the Service through its basic courses.
• The center will cooperate to the fullest degree with Mather Training, FLETC, the various Regions, and the Parks to assure that the above subject areas and the affected employees receive the proper training.

• Essentially, Albright is a center for training of Rangers involved in Visitor Services, Interpretation, and Resource Protection. Especially important is the companion function of providing for intelligent, up-to-date training in the fields of management and protection of Natural and Archaeological resources for a variety of employees.

The Introduction to National Park Service Operations course was used as the model to create a five-week skills training course that would provide the "nuts and bolts" of ranger activities and place more trained rangers on the job more quickly. Over the years, the Ranger Skills course was lengthened to a seven-week format and was presented three times per year at the Albright Training Center. In some regions, four-week courses were presented in order to expedite placement and reduce the backlog.

From October 1, 1987, to May 31, 1988, two teams of rangers studied the Ranger Skills course. One team was comprised of the following individuals:

• Maureen Finnerty, Associate Director, Operations, MARO
• Carl Bowman, Resource Management Specialist, Petrified Forest
• Robert Stanton, Associate Director, Operations, WASO
• Bill Laitner, Interpretive Specialist, Yellowstone
• Dave Karraker, Superintendent, Albright Employment Development Center
• Tom Vaughan, Superintendent, Chaco Culture
• Karen Wade, Superintendent, Guadalupe Mountains
• John Reed, Assistant Superintendent, Grand Canyon
• Dale Antonich, Chief Ranger, Death Valley
• Steve Rudd, Woody Harrell, Frank Buono and Pete Nigh, Albright Staff:

The second team was comprised of another outstanding group of NPS employees, including former Superintendent of the Albright Training Center Constantine Dillon.

The seven-week course was in its twenty-sixth session at the time. This team made the following recommendations:

• Ranger Skills course should be the mandatory course for all 025 series Rangers.
• Ranger Skills course should be completed during the employee’s second-year as a permanent employee.
• Ranger Skills should be Albright's primary mission with other training programs being secondary.
• Ranger Skills course should be eight-weeks long in order to accommodate all of the required needs.
• Washington Office should provide all of the necessary additional manpower, logistical support, and funding necessary for the Albright Center to fulfill its new primary role.41

Many National Park Service present employees and retirees (in interviews for this history) have stated emphatically that the creation of the Albright Training Center, with its emphasis on developing professional NPS employees, was a significant accomplishment in helping to create and sustain the stellar reputation of the National Park Service.

The Horace M. Albright Training Center is still the nexus for employee orientation, growth and development, collegial networking, and genuine friendships. Former Intermountain Regional Director Karen Wade stated:

We were able to build a network and watch how relationships laid the groundwork for long-lasting professional relationships and friendships. The networking started at Albright was not only with the students but with staff. These relationships lasted over these many years. My very best friends to this day came from those classes. Indeed, the center has truly enriched and enhanced the service, the parks, and the public in untold demonstrated and intangible ways.42

X. Albright Training Programs

The following training programs have been housed at the Horace M. Albright Training Center:

• Leadership Training
• Maintenance
• Concessions
• Supervision
• Management and Leadership
• Resources Stewardship
• Natural Resources
• Visitor Use Management
XI. Albright Training Center Supervisors and Superintendents

Ten outstanding individuals have served as superintendent of the Albright Training Center since its founding. Their names and tenures are listed below.

Frank F. Kowski served as supervisor of the Horace M. Albright Training Center at Yosemite National Park, California, from July 1957 until September 29, 1962, when the center was transferred to its permanent location in the Grand Canyon National Park in Arizona.

Frank Kowski 1957 – 1966
Wayne B. Cone 1966 – 1970
Lemuel A. Garrison 1970 – 1972
Boyd Evison 1973 – 1975
James W. Coleman III 1975 – 1977
Gene V. Daugherty 1977 – 1979
David O. Karraker 1980 – 1993
Gilbert Lusk 1994 – 1996
Constantine J. Dillon 2002 – 2007

The Horace M. Albright Training Center has consistently helped rangers and, increasingly, all groups of NPS employees understand and support the NPS Mission in the special context of shared values, reflective dialogue, collaboration, and collective responsibility and accountability.

The NPS has always been confronted by opportunities and challenges throughout its history. Educating its employees through specially designed training programs at the Horace M. Albright Training Center has been one of the Service’s key strategies for outstanding and sustainable individual and organizational success.
Notes

8. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, excerpt of quote by Frank F. Kowski.
9. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, Two Centers East and West.
14. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, Kowski Training Center Report.
15. Ibid.
16. Ibid.
17. Ibid.
18. Ibid.
20. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1958–1962.
21. Ibid.
22. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, Conrad Wirth letter to Horace M. Albright, May 29, 1963.
23. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1957–1964.
24. Dr. Sarah Allaback, 2000 Department of Interior Study of Mission 66 Visitor Centers.
25. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1958–1962.
26. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, Conrad Wirth Letter to Earnest Brooks, Old Dominion Foundation, 1958.
27. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1958–1962.
28. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1957–1964, Stephen T. Mather Training Session.
29. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, Kowski Training Center Report.
30. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1957–1964, National Park Service Training Center Program, Yosemite National Park.
34. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1957–1964, Statistical Summary of First Ten Sessions.
43. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, NPS, The Learning Place. http://www.nps.gov/training/.
Section Two

National Park Service Fundamentals Training Program
Moving to the Future by Building on the Past
## Section Two

### Contents

National Park Service Fundamentals Training Program
Moving to the Future by Building on the Past

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I. Introduction

According to the Oxford Universal Dictionary, the word “fundamental” means pertaining to the foundation, basis, or groundwork:

1. Serving as the foundation or base;
2. In music, fundamental is applied to the lowest or root note of a chord: also to the tone produced by the vibration of the whole sonorous body as distinguished from the harmonics produced by that of its parts, and
3. A leading, primary, principle, rule, law or article which serves as the groundwork of a system; an essential part. ¹

To the designers of the program, this concept of “foundation” was a challenging and enlightening focus for NPS Fundamentals as the core course for all new National Park Service employees. As stated in an early brochure explaining the program, NPS Fundamentals was designed purposely “to capture the best ideas from the past—to achieve similar goals,” that of orienting new employees to the Mission, values, and traditions of the National Park Service.²

NPS Chief of Staff Sue Masica commented:

You can provide training in any number of different places, but a key part of all of our training is to help instill in people a passion for this purpose that we have as the National Park Service. I don’t know how to quantify it. However, there is real value in training experiences that help the trainees understand and internalize that purpose, our Mission. I have been amazed at the number of people who have gone to NPS Fundamentals II from various parks and offices throughout the country, who have said to me...the power of being able to spend the time there at the canyon, plus the technical and professional training they received from NPS Fundamentals II was very meaningful to them. The question is that if this training took place somewhere else, would the participants gain as much? You might get the content of the course, but you would miss seeing and experiencing, first hand, the constituent parts of the Power of Place.³


When asked about the importance of NPS Fundamentals courses, Suzanne Lewis, superintendent of Yellowstone National Park, stated:

The return to the agency on the investment in the NPS Fundamentals training classes is the absolute bonding that occurs with the Mission of the NPS. I have actually seen employees return from those courses with a renewed commitment to the organization and a more fundamental understanding of why that commitment is needed.4

II. Searching for the Correct Process

The years of Bermultinational’s organization development consultation with the National Park Service were marked with a constant search for a Mission orientation- and resource-focused course that included the basic experiential and informational exchange as offered in Introduction to NPS Park Operations and Ranger Skills. NPS Fundamentals, has now developed into a twenty-first century program that makes this connection and produces creative, constructive, and effective teams of NPS employees steeped in the processes that ensure Mission accomplishment.

Kevin Turner, lead training instructor for the NPS Fundamentals Program, described his lead training role as primarily focused on the Fundamentals II Training Program conducted at Albright and centered more on the operations of the National Park Service. Turner is responsible for coordinating all aspects of the program from recruitment of students and faculty to teaching, monitoring and evaluation. He emphasized the importance of recognizing the shared history, learning elements, skills development, and organizational relationships of Fundamentals with the original Introduction to NPS Operations, Ranger Skills, and Compass training programs.

Turner shared the following account:

I had been at Albright as a trainee in Ranger Skills in 1994. I remember being in class and being upset. This was such a fabulous training opportunity, but only rangers classified in that job series, GS 025, could come to the class and people I knew from other disciplines, including maintenance and resource management, needed that kind of training.
That class was not just on how to repel up a mountain and how to do search and rescue, it was a lot of orientation on what the NPS was all about. We did leadership and resource management training, communication, administration, maintenance, other key areas and history of the park service. It appears that much of the content of those courses got pulled into some aspects of Fundamentals.

Fundamentals as a whole is a really, really strong orientation to the National Park Service focusing on the eight areas of Competencies that the National Leadership Council [NLC] said a few years ago that all NPS employees needed to have a basic level of park system and park service knowledge and skill. When people go through this five-part program, they have a pretty good knowledge about the agency and what resources stewardship is about. What it means to be a leader. What it means to have core values to base your decisions and actions on. To me there are no training programs as critical as this one.

Turner noted that, based on his experience, the Albright Training Center is perfect for Fundamentals II training and far superior to trying to use hotels or other public training facilities:

    Albright is the type of setting that encourages and supports the opportunities for the class to bond, work together on committees, develop trust and teamwork; and interface both formally and informally on a consistent basis. Every class is different. Every individual class has its own personality. Many of the classes mesh together beautifully.

Turner indicated that his experience reinforced the fact that Fundamentals gives new and renewing NPS employees the ability to hit the ground running and be ready to step into key positions and make things happen in an agency loosing half of its work force and retaining over 100% of its workload. He stated that the average age of the new employee class is higher than the average age of the people who are in the experienced employee classes.

This is just totally opposite to what you would think it would be. We’re getting people who are in their second and third careers and who are in their forties, fifties, sixties. They represent a wide range of occupations and careers. They say, “When I worked in the private sector or other state and federal agencies, I was never exposed to this type of program that really lets us know who we work for, why our work is vitally important and how it relates to future, present and past.”

Turner noted that the younger folks fresh out of college expect their agency to provide this type of training and that it is not a big deal to them because this is what they expect the
agency to do. However, he felt that even the people who are likely to have a five or ten year career at most are also benefiting from Fundamentals.

Turner also emphasized the fact that when Fundamentals was first established,

we were tasked with providing a seat for every new permanent and term employee in the park service. We originally planned for twenty-five classes a year; however, due to financial and travel restrictions, we tend to operate about sixteen Fundamentals II classes a year. For Fundamentals II we start two classes at a time—on the same day. It’s worked out great, because we can bring in an instructor and have the instructor teach twice. We save money on travel and instructors. You can teach two sessions or you can teach four sessions.

Turner explained that the challenge of transporting class members from the Phoenix Airport to the Grand Canyon and also on their field trips was accomplished by renting group vans and, on some occasions, chartering buses.⁵

The participants in NPS Fundamentals, though scattered throughout the United States in different regions, parks, and offices, are able to maintain sharing, coaching, mentoring, and personal relationships based on their shared experiences in NPS Fundamentals II and NPS Fundamentals V.

Edward (Ed) Carlin, a former superintendent of Albright, commented on the program:

You can’t put a value on this kind of training. It’s a relationship thing that they learn. It’s a very important part of the training. It fosters teamwork and communication. It makes them feel part of an organization, not just a cork in an organization. It makes one more positively involved and bonded to the organization. They never forget their experience at Albright and at the Grand Canyon.⁶

III. Development of the NPS Fundamentals Program

The Compass I and II orientation training programs served as a transition to NPS Fundamentals and were delivered during the development of the complete core curriculum.
Northern Arizona University developed the pilot online training modules between 1999 and 2000. The Eppley Institute for Parks and Public Lands has played an integral part in the creation of the NPS Fundamentals program since it conducted the Universal Competencies Servicewide Needs Assessment in 1998.\footnote{7}

NPS Fundamentals was to become the "core curriculum" or main vehicle for delivery of the Universal Competencies at the entry level. The initial training program was designed to accommodate 700 newly-hired, permanent employees per year. All program costs were underwritten for the students. These costs included course facilitation, travel, lodging, and per diem expenses.

Ed Carlin, at that time superintendent of the Horace M. Albright Training Center and director of Training and Development for the NPS, delegated authority to the Incident Command Team to lead the effort in implementing the NPS Fundamentals curriculum, which was developed between 1977 and 1979. The ICS team was led by Bill Adams, a fire management specialist. Maia Browning, training manager, Universal Competencies, functioned as the agency administrator.
Two important meetings were held prior to the creation of the Incident Command Team: a key consultation meeting with key human resource community members was held in Bloomington, Indiana; and a strategic planning meeting was held in Annapolis, Maryland.

A task force group comprised of various subject matter experts met in Reno, Nevada, in two separate weeklong sessions conducted from January 28 to February 1 and from February 25 to March 1, 2002. Meetings were held three times per day during session one to ensure communication among eight elements or task groups. The sub-task force group meetings were frequent, and focused on critical elements of the program: strategic planning, quality control, curriculum, budget, staffing, instructor management, marketing, scheduling, and logistics.
A subsequent planning meeting was held with selected work groups and additional subject matter experts joined the groups to help complete assignments. The first NPS Fundamentals class was held in October 2002.

The NPS Fundamentals Program continues to build on a long, proud tradition of programs, such as Introduction to National Park Service Operations, Ranger Skills, and Orientation to NPS. In 2002, National Park Service Director Fran Mainella, commenting on NPS Fundamentals, wrote:

Now for the first time in the eighty-six year history of the service, we have a comprehensive orientation training program for all employees. In order to ensure that all employees are thoroughly grounded in the NPS history, mission, and operations, it is essential that employees complete this training.

IV. NPS Cooperative Agreement with Eppley Institute

The National Park Service training community entered into a cooperative agreement with the Eppley Institute for Parks and Public Lands at Indiana University, a division of Indiana University's School of Health, Physical Education and Recreation, to conduct training needs assessments for several career fields, including the Universal Competencies. The survey was conducted during the winter of 1998—1999. The final report was completed in April 1999.

Through this ongoing collaboration between the NPS and Eppley, assistance is provided in instructional design, curriculum revision, and the training of NPS Fundamentals instructors. The instructors are based at both the Horace M. Albright Training Center and the Stephen T. Mather Training Center. In addition, Indiana University offers continuing education units for all five courses. A long-term goal is to make NPS Fundamentals available for undergraduate degree credit.
The Eppley Institute also recruits and hires two residential instructors annually to be full-time NPS Fundamentals instructors. "There are few, if any, other programs in the nation that allow for this level of cooperation and experience between a major university and a federal land management agency," said Steve Wolter, executive director of Eppley Institute.10

V. Structure of NPS Fundamentals

The NPS Fundamentals staff, together with the Eppley Institute, strives to use the newest technologies and approaches to teaching. In addition to two week-long residential sessions at Albright and Mather, NPS Fundamentals features interactive satellite and e-courses and other methods that incorporate the latest trends in adult learning as part of the training curriculum. The program is consistent with the U.S. president’s e-government initiative in terms of “blended learning modality.” Indeed, when asked about his thoughts on the importance of having students trained at both Training Centers as part of the NPS Fundamentals program, former Training Director Reginald (Flip) Haygood commented:

Because NPS Fundamentals is presented in a series format and the fact that they move you around and within that, allows you to taste, touch, and feel the organization from different approaches and venues, and I think that can be valuable. It gives one a collective sense of the organization. It is like anything else...ritual in organization development is an important dimension, and passing through each of these facilities [Mather and Albright] and being part of the infrastructure of it, having your picture put on the wall, is just as important today as it was back then.11

The NPS Fundamentals Program is founded on the competencies-based performance model that has been prevalent throughout government and industry for a number of years. NPS incorporated a competencies-based training program in 1995 as part of the Employee Training and Development Strategy.12
Eight core or “essential” competencies are required of all NPS employees regardless of career field. Through NPS Fundamentals, the park service offers its employees broad training in each of the eight Service-wide Universal Competencies:

- Mission Comprehension
- Agency Orientation
- Resource Stewardship
- NPS Operations
- Fundamental Values
- Communications
- Problem-Solving
- Individual Development and Planning

Laura Hamer, another Fundamentals instructor, stated that in addition to her regular Fundamentals teaching responsibilities focusing on values, beliefs, and behaviors, including teamwork, communication, and envisioning the future; she also teaches and administers Myers Briggs Type Indicators and is a class coordinator.13

Hamer explained that a class coordinator helps to plan for the class and also stays in the classroom the entire two weeks, keeping track of the process, the instructors, and the students and ensuring that all needed resources are available to make the class successful.

Hamer noted that she has been with the National Park Service for four years and had been recruited for Fundamentals after her retirement from twenty years in the U.S. Navy where she ran a training program.

Hamer stated:

The fact that the Fundamentals II class objectives are being met is demonstrated by the students during the inspiring graduation ceremony, where students are telling each other what they got from the classes and how they will use what they have learned and experienced to inspire and add value to their work in their parks or offices.

Another noteworthy time is when they share, when they use the field trip study guides to write their responses to such questions as: “What do you think? What
would you do? What would you like to know more about? What are your connections to the NPS?"

Harner used an example from her Navy experience to demonstrate the real strengths of Fundamentals in terms of its impact on the NPS:

Let me go to the navy for a minute. There is an annual class in the navy that every active duty navy member takes on the core values of the navy. It’s a four-hour session and it reminds you where you come from. The roots and guiding principals! It establishes some unspoken principles that a lot of people in the park service thought they knew. It was not accessible unless you have been here for a long time. You learn them by osmosis. I think it makes a big difference. It’s the difference between doing a job and doing a service.

There is wide acknowledgement that Universal Competencies and Fundamentals are at the entry level. Fundamentals is a program designed to help new employees as well as employees who may already be working in parks and offices and have not had the opportunity to participate in such a program to experience it, come to understand more fully some of the reasons we do the things that we do in the National Park Service.

Albright and the Grand Canyon combine to make an interesting location for Fundamentals II to be, because there is that tradition of participation in Introduction to National Park Operations and Ranger Skills. It’s kind of a nice thing for students to feel that they are a part of the National Park Service. Albright provides this uniquely NPS experience. The navy had this type of tradition in terms of their boot camp in one location. When they spread it out to three locations, there were those of us who went to other locations and felt a loss.

There is something to be said for that connection that takes people throughout their careers, that they can trace their roots. I do think that there is value in having face-to-face training. However, we also need to look at the value of using new and emerging technology delivery processes. As we review the challenges of available employee training time, funding problems and travel restrictions, we need to add program review to our curriculum review process and I think it is probably time to ask several program focused questions including: Does it still need to be in this order? Does it still need to be in five parts? What could we do differently? What should we do now? We have to make sure we are managing Fundamentals in the smartest way that we can do it.

I like the idea of having both at Albright and Mather because of these training centers’ traditions. However, we must acknowledge the fact that the NPS has changed and be open to new and different ideas, approaches, and possibilities. Fundamentals can stay relevant by making sure that we are still teaching the things that the field needs.
We have also started to emphasize the important role of stakeholders and partners. We keep affirming it with each other that this is the right thing to do. The park service can't do it alone and should not do it alone.

The NPS Fundamentals course is comprised of five modules completed over a two-year period. NPS Fundamentals I and II require sixty-seven hours of training during the first year; NPS Fundamentals III, IV and V, designed to be completed during the second year of the course, require forty-four and one-half hours of training.

The five NPS Fundamentals training modules are segmented as follows:

NPS Mission and History: NPS Fundamentals I

- Online course, three hours
- Web-based module on the history, mission policies, government, and partnerships
- History of the National Park Service
- The Organization of the National Park Service
- The National Park Service and the Federal Government

Introduction to NPS Operations: NPS Fundamentals II

- Classroom instruction, sixty-four hours
- Two-week classroom training at the Horace M. Albright Training Center
- NPS Core Values
- Resource Stewardship
- NPS Operations
- Policy and Planning
- Leadership and Teamwork
- Interpersonal Communications

NPS Career Management and Retirement Planning: NPS Fundamentals III

- Online course, two hours
- Web-based and satellite TEL modules completed at worksite
- Career Planning
- Retirement Planning (optional TEL/NPS module)
Managing Work/Life in the NPS: NPS Fundamentals IV

- Online course, two and one-half hours
- Web-based modules
- Ethics for those in Public Service
- Diversity
- Health and Safety

Building Trust, Teams and Leaders: NPS Fundamentals V

- Classroom instruction, forty hours (includes portfolio and post-course Individual Action Plan)
- One-week classroom training at Stephen T. Mather Training Center
- Interpersonal Skills
- Problem-solving Skills
- Organizational Culture
- Visioning and Strategic Thinking
- Culminating Workshop to Demonstrate Skills

In an effort to assist the partners, volunteers, and the general public to better understand and relate to the mission and focus of the National Park Service, NPS Fundamentals I has been adapted, and is available on the Internet at no cost, in partnership with Eppley. It has been renamed Introduction to the National Park Service: Its History and Mission.

One of the drawbacks of early longer orientation courses, such as Introduction to Park Operations and Ranger Skills, was that only a few select people could attend and the focus was on training new Rangers. Retired NPS superintendent and senior leader Bob Reynolds stated:

The sad thing about the old Introduction to Park Operations class was not that it wasn't an outstanding training program but the cost...and it was time consuming and only a few of the people got to go through it. Even in its height, only a few individuals got the real benefits. I was one of the people who pushed for the creation of NPS Fundamentals. However, with NPS Fundamentals, all new employees are eligible to participate. In fact, the program is fully funded for all new employees within the first two years of their employment.
Subsequently, this new diverse group of employees has contributed to the park service in a number of ways, and NPS Fundamentals has played a key role in this development. Employees develop contacts from whom they can draw on throughout the service. Friendships are made that last a lifetime. It is easier to problem-solve when one has had an experience with an individual who can be called upon to assist. NPS Fundamentals Instructor Richard Ullmann illustrated this point:

I went through NPS Fundamentals and became a guest instructor...I believe in this. I think it is a valuable program to have in place. And I really like the fact that NPS Fundamentals in its current format puts people together from all different walks of park service life and all different levels of experience, grade levels. It gets people networking...understanding each other...people from urban parks mixed with folks from extremely remote parks. There is a real variety and diversity in NPS Fundamentals that weaves the fabric of the park service a little bit stronger than it might be otherwise.
VI. Feedback on NPS Fundamentals

Participants in the course have rated the NPS Fundamentals II course conducted at the Albright Training Center very highly on a consistent basis. Former students have returned as course sequence instructors. In an interview for this report, Demica Vigil, NPS Fundamentals instructor at Albright, spoke approvingly of her first experience with NPS Fundamentals:

When I came to the NPS Fundamentals program here, physically, and went through it as a student, it just opened my eyes to what the agency is supposed to be, what we shoot for, our goals, our objectives, in all the different jobs that we have as opposed to the interpersonal dealings that people have with each other that are not those same goals and objectives.6

During her several years at Albright as a trainer, Vigil observed first-hand the popularity of the courses. She stated:

People are generally very grateful for the NPS Fundamentals program, whether they have been an employee for many years or whether they are just starting out. They say, “Wow! I really got a lot out of this.” There may be things that they already knew in the program and maybe it was a refresher or maybe we put it into a different context in the agency. For the most part, I would say 90 to 95% of our students are really getting a lot out of the program.7

Demica Vigil’s comments are echoed by many NPS Superintendents. In an email dated September 28, 2006, from Bill Pierce, superintendent of Redwood National and State Parks, to
Maia Browning and Dr. Deborah Getz, Eppley Institute, NPS Fundamentals Program Manager, summarizing interview data from nineteen superintendents across the country, Pierce noted the following three points and examples:

1. The NPS Fundamentals Program is universally supported by all the Superintendents as an effective and efficient way to orient our new employees.

2. The quality of instruction is seen universally to be excellent and the methodology is also excellent (especially in Fundamentals V).

3. Tangible results that they have seen include:
   - Increased effectiveness and efficiency of employees through their networking with class members long after the class
   - Increased productivity because of increased morale and motivation
   - A better understanding of where they fit into the big picture and what their role is in the NPS
   - Changed behaviors and attitudes about themselves and their work ethic (for the better)
   - Improved teamwork and communications by the graduates with other members of the park staff and partners
   - Increased understanding of the values of diversity in the NPS
   - Examples of employees putting into practice their new knowledge of NPS traditions, Mission, core values, policy and laws
   - The program actually made the difference in retaining a good employee who otherwise would have left the NPS
   - Better staff support for decisions because they understand how the decision was arrived at and they engaged in the process
   - The teamwork sessions really produced good results at the work site, better cooperation across divisional lines
   - The exposure to a western park and an eastern park was good for his employees to see the big picture of similarities and differences

VII. NPS Fundamentals: A Sound Investment

In the most recent NPS Fundamentals annual report, a summary of results from participant evaluations indicated the course was very successful:

- 99% report that they currently possess an increased knowledge of basic operations in their workplace.
95% report having a greater understanding of the NPS at the park and office level.
92% report demonstrating a greater understanding of the role of resource protection in the NPS.
89% report a greater commitment to NPS.
86% report having an increased confidence to assume a role as a leader in the NPS.
86% demonstrate an increased understanding of their personal role in the development of their career.\(^{19}\)

In addition, the program has received recognition from outside the NPS. In 2005 the NPS Fundamentals Program and NPS Training and Development were awarded the Indiana University Partnership Award. In 2005 and 2006, NPS Fundamentals was a runner-up for the W. Edwards Deming Outstanding Training Award presented by the U.S. Department of Agriculture Graduate School to an “innovative and impressive employee development and training initiative that has made a difference in the achievement of [the organization’s] mission.”\(^{20}\)

National Park Service Director Mary A. Bomar sent a memorandum to all employees dated April 23, 2007. This memorandum emphasized the results of a National Park Service employee survey. Director Bomar stated that the results of the survey showed that employees displayed “enormous affection” for the service and “a passionate commitment” to the NPS mission.\(^{21}\)

Considering the survey results and the fact that nearly 2,800 employees have “enrolled in at least one NPS Fundamentals course” since its inception, it is not far reaching to surmise that NPS Fundamentals and, to a larger extent, the Albright Training Center played important roles in contributing to the sense of commitment to mission.

The importance of NPS Fundamentals is underscored by this quote from the National Leadership Council Report in the May 2007 issue of the \textit{NPS Digest}:

\begin{quote}
We will reallocate funds from within the Service-wide training budget to increase the number of NPS Fundamentals II and V classes available in 2008. In turn,
\end{quote}
Director Bomar has asked each supervisor in the National Park Service to make NPS Fundamentals a priority for all of their new permanent employees.
NOTES

2. NPS Training and Development Brochure
8. Ibid.
12. Definition of “Competencies,” "A cluster of related knowledge, skills, and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development," (Universal Competencies Home, http://www.nps.gov/training/uc/ucbg.htm.).
17. Ibid.
Section Three

Horace M. Albright Training Center
Interrelationships with Organizational Initiatives and Changes
and Training Program Modifications
Section Three

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Section Three
Horace M. Albright Training Center
Interrelationships with Organizational Initiatives and Changes
and Training Program Modifications

I. Introduction

It is always important to innovatively rethink the way that training and development is planned, positioned, implemented, and managed. In many organizations, including the National Park Service, it is increasingly difficult to agree on the priorities of centralized approaches versus individual unit and/or collaborative units approaches. NPS is currently accessing its future direction in the Training and Development arena.

The Mission of the National Park Service is the vital driving force that assists staff and visitors to experience the National Park System's natural and cultural resources as an uplifting educational encounter.

NPS Mission

The National Park Service preserves unimpaired the natural and cultural resources and intrinsic values of the National Park System for the enjoyment, education, and inspiration of this and future generations. The NPS cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.¹

In the preface of The National Park Service: A Seventy-Fifth Anniversary Album, author and editor William Sontag notes the key points and challenges pertaining to the fulfillment and achievement of the NPS Mission and its goals. These points, referenced below, underscore the complexity of designing, developing, and maintaining a high and relevant level of Mission-focused training for NPS leaders, managers, and employees.

Preservation versus use. People versus protection. Habitat for bears or parking spaces for fishermen? Signs that admonish, Keep off the Grass, and exhibit labels that invite, Please Touch! Access here, barriers there. Visitors to national parks
are doubtless struck with what appear to be inconsistencies in the management of the resources they have come to enjoy.

For the record, park managers and National Park Service employees everywhere live with these apparent contradictions on a daily basis. Parks have never been static places under lock and key. Nature is intrinsically dynamic. Historic properties changes despite all efforts to slow their deterioration. Visitor needs and demands swing like a pendulum, from place to place and from year to year. Changes and choices are the only constants in park operations.

And parks are only protected, visitors are only served, when change and choice are partners. Indecision and neutrality are anathema to the continued protection and understanding of natural and cultural heritage.

In the essay section of the album, additional statements are made about the generational heritage of the National Park System that underlies and supports the importance of the NPS Training and Development Training Centers:

The national parks have been one of our age’s greatest institutional experiments. We have succeeded in creating a system of reserves that accomplishes things beyond the dreams of national park pioneers a century ago. And yet, if you read the dialogues that surround the parks, we seem to ourselves, in each generation since that daring beginning, not to be succeeding at all: the struggle to protect and properly manage these lands grows ever more complicated and contentious.

What we have learned is that the parks are an experiment that will never end; we will never get the data all gathered, and we will never close the laboratory door and write up a final report. We keep learning, we keep making mistakes, and we keep making what we think is progress. Perhaps most important, we keep at it. Like the people before us who struggled to come to terms with this land, we get no guarantees. And like the people before, determined to do our best.2

The Horace M. Albright Training Center has been and continues to be a model of collaborative organizational partnerships that turn many of the complex challenges noted above into opportunities for great learning experiences.

Albright’s dedicated resident and visiting training staff blend and coordinate their unique skills and capabilities in ways that ensure that Albright remains a beacon light of inspiration and achievement for NPS employees seeking to serve and support the NPS Mission.
NPS employees work intelligently and passionately in support of the Mission. Current Albright training programs like NPS Fundamentals strengthen an employee's level of commitment and understanding of the basic Mission, core values, policies, and operations of one's particular park or office.

The National Park System comprises nearly 400 areas and covers more than 84.4 million acres in forty-nine States, the District of Columbia, American Samoa, Guam, Puerto Rico, Saipan, and the Virgin Islands. Many NPS employees from these areas have been inspired by their Albright Training Center experiences and share a deep pride in their collective roles in support of the Mission.

II. Horace M. Albright Training Center Focus

The Albright Training Center has been a place where many employees of the National Park Service have been able to participate in programs, courses, workshops, and seminars that have been vital to their professional development as dynamic and effective employees, managers and leaders.

The similarity of the individual experiences and significant recollections is impressive. National Park Service employees credit the Albright Training Center as a key element in their professional growth.

Bermultinational staff members interviewed individuals who have shared their own experiences as Albright training staff or class participants and other individuals with a thorough knowledge of the training center.

Mostly, the concepts our interviewees shared are necessarily subjective since they are based upon an individual’s experiences and personal outlook; yet, most interviewees credit the
Albright Training Center with helping them to better understand both the National Park Service and the National Park System and, specifically, to appreciate the importance of their role in contributing towards the service’s Mission. Excerpts of the interviews appear throughout this document; however, selected statements that specifically highlight the importance of Albright’s role are included below. These statements serve as strong indicators of Albright’s significant influence on each employee’s understanding, commitment and professional development in the National Park Service and System. While most of the interviewees have served the NPS for many years and have held various staff positions, only the most recent or current staff title is referenced for the purposes of this report.

Douglas Morris, retired superintendent of Shenandoah National Park, reminisced about the special impact Albright has had on his career and life:

> When I began my career, I spent three months at Albright as a participant in Introduction to Park Operations. There was great camaraderie among the class as we suffered the stress together. Albright helped us to forge a friendship and fellowship band that has stayed with us throughout our careers. There were thirty-six in the class. I was the last to retire. The “last man standing.”

> No one can fully teach you all of the skills you need to know to be effective in a park. The real skills you tend to learn at the park. However, at Albright, you are taught about the nature of the park. You got an introduction to the scope and culture and the pieces to fulfill the Mission. You learn how to promote the ideals of the park service and the importance of protecting the resources of the National Park System.

> I was an instructor at Albright for six years, six “golden years.” I was instructing park rangers who would be participants for six, eight, nine weeks. It was looked on as a coveted assignment to be an instructor at Albright. You can’t help but have a conscientious feeling of trying your very best and beyond to make sure that each class you taught provided the best information and instruction possible. I was fortunate enough to be a part of a group of instructors who were the best and brightest.

> During these classes, rangers would get a perspective of all the critical ranger skills. All participants were assigned to a park before they came to Albright.
Albright was a keystone to my NPS experiences of personal enrichment, great friends, shared achievements and the opportunities to make a difference.4

Retired NPS Deputy Director John Reynolds reflected about Albright’s role in his career development and the importance of continuing the tradition of strong supervisory training:

The park service started a mid-level training program and I was in the first class (1969 or 1970). I even had the opportunity to get supervisory training during the first years. It provided me with a great boost. I had great mentors who believed in training...I don’t know if many others had the opportunities that I did. The National Park Service needs good training programs in every field and at every level.

There has always been a serious problem in acquiring all of the funding needed to support these important training programs; however, the present time is among the worst. And it also means that an organization like the park service itself has a difficult time getting any goals accomplished that will benefit the service as a whole.

I have had a superb relationship with the Albright Training Center. I have been continually asked to participate in many training courses at Albright and whenever I could make the time, I participated because the Albright teaching and learning experience is one of the most satisfying experiences one can have.

I have also had a very, very strong relationship with the Mather Training Center. In all of my leadership positions, and especially in my regional and deputy director positions, I have made every effort to ensure that all available funding was secured to support the NPS Training and Development Program.

Quality training in the NPS is even more critical now than in my time. The service must be really diligent about providing high quality supervisory training and continue a strong emphasis on competency achievement in every career field. All training must ensure that new employees learn and understand the Mission and that experienced employees continually renew their commitment to the Mission.

While I have not participated in an NPS Fundamentals training program, I have heard awesome reports about its effectiveness and I strongly support it as a key part of present and future NPS training programs.5

John Tyler, retired deputy chief of Training and Development commented on the training approaches utilized at Albright and the key role Albright’s location had on trainee participants:
The training programs at Albright over the years have highlighted a wide variety of leadership and management approaches that have proven particularly innovative and successful in identifying and addressing the learning needs of participating employees and in helping them to meet the many challenges faced by the NPS.

For rangers, Albright has always been important for that historical beginning. For interpreters, Mather has been important for the same reason. Both of them, and probably more Albright because of the location in the Grand Canyon National Park and because of the surroundings, demonstrate the principles and the historic basis for the NPS.

The whole idea of setting aside special places and forming them into a network that became the National Park System, and the idea of preservation, as well as visitor use, all of that is so clear at Albright because it is remote. You can go to any other national park and say that those same things exist there, but they are harder to see because of all of the other external influences that are so strong.

I can't think of anything I did not like about my Albright training experiences. It was fairly intense. It was covering a lot of aspects of the NPS history...policy. It was focused on helping the participants understand the National Park System and the role that the employees of the National Park Service played in preserving and protecting the system. Following the Albright training experience, each participant was supposed to be assigned to work nine months in a park at the new job. My personal experience was that that worked pretty well. I was assigned to Cape Hatteras. The park assigned one of the frontline park rangers as my guide. It happened to be Doug Morris. He would set up different kinds of experiences to continue the training process. I would spend a week with the superintendent in a shadowing process. I would also spend some time with administration and some time with maintenance. The other thing that Albright did and still does is that it demonstrates the core values of the NPS.6

Bill Pierce, retired deputy superintendent of Grand Canyon National Recreation Area, succinctly summarized the enormous impact Albright's location has had on new employees and their training:

It was a challenging fourteen weeks, but looking back it also was the best introduction I could get to the NPS or any agency. It was just a tremendous opportunity to learn. Having Albright here, at Grand Canyon, absolutely makes all the difference in the world. Being able to go over on the rim there and spend four hours going through the various concessions and talking to people and learning about concession operations...going to the partnerships and learning about the history association and the friends group, going out and looking at the
national and cultural resources and the visitors and how they are actually experiencing it...you just can't match that up.

Looking at some of the other agencies and the way they do their training for their new employees in a city, because of costs...there just can't be any comparison. 7

John Jarvis, regional director, Pacific West and member of the National Leadership Council, noted the importance of leadership training and development and Albright's role in achieving that important goal:

At the time when I came into the Service, the NPS was publishing a training manual, a catalog of training opportunities. Ranger Skills was one of those. And there was an Introduction to Resource Management and there were a few other programs out there that were of interest to me. I attended a program at Mather early in my career.

I was also selected to participate in the first Natural Resource Trainee program. I was in the first class of that program and some of the sessions were at Albright. It was a two-year training program.

I think highly of NPS Fundamentals. I think we needed some sort of basic training program once Ranger Skills went down the tubes. I think it is important to have this type of core-value orientation to the service. I think this is really important and Albright has served admirably in that role.

There are things that only we can teach. You can't go outside the park service to learn how to manage a park; that is what we should focus on. To manage natural resources, cultural resources, to learn Indian law, law enforcement (with our peculiar twist) make structures of these kinds of things that are highly specialized—we should do that. Then people will come to us to learn that. You can't go out to learn how to manage a national park. You can go out to learn leadership.

The best leadership training I have had has been external to the service. I went through the Kennedy School program at Harvard. I attended some Aspen Leadership courses. I have also taken graduate classes at the University of Washington in leadership theory. I think the Public Policy/Land Management course in Washington is a good program as well. 8

Ernest (Ernie) Quintana, regional director Midwest and member of the National Leadership Council, passionately reflected upon the importance of the Albright Center and the direction that training must take in this new National Park Service era:
I have been quite fortunate to have had a career that allows me to feel good in what I do. Working for the NPS has been an incredible experience. I have had the opportunity to rise through the ranks and this is absolutely a dream come true. I could not ask for better.

Albright is a wonderful experience. It is exhilarating just in the journey getting there. And when you step outside, you are in it. What a combination!

Right now, the NPS is taking a hard look at its training and development program. We feel we can do a better job in how we provide training, in how we prepare our employees to do their jobs at their skill levels, or in how we prepare them to advance in leadership roles.

Through my career, I benefited tremendously from training put on in the parks or regionally or nationally. All of that helped me be a better employee and a better individual. It actually gave me the tools that I needed to then work towards helping me reach my career goals.

I think the training centers are an absolutely critical component, providing well-balanced, comprehensive training opportunities for the employees of the NPS. I think the training centers are absolutely the key to that. I am confident that whatever retooling we do will include the training centers as they are located right now.

NPS Fundamentals is absolutely key to grounding every new employee who comes into the National Park Service in our culture, Mission, our purpose and what we are all about. I do not know how an employee of the NPS can continue to be effective if they do not understand our Mission. NPS Fundamentals provides that in a very unique and terrific way, through a phased classroom and web-based training process.

I continue to encourage supervisors and park managers to get new employees, whether they are coming in mid-career or second career or, especially, if they are brand new out of college, to get them into NPS Fundamentals as quickly as possible.

Maintaining relevancy is also critical to our survival as an organization. We in the NLC are concerned about this and are working to find answers to:

- How do we remain relevant?
- How do we reach out to underserved communities?
- How do we take a new look at how we have operated and managed parks in the past?
- How are we conducting programs?
- How do we interact with the gateway communities?
- How do we reach out? A lot of that has been already done in multi-language and media publications.
Taking the time out to understand how you and different cultures think and act. All of this is critical to reaching out to this new population of visitors that we want to attract and continue to invite into our parks. I think we have a ways yet to go in that regards but it is very much on the radar screen, not just on the NLC level, but in every park in the system: looking at and working on how we maintain relevancy for a new and changing population.9

III. Albright Program Leadership Connections

This section notes the professional interaction of the Horace M. Albright Training Center with some of the significant National Park System and National Park Service re-organizing initiatives, new program emphases, infrastructure realignments, and organizational activities that directly impacted the training and development processes over a period of three and a half decades.

The Albright Training Center is represented in most of the areas noted in this section in one or more of the following ways:

- program concept development
- training staff involvement in: design and planning; research and analysis; program implementation; and program monitoring and evaluation
- program or activity launch and/or host site
- program initiation assistance
- program "pilot modeling"
- task force leadership and/or membership
- utilization of albright historic experiences, case studies, program reports, and training methodologies as foundation for new programs and projects

Albright Training Center is unique in its lasting influence on the NPS as an organization and on many, if not most, of the NPS employees.

Retired NPS Deputy Director Deny Galvin emphasized the impact of the Albright experience:

If you include all the courses that were initiated and/or taught at Albright, you would be hard pressed to find employees that have not been impacted by Albright in some way.
When I was an instructor at Albright, we developed a number of pilot programs. We had one program called Introduction to Park Program Management. We developed another course when I was chair of the Maintenance Training Task Force. It was called Introduction to Maintenance Management. (The task force was comprised of chiefs of maintenance from all over the service.) I remember vividly: we kind of put the course together in outline fashion. We had three days to put it together before the trainees arrived. We made it. We gave two pilots at Albright. We brought maintenance employees to Albright from all over the country. In addition, we designed the course so it could be given in the regions. We developed a program curriculum and two training manuals, one manual for the instructors and another one for the employee participants. The whole idea was that we would train trainers and they could go out and train maintenance people all over the service. Thousands of people took that course.

Another course that we developed at Albright was called the Administrative and Professional Course. It was a two-week course version of the Introduction to Park Operations course without the outdoor activities. It had all the policy, history, and program concepts and was specifically for non-rangers. It was for administrative and service employees. People from Denver Service Center would come down to Albright for that course.

NPS Audio Visual Production Manager, Jim Boyd, described the career-changing influence of the Albright experience:

I started my first job at the Albright Training Center. I was brand new to the park service. What we did back then was kind of an off-shoot of the initial Introduction to Park Service Operations, which was what happened at the Albright Center for years. It was a twelve-week course where the whole family came if space was available. By the time I got there in 1988, that course had been modified and was called Ranger Skills.

It was huge as far as the Mission of the park service for that select group. It was mainly the O25s, the rangers that were offered the opportunity to come. At this juncture in the NPS, many of the participants were the managers in the park service, and that’s where they kind of got initiated into what the park service was all about. It was an experience they will never forget, mostly for the networking. The people that they met there have been a part of their careers and lives.

Albright Training Center went a long ways into kind of molding those folks into what the park service was about; what the NPS family was all about; and the same here at the Mather Training Center as far as interpretation goes.

Albright would fly instructors in from all over the country. One of the huge things in my stay at Albright was that anybody of any significance in the park service
came there to instruct, from regional directors to the directors of the park service; they came and did sessions.

Since it was my responsibility to make sure that they were set up in the classroom and I set up their AV stuff, I got to meet a lot of those people. It was "The" National Park Service that was wandering down those halls at that time. I can't remember evaluations, but the feeling I got was that it was extremely valuable.

NPS employees even coming for just four weeks saw that as a career-changing opportunity for them to be at Albright. That was the pinnacle of being a ranger at that time, being able to come to Albright to participate in Ranger Skills or any of the other courses offered. Not everyone got to come. Way more people wanted to come than got to come. It was pretty selective, and on the whole, they thought it was extremely valuable.

Ed Carlin, retired NPS chief of Training and Development and superintendent of Albright Training Center, reflected upon the importance of the *Power of Place* of the Albright Center:

Quite often, people both inside and outside of NPS question the relevance and appropriateness of Albright as a major NPS training center. I remember that there was a congressional delegation up at Grand Canyon one Sunday and we were doing a presentation of the Grand Canyon. The members of the delegation wanted to know, "Why do you want your people to come here?" I looked around and said, "This is why." The vastness—the unbelievable beauty and majesty and power of the Grand Canyon—was behind me.

Our NPS employees from around the country, and especially our urban park areas like Philadelphia, Washington, D.C., Atlanta, New York, and other areas, need to come to the Grand Canyon and experience it. This is a primary site to have a class on natural resources. Many of our employees have never experienced anything like this.

When they come, they walk away with something they will have for life. They walk away with a completely different view and appreciation for nature and for the National Park System and for our NPS Mission.

They build relationships with other students and instructors that last a lifetime. There is a natural bonding feeling that develops at Albright. From the time they arrived at Albright, they would start their relationships. You can't put a value to this kind of training. It's a relationship thing that they learn. It makes them feel part of an organization, not just a cog in an organization. It makes one more positively involved and bonded to the organization. They never forget the experience at Albright and at the Grand Canyon. It's a very important part of the training. It fosters teamwork and communication.
I still get email from students telling me where they are, what they are doing, how they are learning and growing, and how much they still appreciate their Albright experience and how they are still in touch with many, if not all, of their classmates.  

Flip Haygood, retired NPS chief of Training and Development added his perspective on the importance of Albright:

I do know that the training and development arm of the service was always central to organizational development and growth. Those who were successful in the service utilized that process of employee development and training to work themselves up the ladder. Many individuals built resumes with long histories of experiences that provided skills, knowledge, and ability that helped one grow. A lot of that process was managed through the human resource development system, through the training centers of Albright and Mather, and even the regional training operations that were handled in the regions throughout the service.

I actually went through Park Operations and Ranger Skills as a park policeman. I got sent to Albright. That was another point early on in my career that impacted me because I got up to Albright and I fell in love with the training center there too, in terms of its ranger Mission...got to know the staff there and created networks and friendships that followed me for the next thirty years. The early managers of those centers were some of my early mentors. Many of those folks became regional directors in the NPS...many were at least executive-level large park superintendents. It gave me a great connectivity to management and to the senior leadership of the organization. It certainly helped me a great deal up through the ranks.

Albright gave you a unique advantage because you got a broader look at the service operation. It was a very intensive orientation to national parks and park operations. It was like that ground-level training that, once you got through, it immediately set you apart from the rest. I think that was why I was so highly sought after and so highly competitive.

I have a real affinity for Albright. I’ve probably been to the Grand Canyon at least fifty times in my life.

IV. National Park Service Training Centers

The training of NPS personnel, as described below, is conducted under the auspices of the four training centers administered by the Washington Office (WASO):

- Horace M. Albright Training Center
The courses offered by the NPS training centers are open to employees of the National Park Service and occasionally to outside participants.

The Training and Development Division of WASO outlines its mission, guiding principles, and strategic goals in the following statements:

**Mission**

The NPS is committed to individual and organizational effectiveness in order to accomplish its strategic goals.

Training and Development is a catalyst for the NPS to engage in continuous learning, professional growth, and organizational effectiveness.

The professional training and development community focuses on working with agency leaders to predict and develop strategies/approaches that continue to a workforce capable of accomplishing NPS strategic goals.

**Guiding Principles**

Guiding Principles provide the context in which we accomplish our work:

- Our actions support the NPS strategic plan and workforce challenge.
- We serve the NPS workforce. We take direction from NPS leadership responsible for establishing strategic direction for the bureau. We provide services to employees to enhance their capacity to respond to organizational needs.
- We partner with Human Resources to produce a workforce capable of achieving the NPS strategic goals.
- We create development opportunities with government partners and private organizations to increase our capabilities and performance.
- We get better results for the NPS by working as an interdisciplinary multi-level team.

**Strategic Goals**

- Develop a more flexible and capable Training and Development Organization that is responsive to NPS leadership and strategic goals.
• Build a competency-based, integrated system for managing employee performance.
• Ensure all employees are grounded in the history and Mission of the NPS and understand their contributions to our success.
• Develop and implement a measurement system to monitor the effectiveness of what we do.
• Develop an agile workforce that is capable of responding to changing organizational and personal needs.

Core Business for Training and Development

Connect with Customer
• Ask customers what they want
• Communicate learning opportunities
• Evaluate customer satisfaction

Provide Learning Opportunities
• Define core curriculum based on competencies
• Design and develop learning opportunities
• Determine delivery methods and sources
• Offer an annual program of learning opportunities to meet organizational and employee needs
• Conduct on-going evaluations of programs and apply lessons learned

Improve Organization Effectiveness
• Increase understanding of how an organization works by looking at systems and processes
• Work with clients to determine individual and organizational needs
• Facilitate solutions for growth and change
• Assist clients in evaluating outcomes
• Share lessons learned with the larger organization

Integrate Training and Development, Human Resources, and Equal Employment Processes
• Identify processes that can be integrated
• Integrate these processes
• Evaluate effectiveness

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Service-wide training and development programs are designed to emphasize specific programs and policies of the agency. Uniformed employees responsible for interpreting the national parks' natural and cultural resources receive intensive training in a wide range of communication skills. Service managers entrusted with programs in administration and office management, cultural resources, risk management, and visitor use management, supervision, and leadership participate in a number of courses, workshops, and distance learning opportunities.

Working with NPS programs and other internal and external organizations and partners, the training centers develop, coordinate, and extend the reach of education, training, and public awareness activities relating to resources as well as to the programs of the National Park Service.

**Horace M. Albright Training Center, Grand Canyon National Park, Arizona**

The role of the Albright Center is to train and educate NPS employees in Universal Competencies (Fundamentals), Natural and Cultural Resources, and Visitor Use Management.

**Capital Training Center, Washington, D.C.**

The role of the Capital Training Center is to train and develop NPS employees in supervision; management and leadership; and organizational development.

**Historic Preservation Training Center, Frederick, Maryland**

The role of the Historic Preservation Training Center is to train and develop NPS employees in the career fields of Historic Preservation Skills and Crafts; Risk Management; Maintenance; and Planning, Design, and Construction.
Stephen T. Mather Training Center, Harpers Ferry, West Virginia

The role of the Stephen T. Mather Training Center is to train and educate NPS employees in Interpretation, Education, Partnerships, Administration, Business Practices, Concessions, Public Affairs, Legislative Affairs, and NPS TEL Programming.

In a recent interview for this Albright history, David D. Dahlen, superintendent of Mather Training Center, emphasized the historic significance of the center and its continued role as a catalyst for change and growth. He stated:

Storer College was one of the first institutions of higher learning for free blacks and freed slaves...As such an important site, it became well known in the African American community. W.E.B. DuBois and Frederick Douglass both used this place as a platform and as a springboard to further the cause of civil rights.

In 1906 the Second Niagara Movement was held here. DuBois delivered a very powerful speech calling for nothing less than an equal chance for people. That movement grew into the NAACP and the rest is history when it comes to the push for civil rights.

What we must do is to link the future of the intangible values of the national parks in terms of what they do for our society and our culture, and also for natural resources...The people who come for training here, in a sense, have that very same opportunity to help improve the future, much as what the people did in the 1880s. We have that same context of looking into the future.15

Albright also collaborates with the following training centers:

- U.S. Park Police Training Branch
- Federal Law Enforcement Training Center (FLETC)
- National Interagency Fire Center
- Fish and Wildlife Service (FWS), National Conservation Training Center (NCTC)
- Carhart National Wilderness Training Center
- Conservation Studies Institute
V. Related NPS Programs (1991-Present)

A. Intake Program Overview

The National Park Service has enjoyed a strong tradition of employee development and the resultant high level of staff commitment to the values and principles of the service. First implemented in the mid-1960s, the Intake Trainee Program has undergone various changes over the decades in terms of class size and duration, structure, and methodology. However, its original goals, to insure enhanced employee skills and a continuing high level of commitment to the Mission of NPS, have remained unchanged into the twenty-first century.

As noted in Section one of this document, Director Conrad Wirth commissioned the Introduction to Park Operations program, which was often considered an orientation, intake, and informal succession program.16

Soon after being named the seventh director of the service in 1964, George B. Hartzog, Jr., building on the Introduction to Park Operations program, conceived and developed the first official Trainee Intake Program. Director Hartzog emphasized the Intake Program as a developmental recruitment, training, and promotion initiative to involve women, minorities and Native Americans in National Park Service management programs.17

NPS leadership agreed that the first intake program (still named “Introduction to Park Operations”) be designed as a three-month formal training program at the Albright Training Center. It was to be followed by an intensive nine-month on-the-job training program at selected “intake parks” with the goal of placing trainee graduates into more productive work at an earlier career age than was previously possible. It was also considered “helpful in developing wholesome attitudes toward the work of the National Park Service.”
Director Hartzog outlined his objectives in implementing the newly conceived program and called for the:

- identification of certain intake parks...to receive the graduates
- development of "well-conceived" on-the-job training plan for uniform application and guidance at each of the several intake parks
- adequate evaluation of the nine-month experience and performance of each intake trainee
- devising of machinery for feeding trainees out from the intake parks to regular assignments and for following up to appraise their progress periodically thereafter

He called upon his staff to share the responsibility for the accomplishment of these objectives, recognizing that initial procedures would be refined based upon feedback from participants as well as supervisors. However, it was expected that after the initial training at Albright, the Intake Program would further train individuals in job skills, procedures, techniques and work accomplishment. It encouraged exposure to a broad range of work assignments including assignments in protection, interpretation, maintenance, and administration in the hopes that a wider work exposure would "broaden their understanding and general capabilities" in the NPS.

Guidelines for the intake trainee park assignments included the designation of a coordinator at each park with outlined supervisory, counseling, and evaluation techniques to insure the success of the program. Details of fully implementing the program were assigned to C.P. Montgomery, assistant director of Administration.

Deputy Director Harthon L. Bill stated:

The importance of the Intake park experience cannot be overemphasized. In the most elementary terms, the quality of the personnel resources available determines the success or failure of our mission and thereby controls the future of the National Park Service. We cannot escape the fact that, for most employees, their attitude toward the service and toward quality job performance is established early in their career experience. The results of this initial experience may well
determine the individual's value to the service and to himself in the career years which will follow.19

One NPS Intake trainee, Gilbert (Gil) Lusk, became chief of NPS Training and Development and Superintendent of Albright Training Center. Lusk created and attempted to implement the NPS Training and Development Strategies Program. In an interview, Lusk noted:

I entered the park service as a trainee in the NPS Intake Program. In the early years, that meant in 1961 as a freshman in college, I was brought into the National Park Service and assigned to an area on the basis that I would work for three summers in parks as a trainee and I would be given exposure to interpretation and law enforcement and various aspects of the park and upon graduation, I would become a permanent park ranger. That program died, unfortunately, in the mid to late sixties. But nevertheless, that is what I came in under.

As soon as I graduated in June of ’65, in July of ’65, I was in the Grand Canyon taking a three-month course on park operations, the orientation program. From there I was assigned out into the field and went on from there. There was a direct linkage in that program.

In those days, the other people that were with me in that program were intakes and there were some people who were just coming in from seasonal ranks. In general, we were a fairly new group of employees.

In those days we felt it important to train our 025 Ranger Series personnel, our Interpreters and our Rangers, providing them with orientation training. We did not do the same for certain administrative personnel and for maintenance. We did not do it for a lot of individuals who the public actually sees on a daily basis. More so today than back then, because again, we are paying big salaries and cutting back on the number of uniforms that are present in the public.20

Over the next ten years, the Intake Trainee Program was refined and developed to include numerous details and requirements. By 1977, general criteria to be satisfied by all employees included:

- History
- Policies
- External influences
- Special emphasis programs
- Communications
During the ensuing years, the Intake Trainee Program was informally included in regional as well as WASO training programs. However, in early 1990, the National Park Service made a major commitment to the enhancement of its human resources by reinstituting a formal Intake Trainee Program.

The National Leadership Council directed that a new class of approximately thirty-five intakes be hired and trained every year. The program’s theme, Excellence for the 1990’s and Beyond, indicated recognition of the many internal and external challenges facing the service in a changing, dynamic world and the necessity to meet those challenges in order for the service to thrive in the future.

As described in the program’s developmental strategy, the Intake Trainee Program was designed to meet systematically future skills and academic needs, provide a more competitive recruiting tool, assist in establishing a workforce reflective of the nation’s diverse population, and increase the number of professional employees.

This strategy was enhanced by the “upward mobility component” of the program, which provided each GS-5 employee an increase to a GS-9 grade level upon graduation. This key element was included to improve the recruitment and retention of the most motivated and competent employees.

The specific objectives of the Intake Trainee Program were formulated by the Employee Development Task Force under the leadership of NPS Associate Director, Planning and
Development, Mr. Deny Galvin, and approved by the NPS Director in December 1990. The program objectives were to:

- develop a system to anticipate and meet future skill needs in key occupations
- provide planned training and developmental assignments to ensure a pool of well-rounded and highly qualified candidates for future vacancies
- provide clear and definable employment and advancement opportunities to internal and external candidates
- provide selection and advancement opportunities with the goal of achieving a workforce representative of the civilian labor market

The program focused on employee development in the following "primary" occupational areas: 1) park ranger; 2) administration; 3) resource management; and 4) an "all other" category, which included diverse groups such as planners, engineers, and maintenance workers. It was expected that approximately 50% of the trainee's time be spent in developmental activities. Each trainee was assigned an advisor to serve both as counselor and as mentor through the training process.

The Intake Trainee Program was designed to begin at the point where a trainee's education and experience had left off by further developing capabilities to meet NPS skill requirements.

Each new intake trainee was required to outline and follow a systemized action plan, the Individual Development Plan (IDP), to measure personal success in achieving program goals. When establishing the IDP, the following criteria would be considered:

- prior work experience
- prior education and training
- Intake Excellence Framework (a model for developing a successful intake graduate consisting of two dimensions: competency areas and effectiveness characteristics)
- occupational requirements
- desires of managers at both the training site and target position
Specific intake trainee position sites were identified by NPS regional management to provide effective training opportunities. The sites and positions were selected “according to the staffing needs of each region, in conjunction with Service-wide requirements, and the capabilities of each site to offer sufficient learning experiences in a practical manner.”

The curriculum included possible short-term assignments to other parks or office locations and the potential for permanent reassignment to another location. Through this combined intensive training, it was expected that each trainee would gain specialized skills and greater responsibility in a particular field, ensuring that graduates of the program would be leaders in their professional area of expertise.

Up to twenty trainees would be recruited for each three-year Intake Trainee Program through a highly selective process. Great efforts were made to recruit candidates “who reflected the broad range of our nation’s racial, ethnic, cultural and national origins as well as representative mix of both men and women.”

The program’s developmental design underscored the idea that “an understanding and identification with the overall Mission and values of the National Park System remain the program’s paramount focus.”

B. 1991-1994 Intake Program

The Intake Trainee Program of 1991-1994 was deemed highly successful. Of the initial class of twenty trainees, there was an attrition rate of only three individuals. As designed, a broad
range of occupational positions and participant diversity was represented. A Managerial Assessment of Proficiency administered at the conclusion of the program indicated significantly higher scores for the intake class when compared to "similarly situated employees." Class participants scored especially high in the following areas: 1) giving clear information; 2) making decisions and weighing risk; 3) identifying and solving problems; and 4) planning and scheduling. A specialized writing skills program assessment indicated a 61% composite improvement in scores.\textsuperscript{23}

In 1994 a Women's Executive Leadership participant, Melody C. Bell, presented a formal Intake Trainee Program Evaluation Report. The report identified major external and internal influences that had occurred since the Intake Trainee Program was re-started in 1991. These influences included governmental/departmental, social, economic, and demographic influences detailed in the report as follows:

**Governmental/Departmental Influences**
- NPS restructuring
- Reinventing government efforts
- National Performance Review
- NPS human resource streamlining

**Social Influences**
- Competing uses for parks (preservation vs. land development)
- External environmental threats to field units
- Geographical shift of people south and west
- Increasing urbanization near major parks
- Private property rights vs. government rights for land use
- Changing roles of support organizations, such as the National Park Foundation, the National Parks and Conservation Association, and the Wildlife Federation

**Economic Influences**
- Budget cuts
Federal staffing reductions
Congressional desire to make “government more accountable”
More efficient use of public tax dollars
Aging field unit infrastructure
$5 billion backlog of basic park repairs
Increase pressure to build coalitions and partnerships to share resources

Demographic Influences

- Aging population—more leisure time will place more demands on the NPS sites
- Increase growth in population and communities
- More diverse civilian population

The following influences were specifically related to the NPS workforce:

- More diverse workforce
- Increase demand for skilled workers
- Push for enhanced employee training and career developmental opportunities
- Emphasis on technology
- Reduced levels of employee oversight and controls

As noted by former Intake Program Manager Chris Perry:

It is interesting to watch the trainees change during their program experience. The camaraderie grows as the group gathers at various events of the two-year program. Their commitment to what we are as an agency deepens as they participate in NPS, private vendor or not-for-profit developmental experiences. Intake Program participants are all expected to participate in the entire NPS Fundamentals Program with a special emphasis on the two classroom-based courses: NPS Fundamentals II and NPS Fundamentals V.

NPS Fundamentals is a five-part course of study that encompasses a broad understanding of the Mission and goals of the National Park Service. It is designed to create a workforce that is committed to achieving the NPS Mission. In the summer of 2000, a new class of entry-level trainees began a two-year Intake Program by first attending a four-week NPS Fundamentals course at the Albright Training Center. Unlike classes from the past, the class of 2000 was interdisciplinary with representatives from all major career fields, which was deemed the greatest strength of the new program.

The NPS Fundamentals training provides a solid foundation as well as an important extension of the other Intake program classroom and field trip experiences.
Another key component of the program was the development and presentation of a final project that demonstrated a trainee's newly acquired skills and provides a "product of value" to the NPS. Examples of projects from the 2000 class included an equestrian study at Shenandoah National Park and the initiation of a Service-wide Junior Ranger Web page.  

As described in excerpts on its website, *Inside NPS*, the National Park Service states that it was expected that after the initial training at Albright, the Intake Program would further train individuals in job skills, procedures, techniques, and work accomplishment. It encouraged exposure to a broad range of work assignments, including assignments in protection, interpretation, maintenance, and administration in the hope that wider work exposure would "broaden their understanding and general capabilities" in the NPS.

As a graduation requirement, Intake trainees demonstrate their ability to meet the future skill needs of the NPS by completing a comprehensive final project that is of benefit to the service. Each class presents their projects to the Intake Review Board, who then certifies each trainee for graduation.

The entry-level Intake class of 2003 successfully completed the National Park Service's two-year training program on August 7 in Woodstock, Vermont. The graduation ceremony, hosted by Marsh-Billings-Rockefeller National Historical Park and the NPS Conservation Study Institute, concluded a week of final presentations by the trainees.

The board stated that they were "extremely pleased" with the 2003 projects, which covered a range of topics, including: negotiating a law enforcement agreement, writing a natural resources curriculum, conducting an oral history interview, developing park employee handbooks, and replacing vending machine panels with park interpretive messages.
In his comments at the graduation ceremony, Deputy Chief of Training and Development John Tyler noted that personal growth that allows employees to foster teamwork within the organization is as important to success as job-related skills:

Your success will come from how you deal with others, from how you work together to achieve the Mission of the NPS. I challenge you to continue your learning and development by focusing on the emotional intelligence needed for your future with us. This emotional intelligence includes a clear understanding of yourself and how you react in different situations, understanding your own emotions, channeling your energy in pursuit of a goal that is important to you, being sensitive to others' emotions, and your ability to handle relationships. With this “intelligence” you can help lead the NPS of the future.

Members of the Class of 2003 will continue to serve the NPS in jobs which represent nearly every career field.

C. The Vail Agenda

On the occasion of the seventy-fifth anniversary of the National Park Service in 1991, a symposium, Our National Parks: Challenges and Strategies for the 21st Century, was held in Vail, Colorado. Chaired by citizen-advocate Henry L. Diamond, almost 700 representatives from a broad area of constituencies and every level of the service convened in a “process of mutual and open deliberation...as a working congress” in order to consider the problems and challenges facing the National Park System and plot a course for the future.

The six objectives of the Vail Agenda were: 1) Resource Stewardship and Protection; 2) Access and Enjoyment; 3) Education and Interpretation; 4) Proactive Leadership; 5) Science and Research; and 6) Professionalism.

These six objectives and their underlying action steps were intended to restore “the credibility and capability [the Service] must possess in order to play a proactive role in charting its own course, in defining and defending its core Mission.”
With the challenges defined, problems vetted, action plans articulated, and vision put forth, it was now up to those responsible and those concerned to take full advantage of the opportunity to drive the necessary change. While all of the objectives were important, strategic objective six, Professionalism, was the key Vail Report objective directly related to the training program and the training centers: “The National Park Service must create and maintain a highly professional organization and work force.”

The report contains the following statements regarding NPS staff:

To some extent, they are a paradox. At all levels, they are striking in their commitment; yet, they confront an organization that repeatedly frustrates their development, professionalism, and initiative. This paradox cannot persist.

The National Park Service must be able to tap and fuel the talents and energy of its work force or it will decline into mediocrity. It goes on to say the employees of the agency that are up to the task must be professional: personally and institutionally responsible, well-trained, self-starting, innovative, energetic, and insightful. The challenge of the National Park Service is to be the kind of institution that can call forth and sustain these traits.28

The Steering Committee, chaired by NPS career veteran William J. Briggle, was created and charged with “preparing a comprehensive report and a set of recommendations on improved Park System stewardship and NPS management for the director of the National Park Service.”

The Steering Committee designated four working groups to focus on NPS policy and management: 1) organizational renewal; 2) park use and enjoyment; 3) environmental leadership; and 4) resource stewardship.

With the above in mind, the Steering Committee saw potential for significant progress in four areas: 1) employment standards; 2) training; 3) pay grades; and 4) management of job assignments and career advancement. Specific recommendations were made in four areas:

Employment Standards
The service “should establish and/or raise educational requirements as appropriate for professional track positions.”

The service “should strengthen recruitment, hiring, and retention of a culturally diverse professional work force.”

Training

- The Service “should implement a comprehensive program of broad-based, Mission-driven employee training.”
- “All NPS employees should receive basic orientation training that covers the agency’s objectives, purpose, history, and organization.”
- NPS training “should focus on development of present and future management and leadership capabilities, as well as appropriate professional and technical skills.”

Pay Grades

- The NPS “should undertake a comprehensive review of its existing compensation structure.”

Management of Job Assignments and Career Advancement

- The NPS should create a Human Resources Management Board with responsibility for senior management assignment, training and development, and for developing the agency’s plans for training, career advancement procedures, and educational requirements.

In the preface of the final report, “National Parks for the 21st Century: The Vail Agenda,”

Roger G. Kennedy, fourteenth director of the National Park Service, stated:

Colleagues and friends of the National Park Service. This is an astonishing document. Self-scrutiny and self-renewal are rare enough among individuals. For 20,000 people to undertake such a task together is, so far as I know, unprecedented...The vision of some, the energy and deep seriousness of more, and the diligent refusal to quit of others have conveyed a hundred unlikelihoods into a hundred possibilities. We shall do our best to encourage and permit most of these hundred to become realities.

The Vail Agenda Report was strongly supported in a special paper entitled “The National Park Service after 75 Years: A Statement of Condition 1991.”

The National Park Service has great strengths—and it has major problems. Without question, its greatest strength is its employees. For the vast majority of its employees, to work for the Park Service is to engage in an ever-renewing project
of preserving and protecting some of the nation's and the world's most meaningful and enriching—and often, most fragile and threatened—natural and cultural resources.

Throughout the organization, individuals who work for the park service are precisely those who are drawn to this challenge and who hold forcefully to personal stakes in the units and programs for which they are responsible. They are drawn despite a pay scale that is commonly one or two steps below that of comparably responsible and experienced employees in other sister federal agencies, and despite the common frustrations associated with bureaucracies and politics. When individuals with this much dedication encounter roadblocks to performance, the result is a weakening of morale and effectiveness.

Perceptions exist among many employees and observers—and not without basis in reality:

- that good job performance is impeded by lowered educational requirements and eroding professionalism
- that initiative is thwarted by inadequately trained managers and politicized decision making
- that the park service lacks the information and resource management/research capability it needs to be able to pursue and defend its Mission and resources in Washington, D.C. and in the communities that surround the park units
- that the Mission and the budget of the service is being diluted by increasing and tangential responsibilities
- that there is a mismatch between the demand that the park units be protected and the tools available when the threats to park resources and values are increasingly coming from outside unit boundaries; and
- that communication within the service repeatedly breaks down between field personnel and regional and headquarters management

The result of these perceptions is that the National Park Service faces significant morale and performance problems. These threaten the agency's capacity to manage and protect park resources in the short run, and can impede the agency's future ability to attract and retain employees with the education, skills, and dedication of the current work force.

Many of the recommendations of the working groups aim accurately at overturning the realities that underlie these perceptions.

Beyond the energy and dedication of its employees, the second great strength of the park service is the quality of the heritage and recreational resources under its management. These resources are the foundation of the broad base of public support for the service, and they are the source of the natural inclination to look to the park service to manage new resources that might warrant protection. Notwithstanding their quality, the resources of the park system now encompass a
markedly diffuse range of public values. Citizen support for and interest in individual units varies greatly, as do the contributions each unit makes to the national heritage. Requisite personnel skills, organizational structures, and management demands also vary greatly. 31


The purpose of the NPS reorganization was to restructure in response to diverse changes that had confronted the service over the past several decades. These changes were based on the Vail Agenda recommendations, feedback from the National Performance Review (NPR), the legally mandated reductions in full-time equivalent (FTE) NPS staff, and the 1994 NPS Strategic Plan. The Executive Summary of the Restructuring Plan for the National Park Service, published in November 1994, highlighted the following:

This plan represents an opportunity to position the Service to meet assertively the difficulty challenges of the future. Successfully fulfilling our Mission of resource protection and public service in spite of declining resources and increasing needs will require adapting to innovative ways of accomplishing critical work. Because the National Park System has changed substantially since the current regional office-based organization was implemented in the 1930s, because the nature of our Mission has been dramatically expanded over time by Congress, because the threats to the National Park System are increasing at an alarming rate and because financial resources cannot be expected to increase dramatically in the foreseeable future, assertive action to change fundamentally the way the Service accomplishes work is essential. A renewed organization is required if we are to protect America's heritage resources—what Americans value most about our common history and experience—in the future. 32

(Launched in March 1993, the National Performance Review was a Clinton Administration initiative to reform the very way in which the U.S. government works. Vice President Gore led the task force to analyze every federal agency and expenditure and make specific recommendations for cutting waste and reducing costs. Their report included recommendations by the agency for making the government more responsive and effective. In early 1998, the
National Performance Review was renamed the National Partnership for Reinventing Government.  

The park service reorganization efforts were led by the NPS National Leadership Council (NLC), which serves as the executive leadership team for the National Park Service. The NLC articulates a vision for the NPS and makes it operational. The council establishes and communicates NPS priorities, goals, and objectives to employees, managers, partners, and external groups. It also encourages employee empowerment, professionalism, mutual interdependence, and decision-making closer to the resource. The NLC recommends strategies for NPS change and growth and reinforces NPS organizational values and direction.  

The 1994-1995 restructuring plan for the National Park Service included recommendations of the NLC reorganization workgroup and was built upon earlier efforts such as the Vail Agenda (1992, as discussed above) as well as the NPS Strategic Plan, Creating Our Future. The plan included an action plan which specifically targeted improvement and expansion of training programs.  

The intention of the 1994-1995 NPS restructuring plan, when fully implemented, was to involve:  

- reducing central office overhead structure  
- empowering employees  
- broadening the base of agency decision making  
- enhancing partnerships and partnership programs  
- providing increased emphasis on natural and cultural resource management and science, moving to ecosystem and cultural geographical context management  
- eliminating unnecessary regulations and reporting  
- removing one of the value-added layers of review and oversight  
- improving educational capacity  
- delivering more support services to park and program managers
A number of the reorganization plans were implemented. However, due to various external and internal organizational, attitudinal, and field versus central office factors, the plan was never fully implemented and some reorganization changes were later rescinded.  

E. National Park Service Careers Council

The idea for a careers council originated from the Vail Agenda. NPS Director Roger Kennedy announced the establishment of the careers council in August of 1993. The council’s charter was “To develop and recommend a comprehensive Human Resources management strategy for the National Park Service: A strategy that is fully responsive to the needs of the Service and that engenders a ‘cradle to grave’ concept of caring for employees.”

The Council consisted of the following four committees: Succession Planning; Career Futures; Quality of Career Life; and Seasonal and Temporary Employment.

F. Mission Renewal Training

Mission Renewal Training was an orientation program that introduced NPS employees to the rationale, concepts, components, and major changes involved in the comprehensive 1995 reorganization process of the park service.

The Mission Renewal Training course was presented to all National Park Service employees from the fall of 1995 through the spring of 1996.

The Mission Renewal Training program was staffed by volunteers from parks and offices. These volunteers became part of a cadre of employees who, with relatively sparse training in facilitation methodology and high levels of commitment to the Mission of NPS,
braved the challenges of interpreting and facilitating a major federal agency reorganization process.

Mission Renewal was referenced in the Universal Competencies description on the NPS website as follows:

Competencies needed across all Career Fields at all levels of work by every employee; they are obtained through personal education and experience, through Service orientation and Mission renewal training programs, and through interaction with peers, teams, and supervisors.\(^{38}\)

Based on a review of WASO and Regional Office Reports from 1995-1996, the combined participant responses from all regions and program offices indicated the following key themes regarding the reorganization:

- Strong desire for open communication and current information about changes and reorganization for the benefit of individual employees and the Service as a whole
- Widespread interest in information regarding career advancement and new career opportunities
- Genuine desire to be empowered and to be given the opportunity to use knowledge, share ideas, and make decisions
- Desire for a renewal of the commitment to NPS Mission and goals and, therefore, a boost in employee morale and productivity
- Concern about the timing, cost, and methodology of the reorganization process\(^{39}\)

G. Management Succession Plan

The Management Succession Plan was initially developed in meetings of the Careers Council, a volunteer group comprised of park service employees representing all regions of the country as well as all disciplines and grades of the service.
The management succession process was intended to be institutionalized in the NPS in order to identify and prepare candidates for future managerial positions. Implementation of the process was dependent upon computer automation capability and the addition of staff, as well as the need to contract.

Director Roger G. Kennedy stated the following in the careers council's report:

It is not an easy task for leaders to find their successors among those who have the potential to lead but do not know it, and among those who would like to lead but feel left out.

Equally hard is the task of foreseeing challenges yet to come, and at the same time developing leaders with the right competence to meet them. What a formidable task then it is to do all three: find and grow new leaders, fit them with the right skills, and set direction toward what we know is an increasingly complex and undefined future.40

In addition to the Careers Council recommendation, a special task force on succession planning was organized. The Management Succession Plan developed by this task force was presented in 1997 as the key to the present and the future of the National Park Service. It noted that two of the six strategic objectives of the Vail Agenda had focused on proactive leadership and professionalism. The team also referenced an earlier report entitled “Investment in Leadership: Succession Planning in the National Park Service.”

The recommendation presented to the National Leadership Council focused on career planning and competency achievement based upon a process for identification and assessment of first-level supervisors and above.

The process involved establishing pools of first-level supervisory candidates, managers, and senior executives. In summarizing the background for the plan, the Management Succession Planning Team stated, “The program will be a management-driven system; without strong management commitment and involvement, it will lack credibility, and will therefore fail.”
The overall concept was approved in principle by the National Leadership Council. Because the overall cost was estimated at $7 million, however, the official management succession program was never initiated.

As a supplement and partner to the Management Succession Plan, a Diversity Recruitment Task Force was developed. The purpose of this task force was to identify strategies, techniques, and procedures for use in service-wide recruitment activities that would permit the hiring and retention of a work force representative of the nation’s diverse population, the cultural, social, and ethnic backgrounds of park visitors.

A plan was developed and presented to the National Leadership Council. The original plan included recruitment officers for each region and a small national recruiting team. Again, due to the high costs associated with such a program, it was not implemented. It was left to the regions to develop their own recruitment program.41

Another aspect of the Management Succession Plan was the NPS Service-wide Mentoring Program. The Mentoring Program task force report was also approved in principle by the National Leadership Council. However, funds for its development and implementation, even at the pilot level, were never allocated.42

H. Employee Training and Development Strategy

In 1995 during its first meeting of the year, the National Leadership Council of the National Park Service, as its first formal action, approved and adopted the Employee Training and Development Strategy, an ambitious ten-year plan for the training and development of its employees.
The Employee Training and Development Strategy begins with a memo signed by the NPS director at that time, Roger G. Kennedy. Addressed to “All National Park Service Employees” from the director and the National Leadership Council, an excerpt from the memorandum reads as follows:

This strategy is a cornerstone of our transition to a learning organization and the enhanced human resources dimension of the restructured National Park Service. It is to serve you, our employees, by enhancing your individual training and development through a series of significantly enhanced programs and activities. The end result of this investment will be improved resources management and protection in all areas of our organization.

The Employee Training and Development Strategy included the following details:

**Strategy Mission Statement**

The National Park Service is committed to the professional growth and continuous learning of all its employees, and will provide them with a comprehensive, Mission-focused training and development program.

**Strategy Guiding Principles**

- Each manager and supervisor is accountable for employee development.
- Each employee has a personal responsibility for self and team development.
- Effective employee and organizational development requires a challenging work environment. This environment can only be found where diversity of ideas, interests, cultures, and opinions is valued and where there are abundant opportunities to use what has been learned.
- All elements of human resources management—including recruitment, performance and evaluation—are integrated with employee development.
- Each employee receives a comprehensive orientation to the history, Mission, and values of the National Park Service, with periodic re-orientation.

**Strategy Goals and Objectives**

- This strategy embraces many issues that fall into six categories: essential competencies, career development and professional growth, training opportunities, partnerships, monitoring and evaluation and funding.

The following key strategy elements were outlined:
• Training will be geared towards providing the skills and abilities necessary for employees to have the competencies they need to do their job.
• Training will be provided for all career fields in NPS, not just selected groups.
• Training will make greater use of partnerships, especially with institutions of higher learning, to increase opportunities for NPS employees.
• Results of NPS training will be validated.

The Employee Training and Development Strategy triggered many innovations and advances in NPS training plans and programs, including the full development of NPS career programs and the NPS Universal Essential Competencies; however, this strategy was never adequately funded.43

In an interview with Gilbert (Gil) Lusk, retired chief of Training and Development and superintendent of the Horace M. Albright Training Center, he stated:

I think we put together an excellent strategy. I think that we reached into every corner of the NPS and got input from all levels as we put the plan together. Because we had hundreds of NPS employees and NPS partners involved in the strategies planning process, we were able to better understand and respect the NPS Mission and the needs and goals of individual parks and offices, regional offices, our partners, and our local friends and members of the communities surrounding our parks.

As the architect and leader of the Employee Training and Development Strategy, Gil Lusk voiced his deep disappointment over the NPS’s lack of enthusiasm for the National Leadership Council and the full implementation and funding of the strategy. He said:

“We had the money, but not the desire to do this.”44
I. Leadership Training Seminars

The Leadership Seminar was a forty-hour workshop for all supervisors and managers. It was one of the more controversial programs related to the NPS reorganization.

In the spring of 1994, NPS Chief of Training and Development Gil Lusk convened a task force to deliberate several recommendations that had arisen from two of the strategic objectives, proactive leadership and professionalism, of the Vail Agenda. One of the subgroups of the task force designed a program for improving leadership competencies.

The concept of leadership seminars, including a delivery format and an outline of the issues and topics to be covered, was developed. The seminars were not to be conducted using traditional training techniques or to be used as skills training. The intent was to apply contemporary learning approaches while providing introspective, consciousness-raising experiences. The idea was to invite each participant to accept the seminar as a non-threatening and constructive learning experience. Each participant was expected to contribute to the success of the seminar.

At a two-and-a-half-week facilitators’ seminar at the Albright Training Center in September 1995, the program was modified and approved by the National Leadership Council. Forty facilitators participated in the workshop.

Facilitators’ reactions at the workshop were, in some cases, similar to those of the seminar participants. Feelings of excitement, anticipation, and cooperation were often replaced with frustration, concern, anxiety, and, in some instances, anger. Some of the facilitators found the workshop onerous and unsettling, but there was also personal and professional growth.

The first pilot seminars began at Flagstaff, Zion, Lake Mead, Glen Canyon, and Grand Canyon. The reviews were mixed. Participants reported a range of beliefs, from maintaining
that the seminar was successful and included discussions of important and relevant concepts to frustration and irritation about wasting employees’ valuable time.

Ultimately, seven teams of four facilitators were formed and assigned to field area coordinators; six of the seven were in charge of logistics, supplies and materials, coordination of the Benchmarks 360-degrees feedback, and other duties. (There had been an earlier decision to incorporate a 360-degrees feedback mechanism into the leadership seminars. The Benchmarks Developmental Reference Points method, produced by the Center for Creative Leadership, Inc. was selected.)

Through a cooperative agreement, the U.S.D.A. Graduate School procured the materials, received the individual survey forms, prepared a feedback report for each seminar participant, and prepared special aggregate profile reports for the National Park Service. Anonymity of those completing the surveys and those profiled was guaranteed.

The graduate school handled all of the NPS feedback reports and provided service and support throughout the seminar program. 60% percent of each individual’s $500 seminar tuition fee was expended on the Benchmarks.45

J. Career Fields and Universal Essential Competencies

As an integral part of the National Park Service reorganization process, the Training and Employee Development Task Force formed a work group in August 1994 charged with identifying “essential competencies” for all career fields in the National Park Service.

The purpose of this undertaking was to:
• provide park service employees and their supervisor’s definition about the essential competencies required for them to perform their jobs at the entry, developmental, and full performance levels
• give employees insights into the full spectrum of job requirements in the service so they could better plan their careers
• enable the service’s training and development community to base its programs on essential needs identified by employees and supervisors

At the August task force meeting, Mike Watson, chair of the Essential Competencies Work Group, and Rick Shireman, chair of the Curriculum Design Work Group, decided to combine their efforts to accomplish their tasks since the curriculum’s design would be built upon the essential competencies.46

The Employee Training and Development Strategy of 1995 defined sixteen career fields in the National Park Service and over 225 competencies. In addition, it identified the Universal Essential (now Universal) Competencies that apply to all employees in all career fields.

The following sixteen career fields were identified, chairs and co-chairs were recruited, and two workshops were held, one in November 1994 and one in April 1995:

• Administration and Office Management Support
• Fire Management, Aviation, All Risk Management
• Historic Preservation Skills and Craft Training
• Information Management
• Interpretation, Education and Cooperating Associations
• Law Enforcement and Resource Protection
• Maintenance
• Occupational Health and Safety (Risk Management)
• Organizational Development
• Planning Design and Construction
• Recreation and Conservation Programs
• Resources Stewardship: Cultural Resources
• Resources Stewardship: Natural Resources
• Specialty Fields
• Supervision, Management and Leadership
• Visitor Use Management
Over 200 NPS employees assisted in identifying the essential competencies for each career field. Twenty universal essential competencies (those common to all career fields) were identified and set apart from the others.

The following eight Universal Essential Competencies were identified as competencies needed across all career fields at all levels of work by every employee. Employees could obtain these eight Universal Essential Competencies through personal education and experience, NPS orientation and Mission-renewal training programs, and interaction with peers, teams, and supervisors.

- Mission Comprehension
- Agency Orientation
- Resource Stewardship
- Fundamental Values
- NPS Operation
- Communication Skills
- Problem-Solving Skills
- Individual Development and Planning

The essential competencies elements needed to produce a final curriculum design for each of the sixteen career fields were identified in various work sessions and further defined at the April 1995 workshop. Curriculum/training design plans were finalized in September 1995 for the sixteen career fields.

Training managers were designated to implement the plans in each career field. The training managers for four of the career fields—Orientation and Mission; Maintenance; Resources Stewardship: Natural Resources; and Supervision, Management and Leadership—were based at the Albright Training Center.

A training cycle tied to the NPS budget cycle was also developed which required two years of advance planning. The final report on both task forces was completed in October and
presented at a joint meeting of the competencies and curriculum work groups in November 1995 with the new training managers.

As an integral part of the training strategy, all NPS parks and offices and many individual NPS employees received an Employee Training and Development Career Planning and Tracking Kit, which included four discs outlining the various competencies.47

The Employee Training and Development Strategy spelled out the mission and six goals of the training and development program. The mission provided for the professional growth and continuous learning of all NPS employees by providing them with a comprehensive, mission-focused training. Mission goal number one was to conduct training needs assessments for all career fields.48

The Government Employees Training Act (GETA) also required agencies to conduct training needs assessments in order to provide a realistic basis upon which to plan, program, and direct training and development activities toward the achievement of organizational and program goals.

GETA became law in 1958, giving federal agencies general authority for employee training. Among its many provisions, this law authorized the use of non-government training resources to meet identified training needs which otherwise could not be met with existing governmental programs and facilities.49
K. Ranger Careers

The Ranger Careers management and personnel system for park rangers (GS-025 Series) culminated from a two-year developmental effort known as Ranger Futures. Ranger Futures focused on the restructuring of the ranger occupation. Ranger Careers was implemented to convert all permanent park rangers to the Ranger Careers system.

Ranger Careers provided for a set of career ladders that moved park rangers in the GS-025 Series through a two-year training and development period from career entry at the GS-05 level to full performance at the GS-09 level.

This new system included:

- Career entry systems
- New qualification requirements
- Performance management
- Promotion plans
- Training and development

In each region, a four-member team comprised of a regional chief of interpretation, chief ranger, chief of personnel, and field manager was designated. The teams were trained to provide full support to Ranger Careers conversion efforts within each region.

The teams were organized to help implement Ranger Careers systematically and with minimum disruption to park operations; to provide an orderly, effective, efficient, service-wide transition to Ranger Careers; and to make available a mechanism for deriving the actual costs of the conversion’s impact upon the budgets of parks and the service, so that increases to park-based budgets could be equitably distributed.

The teams:

- conducted park visits as necessary to hand-off implementation instructions and assist with park conversion efforts
- monitored each park’s progress toward meeting conversion deadlines
- insured region-wide consistency of decision-making and funding requests
• reviewed and recommended all funding requests to the Ranger Activities
  Division
• reviewed and contested actions arising from park conversion decisions

The following areas were covered:

• career management for park rangers
• national policy
• program responsibility
• occupational coverage
• career entry
• career patterns
• training and development
• performance management
• movement of rangers within the service
• program evaluation

In implementing Ranger Careers, the duties of some GS-025 positions were
reclassified to other series. Some examples included: dispatching, cash processing, and
information receptionist.50

L. Compass Program

The winds of chance and the currents of political and social change may adjust our
course from time to time, but with the NPS Mission as our “magnetic north” we can
always rest assured that the direction we are headed in is the right one.51

• Compass I: With Orientation Comes Direction
• Compass II: Today’s Leaders, Tomorrow’s Legends

The Compass training program was designed in 1996 as an interim training program.
Its function was to provide Universal Competencies training uninterrupted during the design of a
comprehensive Universal Competencies Core Curriculum. The program was based on the eight
Universal Competencies noted in section J, page 42. Again, they are Mission Comprehension,
Agency Orientation, Resources Stewardship, Fundamental Values, NPS Operations,
Communication Skills, Problem-solving Skills, and Individual Development and Planning. A
number of historical training events were reviewed and their best points incorporated into the new course, including: regional orientation courses, Ranger Skills, Mission Renewal and America's Best. In consultation with the Regional Employee Development Officers, the course was designed to replace regional orientation courses with a consistent service-wide body of knowledge and skills.  

Compass bridged the gap between the last traditional orientation program, Ranger Skills/NPS, and the "creation of the Core Curriculum of the Universal Competencies" or NPS Fundamentals courses.

The Compass program originated as part of the Employee Training and Development Strategy to reinstitute a service-wide orientation program. Maia Browning, training manager, and Pauline Jue, employee development officer (EDO), Pacific West Region (PWR) and Norma Patton, EDO, Southeast Region (SER), in February 1995 began to research the service-wide orientation concept. As part of their research, they, along with several other EDOs, audited Advanced Orientation courses at Kennesaw and Great Smoky Mountain Parks.

Maia Browning stated the following:

The group of individuals auditing Advanced Orientation were pleased with parts of the course but felt it needed more work and/or a different approach entirely. I began a review of all regional orientation materials, selecting components (the most universal applicable) to include in a draft service-wide course that could then be reviewed...felt the need to develop a different approach to orientating new employees.

In October 1995, during a training community meeting at the Federal Law Enforcement Training Center (FLETC), Browning requested a meeting with all EDOs. During that meeting it was agreed that a service-wide orientation course would benefit the NPS. Browning took on the task of designing it. She developed two courses referring to objectives and lesson plans from Ranger Skills sessions and regional orientation courses.
In announcing the program to all personnel officers, Browning stated an objective for Compass that illustrates the importance NPS has for the traditions and proud history of the park service. Browning wrote:

This eight-hour program celebrates the park service employee and the physical resources he and she have promoted and protected for more than 75 years. The program expresses reverence for our traditions; recognizes the accomplishments of the present, and issues a challenge to take a leadership role in creating the future. This training reminds NPS veterans of the NPS Mission that they embraced at the youthful beginning of their careers and encourages them to rededicate themselves as the pioneers of the NPS of the twenty-first century.\textsuperscript{54}

Compass I delivered three of the Universal Competencies: Mission Comprehension, Agency Orientation, and Individual Development and Planning. Compass I took approximately sixteen to forty hours to complete and involved meetings with the employee’s supervisor, internet research, and online training.

Compass II was a service-wide training course ranging from thirty-six to forty hours of classroom training designed to provide or refresh the following five of the eight Essential Competencies: Resources Stewardship, Fundamental Values, NPS Operations, Communication Skills, and Problem-Solving Skills.

The full course included eighteen separate modules over a five-day period. Compass II: Today’s Leaders, Tomorrow’s Legends was classroom and field-based. The program was designed to be delivered “wherever a critical mass” of employees from all career fields could be assembled, such as a cluster of parks, an office, or a large park.\textsuperscript{55}

One of the early influences of this course was the America’s Best program presented in the Northeast Region in 1993. In fact, Cynthia Kryston, then Deputy Superintendent at Lowell National Historical Park and a key player in designing the America’s Best program in the North-Atlantic Region, helped Browning and Lucia Bragen revise the prototype of the Compass course.
This course served as a foundation for NPS employees, exposing them to a broad range of cultural and natural resources for which NPS is a steward. Commenting on the program, Kryston said:

The students learned the legal foundations supporting the NPS Mission and how the operations of the NPS interacted to fulfill the Mission. The course also provided basic leadership skills, related interpersonal relationships, teamwork, and diversity as a value. Students were required to take Compass I: With Orientation Comes Direction, an online self-study course that served as a prerequisite to Compass II.56

NPS and other federal employees were eligible to participate. There was no length of service requirement; anyone who felt the need to attend could seek approval to do so.

Compass I was apparently very well received. Nearly 200 people responded to a survey with over 81% of the respondents indicating that Compass I improved their performance on the job. Numerous respondents felt that the course gave them a “solid grounding in NPS history,” access to new information, and improved internet skills. Several key recommendations follow:

- allow people to “test out” of Compass I
- devise more concrete and easy to access exercises for Modules II and IV
- include Individual Development Planning module and link to other career planning sites
- devise a more interactive training program including video and electronic record-keeping of participant progress

93% of participants in the Compass II survey responded that the skills, knowledge, and ideas received in Compass II improved their performance on the job. Many people mentioned a renewed commitment to the job and commented on the importance of meeting with people outside their normal duty station.57

When asked about the Compass program, Robert Karotko, chief of Visitor Services at the National Mall and Memorial Parks in Washington, D.C., stated:
I loved the whole concept of Compass. The whole idea of seeking “conceptually” [was] right on target. Compass paved the way for NPS Fundamentals to do the great job it is doing.

Compass was exploratory...had a lot of merit to it. At the end of a one- or two-week period...change of perspective. I was working with Maia [Browning] and I was asked to provide certain training elements of Compass. I was in the office of policy in Washington at the time. It is important for NPS employees to understand that they have management policies in the organization that guide their work. Policy training was an important part of Compass.

I also had the privilege of being a Compass instructor for a short time and helped to teach some of the Compass courses.

People inside and out of the Service need to recognize and value the importance of a resource like Albright or Mather. These special places provide a whole unique aspect to training opportunities and especially in helping employees understand and support the NPS Mission.

Compass as a temporary program, and now NPS Fundamentals as a permanent program, and NPS history and policy-sourcing experiences for employees are invaluable. NPS Fundamentals is critical to new employees, and not only to new employees but to employees who have been around for five or ten years. Some have been here for fifteen years and did not have the training. After the training they come back with a different and positive perspective of their own contributions to the NPS Mission. If we did nothing else, this was a key accomplishment. 58

It is important to reflect upon comments made regarding the impact of the Albright Center in the June 1933 issue of Scientific Monthly:

In addition to introducing employees to policy, organization and management essentials of the NPS, Horace M. Albright Training Center has been instrumental is initiating and implementing research and program development advances in the NPS stewardship areas of Natural and Cultural Resources. These actions follow the legacy of the Center’s namesake who was a strong advocate of resource stewardship and appropriate research to support the Mission of the NPS.

Research is necessary not only to the preparation of interesting material to serve as a basis of the naturalist and historical service, but it also is fundamental to the actual protection of the natural features of the parks, as enjoined in the acts establishing the parks and in the act of August 25, 1916, creating the National Park Service. 59
M. Natural Resource Challenge

The National Park Service's Action Plan for Preserving Natural Resources is documented below:

Introduction
The people of this nation have inherited an astounding wealth of forests, seas, rivers, lakes, mountains, deserts, grasslands, and the plants and animals that live there.
An eminent biologist predicts that someday our nation's flora and fauna will become as important as its art, its language, and its achievements as a culture. As a nation, we have already set aside our parks to preserve these precious resources and pass them on to our progeny.

We in the National Park Service (NPS) have been charged with the trust of preserving these resources since our creation in 1916. For most of the 20th century, we have practiced a curious combination of active management and passive acceptance of natural systems and processes, while becoming a superb visitor services agency. In the 21st century that management style clearly will be insufficient to save our natural resources. Parks are becoming increasingly crowded remnants of primitive America in a fragmented landscape, threatened by invasions of non-native species, pollution from near and far, and incompatible uses of resources in and around parks. Protection of these natural resources now requires active and informed management to a degree unimaginable in 1916. The lack of information about park plants, animals, ecosystems, and their interrelationships is profound. If we are to protect these resources into the far future, we must know more.

The Natural Resource Challenge, the National Park Service's Action Plan for Preserving Natural Resources, is evidence of the National Park Service's commitment to our stewardship of park natural resources.

We further carry out our stewardship through activities that include:

- Inventory and Monitoring of park resources to acquire information needed by park managers to maintain ecosystem integrity in the approximately 270 National Park System units that contain significant natural resources.
- Conservation planning, including facilitating public input on NPS decisions, and conducting environmental assessments.
- Assisting the recovery of disturbed areas and reintegrating the site into the surrounding natural system.
- Controlling exotic plants through the efforts of our Exotic Plant Management Teams (EPMTs) and others.
• Active protection through management also includes removal of the human disturbance(s) that are causing resource degradation or that are preventing natural recovery of a site.

Our mission is to develop, disseminate and utilize the tools of natural and social science to enable the National Park Service to fulfill its core Mission: the protection of park resources and values. Our vision is natural resources of the National Park System that are unimpaired for future generations.60

N. Cultural Resource Training Initiative

The National Park Service is the steward of many of America’s most important cultural resources. These resources are categorized as archeological resources, cultural landscapes, ethnographic resources, historic and prehistoric structures, and museum collections. The service’s cultural resource management program involves:

• research to identify, evaluate, document, register, and establish basic information about cultural resources and traditionally associated peoples
• planning to ensure that management processes for making decisions and setting priorities integrate information about cultural resources and provide for consultation and collaboration with outside entities
• stewardship to ensure that cultural resources are preserved and protected, receive appropriate treatments (including maintenance) to achieve desired conditions, and are made available for public understanding and enjoyment61

Since 1991 the National Park Service has received additional funding to undertake cultural resource training activities pursuant to Section 101(h) of the National Historic Preservation Act Amendments of 1980. This section of the law states:

The Secretary shall develop and make available to federal agencies, state and local governments, private organizations and individuals, and other nations and international organizations pursuant to the World Heritage Convention, training in, and information concerning professional methods and techniques for the preservation of historic properties and for the administration of the historic preservation program at the federal, state, and local level.

Cultural Resources Initiative (initial) areas of emphasis:

• Survey and Planning
O. Technology Enhanced Learning (TEL) Program Satellite

The Technology Enhanced Learning (TEL) is the mechanism whereby thousands of National Park Service employees receive competency-based training at or near their work site at little or no cost to them.

The NPS TEL Program produces training sessions for NPS employees from across the country, covering a range of topics of interest and importance. Student’s questions are answered live, on-air, via the NPS two-way satellite television training system.

The first TEL Program was conducted on December 1, 1997. The topic was safety.63
NPS Audio Visual Production Manager Jim Boyd reflected upon the development of the TEL training program and the impact of technology on the overall NPS training program:

In my early years at the Albright Training Center, I spent lots of time with the four-week classes. After duty time, I had an opportunity to spend time with some of the students and some of those relationships have lasted throughout my whole career.

I was with the Forest Service when I applied for that job at the Albright Training Center. I was at a retreat at Albright and Ann Baugh gave us tour of the building. We went into the video library, which was this dingy old space without any windows. It was just a storage room full of 16-millimeter films, which was pretty exciting to me! Ann happened to mention that they were in the process of trying to hire a video production specialist. I applied and was hired.

At Albright, I teamed up with J.T. Reynolds and Doug Morris, who had prepared some videotapes on resource management. After they left, I ran the equipment for the programs.

Based on the Vail recommendations, Training and Development really needed to start to look at new technologies as another way to train employees. These efforts were accelerated when Gil Lusk became Albright Superintendent and started the Employee Training and Development Strategy. That's when we had work groups from all over the place for a thousand different topics. One was alternative ways to train our employees. I headed up the work group because I was the video guy. That was my only credential. I knew nothing about distance learning, but I learned. We went all over and looked at ways different companies were using technologies to reach their employees. That's where TEL came from—that task group. I put together what I thought was a reasonable way of using technology to train employees and it became a kind of pre-online training.

People were not putting everything on the Internet at that point. It was the mid-90s. I put together an equipment package we thought would work very well in reaching the employees. We started out with six sites. We did a couple of training courses and then it really grew, as many programs wanted to supplement classroom training or to present topics that did not require classroom training.

A recent report shows that TEL did 11% of the total training hours. One of the things from the very beginning that I tried to stress was that I was not in competition with classroom training.

When we were starting back with those six sites, we were looking for content that had a universal appeal to lots of employees. When you go on the TEL website and click on "Catalog," you can see the different kinds of things we do. It is broken up into career fields.
We have always had huge challenges in keeping our employees safe. So Risk Management has done a lot of stuff and can probably show you some differences…pre-TEL and post-TEL as to how effective that training has been in reducing injury rates.

But one of the things that NPS Fundamentals does is to continue the key element of networking that was started in Introduction to Park Operations and continued in Ranger Skills: helping folks get together and network.

NPS Fundamentals tries to keep the same people that go to [NPS Fundamentals] II at Albright and have them come again when they come to Mather for (NPS) Fundamentals V. There’s a reason for that. They are trying to build that camaraderie and that networking that all of the old time rangers and leaders in the park service remember from going to Ranger Skills or Introduction to Park Operations. They remember that networking! You can’t do networking very well via satellite. I wouldn’t even try to do that.

NPS Fundamentals does a good job of using a blended learning approach. Half of it is online. There’s one TEL class that we do and then there is the classroom stuff.

Technology clearly assists the National Park Service to enhance and extend the program offerings of the Training and Development Division and adds many positive aspects to NPS training. However, the interpersonal growth experiences and inspirational cultural and natural resource exposure can never be duplicated by technological course offerings.

Ed Carlin also commented in this regard:

We began to think that there was a need to find other ways of delivering training other than in the classroom. There was a funding source in Washington that came out. Jim Boyd and I wrote up a need-brief for satellite broadcast stations under TEL Technology. We put a bid in for $700,000 for the equipment. The first year we got it with no funds for positions; it was just for the equipment.

Then Jim started getting parks to buy the equipment that was needed. Now TEL is delivered in more than 200 Parks. To me, that delivery system is great! We can train people on site. But this does not take away, and I never had that intention, for the need for employees to spend a week or two weeks at Albright, Grand Canyon, and at Mather, Harper’s Ferry. There is that need.

Ernest (Ernie) Quintana reiterated the convenience of TEL programming:
I think we are going to have to rely more and more on TEL programs or training that is provided via satellite and or video feed to remote areas. Not everyone can get to the training centers or even to regional offices to attend training because of cost considerations and travel considerations. But we can reach every employee through satellite stations and video feed through TEL-MAT stations.\textsuperscript{66}

\textbf{P. NPS Core Values}

As noted in the earlier section of this report, the National Park Service Core Values are as follows:

\begin{itemize}
  \item \textbf{Shared Stewardship}—We share a commitment to resource stewardship with the global preservation community.
  \item \textbf{Excellence}—We strive continually to learn and improve so that we may achieve the highest ideals of public service
  \item \textbf{Integrity}—We deal honestly and fairly with the public and one another.
  \item \textbf{Tradition}—We are proud of it, we learn from it, we are not bound by it.
  \item \textbf{Respect}—We embrace each other's differences so that we may enrich the well-being of everyone.\textsuperscript{67}
\end{itemize}

The National Park Service's Universal Competencies webpage outlines the meaning of these Core Values:

\begin{quote}
The core values of an organization are those values we hold which form the foundation on which we perform work and conduct ourselves. We have an entire universe of values, but some of them are so primary, so important to us that throughout the changes in society, government, politics, and technology, they are still the core values we will abide by. In an ever-changing world, core values are constant.

Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.\textsuperscript{68}
\end{quote}
In 2001, the NPS National Leadership Council made this statement regarding the agency’s Core Values:

A strong and vital National Park Service grows from our Mission and our values. Our Mission gives us purpose. It is the expression of the ideals for which we all work.

Our core values are a statement of the framework in which we accomplish our Mission. They express the manner in which, both individually and collectively, we pursue our Mission. When we are challenged in fulfilling our Mission, our core values sustain us and guide us in meeting the challenge.

During the past year, we have conducted workshops with employees at all levels of the NPS to begin discovering the core values that drive the work of the NPS. The similarity of views of the employees was surprising and gratifying. These are core values that are clearly important to all of us.

Q. Discovery 2000

In preparation for a new century of challenge and change, Robert Stanton, the fifteenth director of the National Park Service, invited the leadership of the service, along with its partners who share in its Mission, to meet in St. Louis, Missouri, for a five-day conference in September 2000.

When launching the conference concept, Director Stanton clearly set forth his vision and goals for this extraordinary event in his opening statements:

This rare milestone in human history has provoked people to be both reflective and forward thinking. Where will this new century take us? How different will it really be? What will be the hazards, and what will be the reasons for hope? What are the obstacles, and what are the opportunities?

The National Park Service must ask itself such questions. Our traditions provide a cherished foundation upon which to build, but we know we cannot just continue building with the same tools in the same way. And we know that the 21st century will regard the national parks not by themselves, but as key elements in a national mosaic of conservation efforts engaged in accomplishing a larger common mission.
I want Discovery 2000 to stimulate every mind: to develop a vision of the National Park Service's 21st century role in the life of the nation; to inspire and invigorate the service, its partners, and the public about this vision; and to develop new leadership to meet the challenges of the future.\(^7\)

Within these outlined goals, the Discovery 2000 conference was designed around four main themes (tracks) that were explored in depth:

- Cultural Resource Stewardship
- Natural Resource Stewardship
- Education
- Leadership

Of particular note was the number of world-renowned speakers who addressed the group throughout the conference and challenged the park service and its supporters to continued greatness.

Each track began with a keynote speaker of national or greater standing:

- Dr. John Hope Franklin, Cultural Resource Stewardship
- Dr. Edward O. Wilson, Natural Resource Stewardship
- Dr. Maya Angelou, Education
- Dr. Peter Senge, Leadership.\(^7\)

Discovery 2000 was considered a beginning point from which the ideals and vision of the future of the National Park Service could grow. A decision was made by the coordinators of Discovery 2000 that, instead of an official report, the summaries of the workshops and the plenary sessions would serve as the information with which the NPS would go forward. However, one NPS publication stated that the Discovery 2000 participants shared a commitment to many vibrant and fundamental goals, including the following:

- The National Park Service will become more relevant.
- The National Park Service will become more diverse and the scope of stories told in parks will broaden and reflect society at large.
- Communications will strike at the heart of all NPS activities and programs.
• Science and environmental education will be widely delivered outside parks, inviting public participation in innovative and meaningful ways, and shaping the way society identifies with and values its national parks.

• The distinction between cultural and natural resource preservation in the National Park Service will diminish and be replaced by a unified approach to resource preservation.

• Already critical to park management, partnerships will help the NPS advance in the key growth areas of education and research.

• Buttressed by broad, collaborative inventories and scientific investigation, national parks will play an increasing role in biodiversity preservation, in understanding ecological function, and in perfecting ecological restoration.

• The National Park Service will become a leader in helping other countries deal with their environmental problems.

• The management skills being developed in small parks and heritage areas today, such as working effectively with park neighbors to minimize negative external impacts on park resources, will be emphasized in managing the generally large, exclusive federal-jurisdiction parks.

• As more and more of the natural world is developed and ecological processes are compromised, the value of national parks for recreation, self-renewal, understanding and scientific discovery will increase. The National Park Service will help people recognize the need to take care of the natural world and to connect with it in ways that will advance global environmental sustainability. 72

R. Rethinking the National Park Service for the 21st Century

In December 1999, the director of the National Park Service asked the National Park System Advisory Board to "develop a report that should focus broadly on the purposes and prospects for the National Park System for the next 25 years." 73

The National Park System Advisory Board was first authorized in 1935 under the Historic Sites, Buildings, and Antiquities Act. The board advises the director of the National Park Service and the Secretary of the Interior on matters relating to the National Park Service,
the National Park System, and programs administered by the National Park Service. These programs include the administration of the Historic Sites, Buildings, and Antiquities Act, the designation of national historic landmarks and national natural landmarks, and the national historic significance of proposed national historic trails.74

The National Park System Advisory Board’s recommendations to the National Park Service are excerpted from the report as follows:

- Embrace its Mission, as educator, to become a more significant part of America's educational system by providing formal and informal programs for students and learners of all ages inside and outside park boundaries.

- Encourage the study of the American past, developing programs based on current scholarship, linking specific places to the narrative of our history, and encouraging a public exploration and discussion of the American experience.

- Adopt the conservation of biodiversity as a core principle in carrying out its preservation mandate and participate in efforts to protect marine as well as terrestrial resources. Advance the principles of sustainability, while first practicing what is preached.

- Actively acknowledge the connections between native cultures and the parks, and assure that no relevant chapter in the American heritage experience remains unopened.

- Encourage collaboration among park and recreation systems at every level—federal, regional, state, local—in order to help build an outdoor recreation network accessible to all Americans.

- Improve the service’s institutional capacity by developing new organizational talents and abilities and a work force that reflects America’s diversity.75
S. Human Capital Planning

Human Capital (HC) processes integrate workforce planning with budget and performance requirements. The National Park Service’s most valuable resource is its human capital—the knowledge, skills, and experience of its people.

Understanding this human capital is vital to making choices that leverage productivity and maximize the potential of people. In times of diminishing budgets, the benefit of knowing what people value, what resources contribute to their effectiveness, and how they experience their own work and the organization’s work can help leaders anticipate issues and build on strengths.

The Department of the Interior and the Office of Management and Budget (OMB) have urged agencies to ensure that their operations are as effective and efficient as possible.

As part of its response, the National Park Service is undertaking a “preliminary planning effort” review of its Human Capital organization. This includes human resources, equal employment opportunities, and employee development.

The transformation of the workforce management community within NPS is a multi-faceted and multi-year undertaking. The overarching philosophy during the earlier preliminary planning phase was to design the then-titled Human Capital (HC) processes, products, and services to be responsive and relevant by:

- re-engineering HC programs and processes to gain increased efficiencies
- delivering the right services at the right level
- expanding use of existing “best practices” and incorporating new practices as they become available
- eliminating redundancies and obsolete processes
- effectively sharing resources
- increasing the use of technology
- identifying workforce competencies that enable HC professionals to function at a strategic level
One of the major responsibilities of the NPS Training and Development Program is to assist the National Park Service in meeting the goals and objectives of the NPS Workforce Strategic Plan, an integrated approach that links human resources, training and development, and diversity. This plan is focused on responding fully to the president’s Management Agenda, the Human Capital Assessment and Accountability Framework, and the NPS Strategic Plan.76

T. Centennial Initiative

*National parks are special places that unite us all as Americans...as we prepare for the centennial, all Americans stand united for their national parks.*77

Mary A. Bomar

Centennial Challenge

The Centennial Challenge is the $2 billion private-public partnership President Bush called for in the $3 billion Centennial Initiative to bolster basic park operations and provide a higher level of excellence for America’s parks as the National Park Service enters its second century on August 25, 2016.78

Hopefully, the Albright Training Center and the other NPS Training Centers will benefit fully from the Centennial Initiative. One important potential action noted in the report was that of “Professional Development—to provide comprehensive, Mission-oriented training within an employee’s first two years of service.”

*The Future of America’s National Parks*, a report to the president and to the American people from the Department of Interior and the National Park Service, was unveiled in May of 2007. This Centennial Initiative report set broad goals and a vision for the National Park Service
until 2016 and beyond in order to prepare parks for the next century, when new trends will reshape our society and make unprecedented demands of preservation. ⁷⁹

In announcing the report, Secretary of the Interior Dirk Kempthorne noted that the NPS’s one-hundredth anniversary should be a time to celebrate accomplishments while boldly looking to the future. Secretary Kempthorne stated that the National Park Service will:

- lead America in preserving and restoring treasured resources
- demonstrate environmental leadership
- offer superior recreational experiences
- foster exceptional learning opportunities that connect people to parks
- be managed with excellence

Director Bomar underscored the importance of the NPS’s leadership in achieving these goals by stating:

The men and women of the National Park Service will transform these goals into reality. We will be accountable to the American people for our actions and develop benchmarks to measure our success. We will report back to the citizens to tell them how we are doing.

The challenge facing the National Park Service is to conserve what is timeless while keeping pace with the modern needs of Americans. The National Park Service must make a twenty-first century commitment to work in partnership to preserve parks, while re-connecting adults and children to the outdoors, history, and culture. ⁸⁰
Notes

17. George B. Hartzog, Jr.—The Man, Department of Parks, Recreation, and Tourism Management, Clemson University, http://www.hehd.clemson.edu/PRTM/Hartzog/.
28. Ibid.
29. Ibid., 34.
40. Ibid., 2.
55. Ibid., Section A.


Section Four  

Horace M. Albright Training Center  

Commentary and Recommendations
Commentary

The Grand Canyon is a captivating, precious endowment of beauty, dimension, and
timelessness that at once mesmerizes and exhilarates while also creating a sense of reverence and
humility in the observer.

The Horace M. Albright Training Center’s programs as well as its setting in the Grand
Canyon create a Power of Place that is profoundly compelling and remains internalized in the
beliefs, attitudes, and values of Albright trainees throughout their NPS careers. Albright has also
become immortalized by the NPS “fireside” stories and chats told at superintendent conferences,
workshops, and, increasingly, at retirees’ parties.

As generation after generation of NPS employees study in the classrooms of the Albright
Training Center, they quickly learn that they can be energized and made breathless by a sunrise
over the Grand Canyon before classes and that they can reduce all tension and stress as they walk
along the rim of the Canyon into a sunset of magnificent and ageless beauty after classes. This
experience has been shared with the Bermultinational team over and over again by the many current and retired NPS leaders interviewed for this report.

The inspiration of the Canyon setting and the pursuit of excellence form the heart of all programs that are planned and conducted at the Horace M. Albright Training Center.

The Horace M. Albright Training Center prepares NPS employees as well as volunteers and partners to develop a unique understanding of the convergent forces that are creating rapid change in our world and their impact on the environment, especially within the National Park System. These influential forces include technology, the workforce, the economy, demographics, visitor and new employee lifestyles, and cultural and natural resources needs.

The twenty-first century is driven by lightening-fast, complex, and disruptive changes that will redefine risk and opportunity for the National Park Service.

As the programs of the Horace M. Albright Training Center continue to move forward in this twenty-first century, the center leadership plans for the present and future generations of employees and visitors. These employees and visitors live in an increasingly complex and polarized world that reflects an escalating inability of human beings to learn and grow together and appreciate their differences as well as their similarities.

The programs of the Horace M. Center are designed to prepare employees in all career fields to meet these challenges of a changing world with a renewed sense of purpose grounded in the traditions and foundations of the National Park Service.

Historically, the Albright staff has worked to improve and enhance their planning and delivery of programs in order to be fully supportive of the NPS mission and to enjoy the satisfaction of a professional job well done. The continuous re-evaluation and retooling of the
NPS Fundamentals program, based on participant feedback and staff research and observations, is a meaningful example of this approach to the pursuit of excellence.

One energizing and positive factor for the National Park Service is the strong pivotal role that the Horace M. Albright Training Center has played in instilling a knowledge and love of the Mission in generations of NPS employees. This fact has allowed for the development and sustainability of the NPS culture. Clearly, within the NPS there is wide consensus about the importance of the NPS Mission. This consensus makes the NPS culture cohesive and strong.

Organizational culture is a source of unity, creative problem-solving, and day-to-day efficiency and productivity. It is the key to the ability of any organization to adapt to the environment in which it operates. Like any organizational culture, the culture of the NPS exerts a powerful influence on its employees and their strong commitment to preserving and protecting the natural and cultural resources of the National Park System.

The NPS culture is based upon educating visitors, partners, and the public in the uniqueness and importance of the NPS Mission. The tradition of the NPS culture that says *We can do it in the face of overwhelming odds* enables employees to respond to extremely tough challenges, turning them into spectacular opportunities to support and enhance the Mission. This is true of employees in parks and offices throughout the National Park Service.

At Albright during Introduction to Park Operations, Ranger Skills, and, presently, NPS Fundamentals, frequent use of ceremonies, symbols, stories, and slogans are woven into the classroom and field training experiences and exercises. These traditions generally increase employee commitment to the values and strategy of the Mission. The NPS organizational culture incorporates heroines, heroes, rites, and rituals into cornerstones of its operations. The
traditional culture has been the key to the ability of NPS to adapt to the social, economic, and political environment in which it operates.

For many years this culture has enabled the National Park Service to attract and develop a highly professional, knowledgeable, and creative work force who understand and embrace their role of supporting the NPS Mission. As new employees enter the service and the tides of global, national, and organizational change directly impact the NPS culture, it is difficult to predict how strong this traditional NPS culture will remain. However, the true test of the National Park Service will be its ability to retain the best of the traditional while developing an emerging culture that fits the realities of the twenty-first century. Hopefully, the Horace M. Albright Training Center will play a vital role in this cultural transformation.

The training experiences at Albright must continue to inspire the graduates of its programs to seek challenges that protect and preserve resources and make positive contributions to the NPS Mission unimpeded by self-imposed boundaries and organizational limitations.

Our interviews of Albright training staff, class participants, and resource persons confirm that participation in the “Albright experience” supported each individual both personally and professionally in his or her commitment to conserve America’s natural and historic beauty for the enjoyment of visitors and to eave those resources “unimpaired” for the continued pleasure of generations to come.

In testimony on behalf of the Board of Trustees, National Parks Conservation Association, before the Senate Subcommittee on National Parks, Denis Galvin, retired deputy director of the National Park Service, summarized this position:

For the NPS professionals, conserving the parks unimpaired for future generations is synonymous with offering park visitors today a high quality experience. Scenic vistas should be clear, natural sounds should dominate over man-made noises, native wildlife should be abundant and visible for visitors,
historic sites such as battlefields should look like they did when the historic events occurred, and park visitor facilities should not be located so as to disturb the natural scene or the cultural landscape.¹

This program review chronicles the past and the present in order to focus on the future of the Albright Training Center and the challenges and opportunities it will face as new technologies continue to change the workplace. It outlines the need to include training for NPS staff at every level and to use not only Albright but also all of the training centers as centerpieces and key locations for NPS employee training experiences. This is imperative in order for each employee to understand the importance of his or her role in fulfilling the NPS Mission by making it more relevant to a broader sector of Americans.²
RECOMMENDATIONS

Introduction

While writing this Albright Program Review, a special service-wide study was being undertaken as a basis for reorganizing Training and Development. The authors of this document were not privy to that study; therefore, some of the recommendations noted below may not be consistent with the study’s findings.

In a recent review of the National Park Service Training Program by the NPS Training and Development Division, it was stated that the opportunity to provide training to NPS employees in parks is an important aspect of its training programs. A number of reasons were given for maintaining NPS training centers in parks, especially the Albright and Mather Training Centers.

Three primary reasons stated in the review are as follows:

- Helping to instill the NPS ethic in our new employees is enhanced when classroom learning is then put to work on the ground—being able to see first-hand the challenges of providing visitors with good experiences while still protecting resources; what the implementation of a good natural resource management plan can mean to the park; how aspects of park operations are interrelated; different ways that a park complies with all of the various rules, regulations, and policies.

- Being in a park, or close to a park, provides opportunity to apply practical experience with the educational component of the classroom.

- Developing learning experiences in an inspirational setting that assures the professional growth of the employees and their continuous understanding of the Mission.\(^4\)

The 1999 Albright GPRA (Government Performance and Results Act of 1993) vision reads as follows:

The Horace M. Albright Training Center prepares employees in all career fields to meet the challenges of a changing world with a renewed sense of purpose while remaining grounded in the traditions and foundations of the NPS.\(^5\)
In addition, recommendations from a myriad of employees who have trained and taught at the Albright center add insurmountable evidence to its “now and future” role in ensuring a continuity of diverse educational opportunities and testing of innovative ideas in collaboration with WASO, other training centers, regions, and partners. These combine to increase the capacity and enhance the quality of Mission-focused educational and training services throughout the service.

One of the key goals of the Albright Training Center’s work will be to continue to support the NPS Training and Development strategic program processes and goals by providing Mission-oriented, cutting-edge training programs based on researching and identifying those emerging issues that impact service delivery.

The following recommendations by Bermultinational Limited are intended to assist the staff of the Albright Training Center and the Training and Development Division in their determination of Albright’s present and future roles. It is hoped that these recommendations will assist staff in adding new concepts and enhanced program offerings to the Horace M. Albright Training Center.

Specific Recommendations

1. The Horace M. Albright Training Center should collaborate with the regions to design and present a series of Resource Utilization Workshops. These workshops would be designed for small park division managers with limited human resources and in need of information and training in order to be more successful in cross-training their employees and using their volunteers and partners more efficiently, effectively, and productively. This program would include an emphasis on project management, business processes, cross discipline work groups, and teambuilding in small parks.

2. In conjunction with WASO and the Regions, Albright should create an experienced senior-level volunteer (Traveling) NPS Fundamentals Instructor Team. This traveling team would be trained by NPS Fundamentals and Eppley
Institute staff to help participants internalize and practice the information and learning points presented in the Fundamentals' online sessions. This special team would deliver Review and Focus sessions for NPS Fundamentals I, III and IV participants to both small parks and large parks. The team would travel by invitation to various regions.

3. In collaboration with the NPS EEO Office, the Albright Training Center should design and present quarterly Diversity and Inclusion classroom and field seminars for NPS senior leaders and managers from each region. These classroom and seminar educational experiences would serve to assist participants in recognizing that their leadership position makes them a "part of the problem as well as a part of the solution" in terms of meeting the "Diversity and Inclusion challenges" of the NPS.

Sections of the seminars would introduce "dialogue" language, exercises, and program tools that would eliminate debate and support open, respectful, and appreciative discussion and learning. This approach will lead to positive- and results-based action steps for improving Diversity and Inclusion in the NPS.

Through factual information presentations, participative exercises, and shared experiences, the participants would be expected to enhance understanding and acceptance of their accountability and responsibility for their own leadership and for developing leaders and managers who believe in and practice NPS Mission accomplishment by championing Diversity and Inclusion.

4. The Albright Training Center should partner with the regional directors and the WASO Partnership Office to design and conduct an annual Gateway Community Conference focusing on natural and cultural stewardship. Conference participants would include park boundary neighbors and, as appropriate, community and state leaders who would discuss and share ideas and suggestions on enhancing the cooperation and collaboration between parks and their gateway communities.

We recommend two conference sections: one for youth, ages thirteen to seventeen (junior and web rangers and other environmentally-focused youth); the other for adults. Conference recommendations would be compiled and shared in a booklet published for national distribution and posted on the NPS website.

Holding this conference at the Albright Training Center would ensure an atmosphere of togetherness, teamwork, and partnership. The center’s classroom sessions would be augmented with field learning experiences in Grand Canyon National Park and field trips to one or more of the park’s gateway communities.
5. Albright Training Center, in conjunction with the Stephen T. Mather Training Center and the NPS Office of International Affairs, sponsors an annual Invitational International Parks Training Seminar that builds on the NPS history of international training and conferences and places emphasis on:

- cultural resources
- natural resources
- concessions
- maintenance
- visitor service and management and visitor center operations

6. Albright Training Center should utilize the National Park Service Centennial Initiative process to present four Albright Challenge NPS Futures Seminars focused on the ten years (2017-2026) beyond the centennial (2016). The centennial will either begin a renaissance for this most American of American institutions or it will pass, as so many centennials pass, with much fanfare and celebration signifying nothing more than the banal mediocrity which unfortunately we have come to accept from important national anniversaries.

The NPS Futures Seminars would focus on innovative thoughts, ideas, and programs that would ensure the re-emphasis and sustainability of Horace M. Albright’s parting words:

Do not let the service become “just another Government bureau”; keep it youthful, vigorous, clean and strong...With this spirit each of us is an integral part of the preservation of the magnificent heritage we have been given, so that centuries from now people of our world...may see and understand what is unique to our earth, never changing, eternal.

During Bermultinational’s fifteen-year association with the National Park Service, we have had many opportunities to observe and to be a part of the Horace M. Albright Training Center’s programs.

We, the Bermultinational Limited team, continue to be awed and grateful for the opportunity to experience and to become transformed through the spirituality of the Grand Canyon. We are continually inspired through our professional and personal connections with the National Park Service employees who love and care for all of the natural and cultural resources found in the special places of the National Park System.
Notes

1. P. Bertrand Phillips adapted from an unpublished set of notes, “The Culture of the National Park Service.”
2. Denis Galvin, testimony on behalf of the Board of Trustees, National Parks Conservation Association before the Senate Subcommittee on National Parks, November 1, 2005.
5. Albright Training Center, Record Group #1 P6822, HOAL History Series 1, General, 1957–1964, National Park Service Training Center Program, Yosemite National Park.
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