

The University of Michigan
School of Natural Resources

QUESTIONNAIRE RESULTS OF THE ADMINISTRATION
AND TRAINEES OF THE NATIONAL PARK SERVICE
NATURAL RESOURCE MANAGEMENT TRAINING PROGRAM

INTRODUCTION

This document presents the results of the survey designed to evaluate the Natural Resource Management Training Program of the National Park Service. The survey was sent to all program trainees and regional coordinators and a random sample of supervisors and area superintendents. The purpose of the survey was to gather input on the strengths and weaknesses of the program from the perspective of those involved so that the program evaluation team will be aware of the opinions of a representative sample of participants to help make judgments concerning the future of the program.

The results are presented in three sections; 1) characteristics of the respondents, 2) results of closed-ended questions, and 3 results of open-ended questions. The responses to closed-ended questions have been arranged so that related questions are presented together in the following categories:

A) Program Support

- Q 6 Program guidelines are supported by supervisors and regional coordinators
- Q15 NPS leadership feels program is important

B) Procedural Concerns

- Q 7 Trainees should be released from regular duties
- Q28 Program demands conflict with job responsibilities
- Q13 Interaction among trainees is important
- Q14 Increase the amount of time spent together
- Q24 Spend time with experienced professionals
- Q25 Good communication increases effectiveness
- Q27 Strength is ability to adapt to each individual
- Q29 Not enough course work - too much on-the-job training

C) Development of Individual Development Plans (IDP)

- Q10 IDP worth the time
- Q 8 IDP difficult to develop
- Q 9 IDP flexible
- Q11 Consistent guidelines exist for IDP
- Q12 Feedback substantive
- Q32 Feedback prompt

D) Certification/Qualification/Program Requirements

- Q 2 Emphasis should be on attracting qualified specialists to NPS

- Q 3 Emphasis should be on training NPS personnel as qualified specialists
- Q16 Program should be required of all specialists
- Q17 Program should be required of all new specialists
- Q18 Participants should get priority for jobs
- Q19 Specialists should be formally certified
- Q21 Program should be required for promotion at GS-11
- Q22 Job experience should be equivalent to training program for promotion

E) Substantive Concerns

- Q 1 Objectives are clearly stated
- Q23 Explicit program standards exist
- Q 4 Program places too much emphasis on NPS mission
- Q26 Emphasis on national policies
- Q 5 Add emphasis on local problems
- Q31 Program should provide information on spectrum of problems
- Q30 Increase emphasis on landowner/community skills

The results of each individual question are presented in four tables on two pages in the following order:

- 1) Frequency distribution of responses on a 5 point scale ranging from 1=strongly agree to 5=strongly disagree (8=other and 9=no response).
- 2) Bar chart of the frequency distribution (for a quick view of the results) and descriptive statistics (mean, mode, etc.)
- 3) Bivariate crosstabulation table of the responses to the question by the "relationship to program" variable, i.e. how trainees, supervisors, superintendents and regional coordinators responded.
- 4) A second bivariate table which contains the same variables as the first crosstab table except the responses for supervisors, superintendents and regional coordinators have been collapsed into one category to display how trainees responded compared to all supervisory personnel.

For the list of specific topics (Section F of closed-ended responses) only the frequency distributions are presented with responses ranging from 1=very important topic to 4=not at all important. Finally, open-ended questions are presented in the order in which they appear on the survey with responses typed verbatim from the returned surveys. Responses were arranged by the type of participant starting with trainees and followed by supervisory personnel.

I. CHARACTERISTICS OF RESPONDENTS

NPS TRAINING PROGRAM SURVEY EVALUATION

SAMPLE RESPONSE

	<u>Mailed</u>	<u>Returned</u>	<u>Response Rate</u>
Trainees	37	36	97.3%
Supervisors/ Superintendents	64	40	62.5%
Regional Coordinators	10	6*	60.0%
Totals	111	82**	73.9%

* One overlap with "supervisor is listed here

**Total figure also includes one "park coordinator" who did not identify his or her relationship to the training program

1. Please indicate your relationship to the Natural Resource Management Training Program.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
TRAINEE OR PART	1.	35	42.7	42.7	42.7
DIRECT SUPER	2	24	29.3	29.3	72.0
AREA SUPER OF PART	3.	17	20.7	20.7	92.7
REGION COORD	4.	6	7.3	7.3	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 35)
I  TRAINEE OR PART
I
2. ***** ( 24)
I  DIRECT SUPER
I
3. ***** ( 17)
I  AREA SUPER OF PART
I
4. ***** ( 6)
I  REGION COORD
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

TYPE AREA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	1	1.2	1.3	1.3
RESOURCE	1.	39	47.6	51.3	52.6
RECREATION	2.	20	24.4	26.3	78.9
HIST-CULT	3.	10	12.2	13.2	92.1
REG COORD	8.	6	7.3	7.9	100.0
CANNOT DET	9.	6	7.3	MISSING	100.0
		-----	-----	-----	
TOTAL		82	100.0	100.0	

```

CODE
  I
0. ** (    1)
  I
  I
1. ***** (    39)
  I  RESOURCE
  I
2. ***** (    20)
  I  RECREATION
  I
3. ***** (    10)
  I  HIST-CULT
  I
8. ***** (     6)
  I  REG COORD
  I
  I.....I.....I.....I.....I.....I
  0          10          20          30          40          50
FREQUENCY

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SECTION A

QUESTIONS ABOUT SUPPORT
FOR THE NATURAL RESOURCE
MANAGEMENT TRAINING PROGRAM

Q. 6, 15

6. Program guidelines have been strongly supported by supervisors and regional coordinators.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	27	32.9	32.9	32.9
AGREE	2.	35	42.7	42.7	75.6
NO DEF OPINION	3.	10	12.2	12.2	87.8
DISAGREE	4.	6	7.3	7.3	95.1
STRONGLY DISAGREE	5.	3	3.7	3.7	98.8
OTHER	8.	1	1.2	1.2	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 27)
I  STRONGLY AGREE
I
2. ***** ( 35)
I  AGREE
I
3. ***** ( 10)
I  NO DEF OPINION
I
4. ***** ( 6)
I  DISAGREE
I
5. **** ( 3)
I  STRONGLY DISAGREE
I
8. ** ( 1)
I  OTHER
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

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MEAN	2.122	MEDIAN	1.900	MODE	2.000
STD DEV	1.231	VARIANCE	1.516		

 V1 RELATIONSHIP TO NMTP CROSS TABULATION OF SUPER REPORT TP GUIDELINES

		V7												
		COUNT	I		STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY OTHER	row				
		ROW PCT	I		I AGREE		PINION		DISAGRE	TOTAL				
		TOT PCT	I		1.I		2.I		3.I	4.I	5.I	6.I	7.I	8.I
V1			I		I		I		I		I		I	
	1.		I	12	I	11	I	4	I	4	I	3	I	1
TRAINEE OR PART			I	34.3	I	31.4	I	11.4	I	11.4	I	8.6	I	2.9
			I	44.4	I	31.4	I	40.0	I	66.7	I	100.0	I	100.0
			I	14.6	I	13.4	I	4.9	I	4.9	I	3.7	I	1.2
			I		I		I		I		I		I	
	2.		I	7	I	14	I	1	I	2	I	0	I	0
DIRECT SUPER			I	29.2	I	58.3	I	4.2	I	8.3	I	0.0	I	0.0
			I	25.9	I	40.0	I	10.0	I	33.3	I	0.0	I	0.0
			I	8.5	I	17.1	I	1.2	I	2.4	I	0.0	I	0.0
			I		I		I		I		I		I	
	3.		I	7	I	8	I	2	I	0	I	0	I	0
AREA SUPER OF PA			I	41.2	I	47.1	I	11.8	I	0.0	I	0.0	I	0.0
			I	25.9	I	22.9	I	20.0	I	0.0	I	0.0	I	0.0
			I	8.5	I	9.8	I	2.4	I	0.0	I	0.0	I	0.0
			I		I		I		I		I		I	
	4.		I	1	I	2	I	3	I	0	I	0	I	0
REGION COORD			I	16.7	I	33.3	I	50.0	I	0.0	I	0.0	I	0.0
			I	3.7	I	5.7	I	30.0	I	0.0	I	0.0	I	0.0
			I	1.2	I	2.4	I	3.7	I	0.0	I	0.0	I	0.0
			I		I		I		I		I		I	
		COLUMN	27		35		10		6		3		1	
		TOTAL	32.9		42.7		12.2		7.3		3.7		1.2	

		V7														
		COUNT	I		STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY OTHER		ROW					
		ROW PCT	I		I AGREE		PINION		DISAGRE		TOTAL					
		COL PCT	I		I		3.I		4.I		5.I	8.I				
		TOT PCT	I		1.I		2.I		4.I		5.I	8.I				
V1			I	I	I	I	I	I	I	I	I	I				
1.	TRAINEE OR PART		I	12	I	11	I	4	I	4	I	3	I	1	I	35
			I	34.3	I	31.4	I	11.4	I	11.4	I	8.6	I	2.9	I	42.7
			I	44.4	I	31.4	I	40.0	I	66.7	I	100.0	I	100.0	I	
			I	14.6	I	13.4	I	4.9	I	4.9	I	3.7	I	1.2	I	
-----I																

15. The current leadership of the National Park Service seems to feel that this training program is important.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	33	40.2	40.2	40.2
AGREE	2.	26	31.7	31.7	72.0
NO DEF OPINION	3.	15	18.3	18.3	90.2
DISAGREE	4.	7	8.5	8.5	98.8
STRONGLY DISAGREE	5.	1	1.2	1.2	100.0
	TOTAL	82	100.0	100.0	

```

CODE
1. ***** ( 33)
   I STRONGLY AGREE
   I
2. ***** ( 26)
   I AGREE
   I
3. ***** ( 15)
   I NO DEF OPINION
   I
4. ***** ( 7)
   I DISAGREE
   I
5. ** ( 1)
   I STRONGLY DISAGREE
   I
   I.....I.....I.....I.....I.....I
   O      10      20      30      40      50
FREQUENCY

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MEAN	1.988	MEDIAN	1.808	MODE	1.000
STD DEV	1.024	VARIANCE	1.049		
VALID CASES	82	MISSING CASES	0		

		V16					ROW
COUNT	I	STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY	ROW
ROW PCT	I	AGREE		PINION		DISAGREE	TOTAL
COL PCT	I	1. I	2. I	3. I	4. I	5. I	
TOT PCT	I						
V1							
1.	I	12.1	10.1	7.1	5.1	1.1	35
TRAINEE OR PART	I	34.3	28.6	20.0	14.3	2.9	42.7
	I	36.4	38.5	46.7	71.4	100.0	
	I	14.6	12.2	8.5	6.1	1.2	
2.	I	11.1	7.1	4.1	2.1	0.1	24
DIRECT SUPER	I	45.8	29.2	16.7	8.3	0.0	29.3
	I	33.3	26.9	26.7	28.6	0.0	
	I	13.4	8.5	4.9	2.4	0.0	
3.	I	8.1	7.1	2.1	0.1	0.1	17
AREA SUPER OF PA	I	47.1	41.2	11.8	0.0	0.0	20.7
	I	24.2	26.9	13.3	0.0	0.0	
	I	9.8	8.5	2.4	0.0	0.0	
4.	I	2.1	2.1	2.1	0.1	0.1	6
REGION COORD	I	33.3	33.3	33.3	0.0	0.0	7.3
	I	6.1	7.7	13.3	0.0	0.0	
	I	2.4	2.4	2.4	0.0	0.0	
COLUMN		33	26	15	7	1	82
TOTAL		40.2	31.7	18.3	8.5	1.2	100.0

		V16												
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		ROW	
		ROW	PCT	I		AGREE		PINION		DISAGREE		DISAGRE		TOTAL
		TOT	PCT	I	1.I	2.I	3.I	4.I	5.I					
V1				I	I	I	I	I	I	I	I	I		
	1.	I	12	I	10	I	7	I	5	I	1	I	35	
TRAINEE OR PART		I	34.3	I	28.6	I	20.0	I	14.3	I	2.9	I	42.7	
		I	36.4	I	38.5	I	46.7	I	71.4	I	100.0	I		
		I	14.6	I	12.2	I	8.5	I	6.1	I	1.2	I		
		I		I		I		I		I		I		
	2.	I	21	I	16	I	8	I	2	I	0	I	47	
SUPER OR COORD		I	44.7	I	34.0	I	17.0	I	4.3	I	0.0	I	57.3	
		I	63.6	I	61.5	I	53.3	I	28.6	I	0.0	I		
		I	25.6	I	19.5	I	9.8	I	2.4	I	0.0	I		
		I		I		I		I		I		I		
	COLUMN		33		26		15		7		1		82	
	TOTAL		40.2		31.7		18.3		8.5		1.2		100.0	

SECTION B

QUESTIONS ABOUT PROCEDURAL
CONCERNS

Q. 7, 28, 13, 14, 24, 25, 27, 29

7. During the period of training, trainees should be substantially released from regular job responsibilities.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	15	18.3	18.5	18.5
AGREE	2	25	30.5	30.9	49.4
NO DEF OPINION	3	9	11.0	11.1	60.5
DISAGREE	4	22	26.8	27.2	87.7
STRONGLY DISAGREE	5	10	12.2	12.3	100.0
NO RESPONSE	9	1	1.2	MISSING	100.0
	TOTAL	82	100.0	100.0	

CODE

```

1. ***** ( 15)
   I  STRONGLY AGREE
   I
2. ***** ( 25)
   I  AGREE
   I
3. ***** ( 9)
   I  NO DEF OPINION
   I
4. ***** ( 22)
   I  DISAGREE
   I
5. ***** ( 10)
   I  STRONGLY DISAGREE
   I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

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MEAN	2.840	MEDIAN	2.556	MODE	2.000
STD DEV	1.346	VARIANCE	1.811		

V1

RELATIONSHIP TO NRMTP

CROSS TABULATION OF

BY V8

FOR RELEASE FOR TRAINEES

		V8											
		COUNT	I										
ROW	PCT	ISTRONGLY	AGREE	NO DEF	O	DISAGREE	STRONGLY	DISAGRE			ROW		
COL	PCT	I	AGREE	PINION							TOTAL		
TOT	PCT	I	1.I	2.I	3.I	4.I	5.I						
V1													
	1.	I	8	I	14	I	4	I	7	I	2	I	35
TRAINEE OR PART		I	22.9	I	40.0	I	11.4	I	20.0	I	5.7	I	43.2
		I	53.3	I	56.0	I	44.4	I	31.8	I	20.0	I	
		I	9.9	I	17.3	I	4.9	I	8.6	I	2.5	I	
		-I	-	-I	-	-I	-	-I	-	-I	-	-I	
	2.	I	4	I	5	I	2	I	10	I	3	I	24
DIRECT SUPER		I	16.7	I	20.8	I	8.3	I	41.7	I	12.5	I	29.6
		I	26.7	I	20.0	I	22.2	I	45.5	I	30.0	I	
		I	4.9	I	6.2	I	2.5	I	12.3	I	3.7	I	
		-I	-	-I	-	-I	-	-I	-	-I	-	-I	
	3.	I	1	I	4	I	3	I	4	I	4	I	16
AREA SUPER OF PA		I	6.3	I	25.0	I	18.8	I	25.0	I	25.0	I	19.8
		I	6.7	I	16.0	I	33.3	I	18.2	I	40.0	I	
		I	1.2	I	4.9	I	3.7	I	4.9	I	4.9	I	
		-I	-	-I	-	-I	-	-I	-	-I	-	-I	
	4.	I	2	I	2	I	0	I	1	I	1	I	6
REGION COORD		I	33.3	I	33.3	I	0.0	I	16.7	I	16.7	I	7.4
		I	13.3	I	8.0	I	0.0	I	4.5	I	10.0	I	
		I	2.5	I	2.5	I	0.0	I	1.2	I	1.2	I	
		-I	-	-I	-	-I	-	-I	-	-I	-	-I	
	COLUMN		15		25		9		22		10		81
	TOTAL		18.5		30.9		11.1		27.2		12.3		100.0

NUMBER OF MISSING OBSERVATIONS = 1

		V8										
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE STRONGLY		ROW	
		ROW	PCT	I		AGREE		PINION		DISAGRE		TOTAL
		COL	PCT	I		AGREE				DISAGRE		
		TOT	PCT	I	1.I	2.I	3.I	4.I	5.I			
V1				I	I	I	I	I	I	I	I	
	1.	I		8	I	14	I	4	I	7	I	35
TRAINEE OR PART		I		22.9	I	40.0	I	11.4	I	20.0	I	43.2
		I		53.3	I	56.0	I	44.4	I	31.8	I	
		I		9.9	I	17.3	I	4.9	I	8.6	I	
				I	I	I	I	I	I	I	I	
	2.	I		7	I	11	I	5	I	15	I	46
SUPER OR COORD		I		15.2	I	23.9	I	10.9	I	32.6	I	56.8
		I		46.7	I	44.0	I	55.6	I	68.2	I	
		I		8.6	I	13.6	I	6.2	I	18.5	I	
				I	I	I	I	I	I	I	I	
	COLUMN			15		25		9		22		81
	TOTAL			18.5		30.9		11.1		27.2		100.0

28. The time demands of the program often conflict with trainees' park responsibilities.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	27	32.9	32.9	32.9
AGREE	2.	27	32.9	32.9	65.9
NO DEF OPINION	3.	11	13.4	13.4	79.3
DISAGREE	4.	10	12.2	12.2	91.5
STRONGLY DISAGREE	5.	6	7.3	7.3	98.8
OTHER	8.	1	1.2	1.2	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 27)
I STRONGLY AGREE
I
2. ***** ( 27)
I AGREE
I
3. ***** ( 11)
I NO DEF OPINION
I
4. ***** ( 10)
I DISAGREE
I
5. ***** ( 6)
I STRONGLY DISAGREE
I
8. ** ( 1)
I OTHER
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

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MEAN	2.341	MEDIAN	2.019	MODE	1.000
STD DEV	1.399	VARIANCE	1.956		

***** C R O S S T A B U L A T I O N O F *****
 V1 RELATIONSHIP TO NRMTF BY V29 ID TIME CONFLICTS W RESP

		V29										ROW TOTAL				
		COUNT	I		I		I		I							
		ROW PCT	I		I		I		I							
		COL PCT	I		I		I		I							
		TOT PCT	I		I		I		I							
			1. I		2. I		3. I		4. I							
			I		I		I		I							
			I		I		I		I							
			I		I		I		I							
V1	TRAINEE OR PART	1.	I	18	I	12	I	1	I	1	I	3	I	0	I	25
		I	51.4	I	34.3	I	2.9	I	2.9	I	8.6	I	0.0	I	12.7	
		I	66.7	I	44.4	I	9.1	I	10.0	I	50.0	I	0.0	I		
		I	22.0	I	14.6	I	1.2	I	1.2	I	3.7	I	0.0	I		
	DIRECT SUPER	2.	I	6	I	9	I	3	I	6	I	0	I	0	I	21
		I	25.0	I	37.5	I	12.5	I	25.0	I	0.0	I	0.0	I	21.1	
		I	22.2	I	33.3	I	27.3	I	60.0	I	0.0	I	0.0	I		
		I	7.3	I	11.0	I	3.7	I	7.3	I	0.0	I	0.0	I		
	AREA SUPER OF PA	3.	I	2	I	3	I	6	I	2	I	3	I	1	I	17
		I	11.8	I	17.6	I	35.3	I	11.8	I	17.6	I	5.9	I	20.7	
		I	7.4	I	11.1	I	54.5	I	20.0	I	50.0	I	100.0	I		
		I	2.4	I	3.7	I	7.3	I	2.4	I	3.7	I	1.2	I		
REGION COORD	4.	I	1	I	3	I	1	I	1	I	0	I	0	I	6	
	I	16.7	I	50.0	I	16.7	I	16.7	I	0.0	I	0.0	I	7.1		
	I	3.7	I	11.1	I	9.1	I	10.0	I	0.0	I	0.0	I			
	I	1.2	I	3.7	I	1.2	I	1.2	I	0.0	I	0.0	I			
COLUMN			27		27		11		10		6		1		52	
TOTAL			32.9		32.9		13.4		12.2		7.3		1.2		100.0	

13. Interaction among participants (trainees) is one of the most important aspects of the program.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	26	31.7	31.7	31.7
AGREE	2.	29	35.4	35.4	67.1
NO DEF OPINION	3.	12	14.6	14.6	81.7
DISAGREE	4	15	18.3	18.3	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 26)
   I STRONGLY AGREE
   I
2. ***** ( 29)
   I AGREE
   I
3. ***** ( 12)
   I NO DEF OPINION
   I
4. ***** ( 15)
   I DISAGREE
   I
I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	2.195	MEDIAN	2.017	MODE	2.000
STD DEV	1.082	VARIANCE	1.171		

	COUNT	I	V14								
ROW	PCT	I	ISTRONGLY AGREE				NO DEF O DISAGREE				ROW
COL	PCT	I	AGREE				PINION				TOTAL
TOT	PCT	I	1.I		2.I		3.I		4.I		
V1		-I-	-I-		-I-		-I-		-I-		
	1.	I	19	I	12	I	3	I	1	I	35
TRAINEE OR PART		I	54.3	I	34.3	I	8.6	I	2.9	I	42.7
		I	73.1	I	41.4	I	25.0	I	6.7	I	
		I	23.2	I	14.6	I	3.7	I	1.2	I	
		-I-	-I-		-I-		-I-		-I-		
	2.	I	7	I	17	I	9	I	14	I	47
SUPER OR COORD		I	14.9	I	36.2	I	19.1	I	29.8	I	57.3
		I	26.9	I	58.6	I	75.0	I	93.3	I	
		I	8.5	I	20.7	I	11.0	I	17.1	I	
		-I-	-I-		-I-		-I-		-I-		
	COLUMN		26		29		12		15		82
	TOTAL		31.7		35.4		14.6		18.3		100.0

14. It is important to increase the amount of time that trainees spend together in the program.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	12	14.6	14.6	14.6
AGREE	2.	22	26.8	26.8	41.5
NO DEF OPINION	3.	21	25.6	25.6	67.1
DISAGREE	4.	22	26.8	26.8	93.9
STRONGLY DISAGREE	5.	5	6.1	6.1	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
  I
  1. ***** ( 12)
    I STRONGLY AGREE
    I
  2. ***** ( 22)
    I AGREE
    I
  3. ***** ( 21)
    I NO DEF OPINION
    I
  4. ***** ( 22)
    I DISAGREE
    I
  5. ***** ( 5)
    I STRONGLY DISAGREE
    I
    I.....I.....I.....I.....I.....I
    O      10      20      30      40      50
    FREQUENCY

```

MEAN	2.829	MEDIAN	2.833	MODE	2.000
STD DEV	1.163	VARIANCE	1.353		

V1

RELATIONSHIP TO NRMTF

CROSS FABULATION OF

BY V15

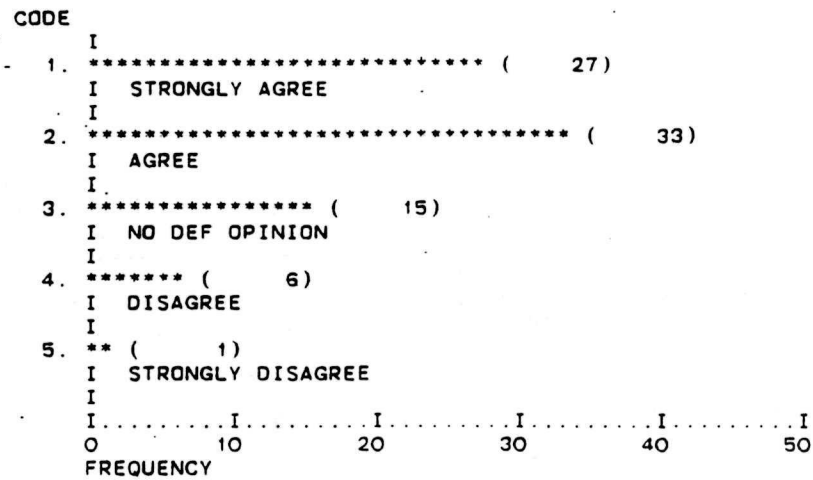
IMP TO IMP TRAINEES TIME TO THEM
PAGE

		V15						
		COUNT	I					
ROW	PCT	ISTRONGLY	AGREE	NO DEF O	DISAGREE	STRONGLY	ROW	
COL	PCT	I	AGREE	PINION		DISAGRE	TOTAL	
TOT	PCT	I	1.I	2.I	3.I	4.I	5.I	
-----I								

V15													
COUNT		I		STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY DISAGREE		ROW			
ROW	PCT	COL	PCT	I	AGREE	PINION					TOTAL		
TOT	PCT	I		1.I		2.I		3.I		4.I	5.I		
V1													
1.		I		I		I		I		I			
TRAINEE OR PART		I	11	I	13	I	7	I	2	I	2	35	
		I	31.4	I	37.1	I	20.0	I	5.7	I	5.7	42.7	
		I	91.7	I	59.1	I	33.3	I	9.1	I	40.0		
		I	13.4	I	15.9	I	8.5	I	2.4	I	2.4		
2.		I		I		I		I		I			
SUPER OR COORD		I	1	I	9	I	14	I	20	I	3	47	
		I	2.1	I	19.1	I	29.8	I	42.6	I	6.4	57.3	
		I	8.3	I	40.9	I	66.7	I	90.9	I	60.0		
		I	1.2	I	11.0	I	17.1	I	24.4	I	3.7		
COLUMN				12		22		21		22		5	82
TOTAL				14.6		26.8		25.6		26.8		6.1	100.0

24. Each trainee should spend substantial time during the training program working directly with an experienced and qualified specialist in natural resource management.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	27	32.9	32.9	32.9
AGREE	2	33	40.2	40.2	73.2
NO DEF OPINION	3	15	18.3	18.3	91.5
DISAGREE	4	6	7.3	7.3	98.8
STRONGLY DISAGREE	5	1	1.2	1.2	100.0
	TOTAL	82	100.0	100.0	



MEAN	2.037	MEDIAN	1.924	MODE	2.000
STD DEV	0.962	VARIANCE	0.925		

		V25											
		COUNT	I		NO DEF O		DISAGREE		STRONGLY		ROW		
		ROW PCT	I		DISAGREE		DISAGRE		DISAGRE		TOTAL		
		COL PCT	I		DISAGRE		DISAGRE		DISAGRE				
		TOT PCT	I		DISAGRE		DISAGRE		DISAGRE				
			1. I		2. I		3. I		4. I		5. I		
V1			I		I		I		I		I		
	1.	I	13	I	12	I	6	I	3	I	1	I	35
	TRAINEE OR PART	I	37.1	I	34.3	I	17.1	I	8.6	I	2.9	I	42.7
		I	48.1	I	36.4	I	40.0	I	50.0	I	100.0	I	
		I	15.9	I	11.6	I	7.3	I	3.7	I	1.2	I	
		I	I		I		I		I		I		
	2.	I	8	I	11	I	3	I	2	I	0	I	24
	DIRECT SUPER	I	33.3	I	45.8	I	12.5	I	8.3	I	0.0	I	29.3
		I	29.6	I	33.3	I	20.0	I	33.3	I	0.0	I	
		I	9.8	I	13.4	I	3.7	I	2.4	I	0.0	I	
		I	I		I		I		I		I		
	3.	I	4	I	7	I	5	I	1	I	0	I	17
	AREA SUPER OF PA	I	23.5	I	41.2	I	29.4	I	5.9	I	0.0	I	20.7
		I	14.8	I	21.2	I	33.3	I	16.7	I	0.0	I	
		I	4.9	I	8.5	I	6.1	I	1.2	I	0.0	I	
		I	I		I		I		I		I		
	4.	I	2	I	3	I	1	I	0	I	0	I	6
	REGION COORD	I	33.3	I	50.0	I	16.7	I	0.0	I	0.0	I	7.3
		I	7.4	I	9.1	I	6.7	I	0.0	I	0.0	I	
		I	2.4	I	3.7	I	1.2	I	0.0	I	0.0	I	
		I	I		I		I		I		I		
		COLUMN	27		33		15		6		1		82
		TOTAL	32.9		40.2		18.3		7.3		1.2		100.0

		V25											
		COUNT	I		I		NO DEF O		DISAGREE		STRONGLY	ROW	
		ROW PCT	I		STRONGLY AGREE		PINION		DISAGREE		DISAGREE	TOTAL	
		COL PCT	I		AGREE								
		TOT PCT	I		1. I		2. I		3. I		4. I	5. I	
V1			I	I	I	I	I	I	I	I	I	I	
		1.	I	13	I	12	I	6	I	3	I	1	I
	TRAINEE OR PART	I	37.1	I	34.3	I	17.1	I	8.6	I	2.9	I	35
		I	48.1	I	36.4	I	40.0	I	50.0	I	100.0	I	42.7
		I	15.9	I	14.6	I	7.3	I	3.7	I	1.2	I	
			I	I	I	I	I	I	I	I	I	I	
		2.	I	14	I	21	I	9	I	3	I	0	I
	SUPER OR COORD	I	29.8	I	44.7	I	19.1	I	6.4	I	0.0	I	47
		I	51.9	I	63.6	I	60.0	I	50.0	I	0.0	I	57.3
		I	17.1	I	25.6	I	11.0	I	3.7	I	0.0	I	
		I	I	I	I	I	I	I	I	I	I		
COLUMN			27		33		15		6		1	82	
TOTAL			32.9		40.2		18.3		7.3		1.2	100.0	

25. There has been good communication among trainees, supervisors, and training program managers that has increased the effectiveness of the Natural Resource Training Program.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	13	15.9	16.0	16.0
AGREE	2	25	30.5	30.9	46.9
NO DEF OPINION	3	17	20.7	21.0	67.9
DISAGREE	4	23	28.0	28.4	96.3
STRONGLY DISAGREE	5	3	3.7	3.7	100.0
NO RESPONSE	9	1	1.2	MISSING	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 13)
I STRONGLY AGREE
I
2. ***** ( 25)
I AGREE
I
3. ***** ( 17)
I NO DEF OPINION
I
4. ***** ( 23)
I DISAGREE
I
5. **** ( 3)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	2.728	MEDIAN	2.647	MODE	2.000
STD DEV	1.151	VARIANCE	1.325		
VALID CASES	81	MISSING CASES	1		

27. One strength of the program is its ability to adapt to the unique needs of each participant.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	28	34.1	34.1	34.1
AGREE	2.	36	43.9	43.9	78.0
NO DEF OPINION	3.	10	12.2	12.2	90.2
DISAGREE	4.	7	8.5	8.5	98.8
STRONGLY DISAGREE	5.	1	1.2	1.2	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
I
1. ***** ( 28)
I  STRONGLY AGREE
I
2. ***** ( 36)
I  AGREE
I
3. ***** ( 10)
I  NO DEF OPINION
I
4. ***** ( 7)
I  DISAGREE
I
5. ** ( 1)
I  STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	1.988	MEDIAN	1.861	MODE	2.000
STD DEV	0.962	VARIANCE	0.926		

V1 RELATIONSHIP TO NRMTD CROSS TABULATION OF BY V28 IN ANSWER TO EACH PART

		V28										ROW TOTAL
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY	
		ROW PCT	I		AGREE		PINION				DISAGRE	
		COL PCT	I		AGREE							
		TOT PCT	I		1. I		2. I		3. I		4. I	5. I
V1			I		I		I		I		I	
	1.	I	15	I	13	I	3	I	4	I	0	I
TRAINEE OR PART		I	42.9	I	37.1	I	8.6	I	11.4	I	0.0	I
		I	53.6	I	36.1	I	30.0	I	57.1	I	0.0	I
		I	18.3	I	15.9	I	3.7	I	4.9	I	0.0	I
			I		I		I		I		I	
	2.	I	7	I	11	I	3	I	2	I	1	I
DIRECT SUPER		I	29.2	I	45.8	I	12.5	I	8.3	I	4.2	I
		I	25.0	I	30.6	I	30.0	I	28.6	I	100.0	I
		I	8.5	I	13.4	I	3.7	I	2.4	I	1.2	I
			I		I		I		I		I	
	3.	I	5	I	8	I	3	I	1	I	0	I
AREA SUPER OF PA		I	29.4	I	47.1	I	17.6	I	5.9	I	0.0	I
		I	17.9	I	22.2	I	30.0	I	14.3	I	0.0	I
		I	6.1	I	9.8	I	3.7	I	1.2	I	0.0	I
			I		I		I		I		I	
	4.	I	1	I	4	I	1	I	0	I	0	I
REGION COORD		I	16.7	I	66.7	I	16.7	I	0.0	I	0.0	I
		I	3.6	I	11.1	I	10.0	I	0.0	I	0.0	I
		I	1.2	I	4.9	I	1.2	I	0.0	I	0.0	I
			I		I		I		I		I	
		COLUMN	28		36		10		7		1	
		TOTAL	34.1		43.9		12.2		8.5		1.2	
												82
												100.0

V28													
COUNT		I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		ROW	
ROW PCT		COL PCT		I AGREE		PINION				DISAGRE		TOTAL	
TOT PCT		I		1. I		2. I		3. I		4. I		5. I	
V1		I	I	I	I	I	I	I	I	I	I	I	
	1.	I	15	I	13	I	3	I	4	I	0	I 35	
TRAINEE OR PART		I	42.9	I	37.1	I	8.6	I	11.4	I	0.0	I 42.7	
		I	53.6	I	36.1	I	30.0	I	57.1	I	0.0	I	
		I	18.3	I	15.9	I	3.7	I	4.9	I	0.0	I	
		I	I	I	I	I	I	I	I	I	I	I	
	2.	I	13	I	23	I	7	I	3	I	1	I 47	
SUPER OR COORD		I	27.7	I	48.9	I	14.9	I	6.4	I	2.1	I 57.3	
		I	46.4	I	63.9	I	70.0	I	42.9	I	100.0	I	
		I	15.9	I	28.0	I	8.5	I	3.7	I	1.2	I	
		I	I	I	I	I	I	I	I	I	I	I	
	COLUMN		28		36		10		7		1	82	
	TOTAL		34.1		43.9		12.2		8.5		1.2	100.0	

29. The training program does not contain enough formal coursework and relies too much on on-the-job training.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	4	4.9	4.9	4.9
AGREE	2	10	12.2	12.2	17.1
NO DEF OPINION	3	12	14.6	14.6	31.7
DISAGREE	4	38	46.3	46.3	78.0
STRONGLY DISAGREE	5	18	22.0	22.0	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 4)
I STRONGLY AGREE
I
2. ***** ( 10)
I AGREE
I
3. ***** ( 12)
I NO DEF OPINION
I
4. ***** ( 38)
I DISAGREE
I
5. ***** ( 18)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	3.683	MEDIAN	3.895	MODE	4.000
STD DEV	1.099	VARIANCE	1.207		

SECTION C
QUESTIONS ABOUT DEVELOPMENT
OF IDPS

Q. 10, 8, 9, 11, 12, 32

10. In general, the Individual Development Plans are worth the time and effort necessary to develop them.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	19	23.2	23.2	23.2
AGREE	2.	33	40.2	40.2	63.4
NO DEF OPINION	3.	12	14.6	14.6	78.0
DISAGREE	4.	13	15.9	15.9	93.9
STRONGLY DISAGREE	5.	4	4.9	4.9	98.8
OTHER	8.	1	1.2	1.2	100.0
	TOTAL	82	100.0	100.0	

```

CODE-
1. I ***** ( 19)
   I STRONGLY AGREE
2. I ***** ( 33)
   I AGREE
3. I ***** ( 12)
   I NO DEF OPINION
4. I ***** ( 13)
   I DISAGREE
5. I ***** ( 4)
   I STRONGLY DISAGREE
8. I ** ( 1)
   I OTHER
   I
   I .....I.....I.....I.....I.....I
   O      10      20      30      40      50
FREQUENCY

```

MEAN	2.451	MEDIAN	2.167	MODE	2.000
STD DEV	1.307	VARIANCE	1.707		

***** CROSSTABULATION OF *****
 V1 RELATIONSHIP TO NRMTF BY V11 IDP WORTH THE TIME

		V11										
		COUNT	I		I		I		I			
		ROW PCT	I		I		I		I		ROW	
		COL PCT	I		I		I		I		TOTAL	
		TOT PCT	I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
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			I		I		I		I			
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			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
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			I		I		I		I			
			I		I		I		I			
			I		I		I		I			
			I		I		I					

8. Individual Development Plans are difficult to develop and organize so that they achieve the multiple goals set out by the program.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	19	23.2	23.5	23.5
AGREE	2.	21	25.6	25.9	49.4
NO DEF OPINION	3.	13	15.9	16.0	65.4
DISAGREE	4.	22	26.8	27.2	92.6
STRONGLY DISAGREE	5.	6	7.3	7.4	100.0
NO RESPONSE	9.	1	1.2	MISSING	100.0
	TOTAL	82	100.0	100.0	

```

CODE
1. ***** ( 19)
   I STRONGLY AGREE
   I
2. ***** ( 21)
   I AGREE
   I
3. ***** ( 13)
   I NO DEF OPINION
   I
4. ***** ( 22)
   I DISAGREE
   I
5. ***** ( 6)
   I STRONGLY DISAGREE
   I
I.....I.....I.....I.....I
O          10          20          30          40          50
FREQUENCY

```

MEAN	2.691	MEDIAN	2.538	MODE	4.000
STD DEV	1.300	VARIANCE	1.691		
VALID CASES	81	MISSING CASES	1		

***** CROSSTABULATION OF *****
 V1 RELATIONSHIP TO NRMTP BY V9 IDP DIFFICULT TO DEVELOP

		V9						
		COUNT	I					
ROW PCT	COL PCT	I	STRONGLY AGREE	NO DEF O PINION		DISAGREE	STRONGLY DISAGRE	ROW TOTAL
TOT PCT	I	1.I	2.I	3.I	4.I	5.I		
V1		I	I	I	I	I	I	
1.	1.	I	12 I	9 I	3 I	7 I	3 I	34
TRAINEE OR PART	I	35.3 I	26.5 I	8.8 I	20.6 I	8.8 I		42.0
	I	63.2 I	42.9 I	23.1 I	31.8 I	50.0 I		
	I	14.8 I	11.1 I	3.7 I	8.6 I	3.7 I		
	I	I	I	I	I	I	I	I
2.	2.	I	4 I	9 I	4 I	7 I	0 I	24
DIRECT SUPER	I	16.7 I	37.5 I	16.7 I	29.2 I	0.0 I		29.6
	I	21.1 I	42.9 I	30.8 I	31.8 I	0.0 I		
	I	4.9 I	11.1 I	4.9 I	8.6 I	0.0 I		
	I	I	I	I	I	I	I	I
3.	3.	I	3 I	0 I	6 I	6 I	2 I	17
AREA SUPER OF PA	I	17.6 I	0.0 I	35.3 I	35.3 I	11.8 I		21.0
	I	15.8 I	0.0 I	46.2 I	27.3 I	33.3 I		
	I	3.7 I	0.0 I	7.4 I	7.4 I	2.5 I		
	I	I	I	I	I	I	I	I
4.	4.	I	0 I	3 I	0 I	2 I	1 I	6
REGION COORD	I	0.0 I	50.0 I	0.0 I	33.3 I	16.7 I		7.4
	I	0.0 I	14.3 I	0.0 I	9.1 I	16.7 I		
	I	0.0 I	3.7 I	0.0 I	2.5 I	1.2 I		
	I	I	I	I	I	I	I	I
COLUMN		19	21	13	22	6		81
TOTAL		23.5	25.9	16.0	27.2	7.4		100.0

NUMBER OF MISSING OBSERVATIONS = 1

		V9						
		COUNT	I					
ROW PCT	COL PCT	I	STRONGLY AGREE	NO DEF O PINION		DISAGREE	STRONGLY DISAGRE	ROW TOTAL
TOT PCT	I	1.I	2.I	3.I	4.I	5.I		
V1		I	I	I	I	I	I	
1.	1.	I	12 I	9 I	3 I	7 I	3 I	34
TRAINEE OR PART	I	35.3 I	26.5 I	8.8 I	20.6 I	8.8 I		42.0
	I	63.2 I	42.9 I	23.1 I	31.8 I	50.0 I		
	I	14.8 I	11.1 I	3.7 I	8.6 I	3.7 I		
	I	I	I	I	I	I	I	I
2.	2.	I	7 I	12 I	10 I	15 I	3 I	47
SUPER OR COORD	I	14.9 I	25.5 I	21.3 I	31.9 I	6.4 I		58.0
	I	36.8 I	57.1 I	76.9 I	68.2 I	50.0 I		
	I	8.6 I	14.8 I	12.3 I	18.5 I	3.7 I		
	I	I	I	I	I	I	I	I
COLUMN		19	21	13	22	6		81
TOTAL		23.5	25.9	16.0	27.2	7.4		100.0

NUMBER OF MISSING OBSERVATIONS = 1

9. Under current program guidelines, Individual Development Plans are sufficiently flexible to allow for needed adjustment during the program.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	19	23.2	23.2	23.2
AGREE	2.	39	47.6	47.6	70.7
NO DEF OPINION	3.	8	9.8	9.8	80.5
DISAGREE	4.	12	14.6	14.6	95.1
STRONGLY DISAGREE	5.	4	4.9	4.9	100.0
	TOTAL	82	100.0	100.0	

CODE

```

1. ***** ( 19)
I STRONGLY AGREE
I
2. ***** ( 39)
I AGREE
I
3. ***** ( 8)
I NO DEF OPINION.
I
4. ***** ( 12)
I DISAGREE
I
5. ***** ( 4)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

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MEAN	2.305	MEDIAN	2.064	MODE	2.000
STD DEV	1.130	VARIANCE	1.276		

 V1 RELATIONSHIP TO NRMTF CROSS TABULATION OF BY V10 JDC FLEET IF ENOUGH

		V10												
		COUNT	I											
ROW	PCT	ISTRONGLY	AGREE	NO DEF O		DISAGREE	STRONGLY		DISAGRE		ROW			
COL	PCT	AGREE		PINION							TOTAL			
TOT	PCT	I	1.I	2.I	3.I	4.I	5.I							
V1		I	I	I	I	I	I	I	I	I				
1.	TRAINEE OR PART	I	12	I	15	I	2	I	3	I	3	35		
		I	34.3	I	42.9	I	5.7	I	8.6	I	8.6	42.7		
		I	63.2	I	38.5	I	25.0	I	25.0	I	75.0			
		I	14.6	I	18.3	I	2.4	I	3.7	I	3.7			
2.	DIRECT SUPER	I	2	I	12	I	2	I	7	I	1	24		
		I	8.3	I	50.0	I	8.3	I	29.2	I	4.2	29.3		
		I	10.5	I	30.8	I	25.0	I	58.3	I	25.0			
		I	2.4	I	14.6	I	2.4	I	8.5	I	1.2			
3.	AREA SUPER OF PA	I	4	I	7	I	4	I	2	I	0	17		
		I	23.5	I	41.2	I	23.5	I	11.8	I	0.0	20.7		
		I	21.1	I	17.9	I	50.0	I	16.7	I	0.0			
		I	4.9	I	8.5	I	4.9	I	2.4	I	0.0			
4.	REGION COORD	I	1	I	5	I	0	I	0	I	0	6		
		I	16.7	I	83.3	I	0.0	I	0.0	I	0.0	7.3		
		I	5.3	I	12.8	I	0.0	I	0.0	I	0.0			
		I	1.2	I	6.1	I	0.0	I	0.0	I	0.0			
COLUMN		19		39		8		12		4		82		
TOTAL		23.2		47.6		9.8		14.6		4.9		100.0		

		V10										
		COUNT	I									
ROW	PCT	ISTRONGLY	AGREE	NO DEF O	DISAGREE	STRONGLY	ROW					
COL	PCT	AGREE		PINION		DISAGRE	TOTAL					
TOT	PCT	1.I	2.I	3.I	4.I	5.I						
V1		I	I	I	I	I	I					
1.	I	12	I	15	I	2	I	3	I	35		
TRAINEE OR PART	I	34.3	I	42.9	I	5.7	I	8.6	I	8.6	I	42.7
	I	63.2	I	38.5	I	25.0	I	25.0	I	75.0	I	
	I	14.6	I	18.3	I	2.4	I	3.7	I	3.7	I	
		I	I	I	I	I	I	I	I			
2.	I	7	I	24	I	6	I	9	I	1	I	47
SUPER OR COORD	I	14.9	I	51.1	I	12.8	I	19.1	I	2.1	I	57.3
	I	36.8	I	61.5	I	75.0	I	75.0	I	25.0	I	
	I	8.5	I	29.3	I	7.3	I	11.0	I	1.2	I	
		I	I	I	I	I	I	I	I			
COLUMN		19		39		8		12		4		82
TOTAL		23.2		47.6		9.8		14.6		4.9		100.0

11. Participants should receive consistent guidance in the development of their Individual Development Plans.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ. (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	30	36.6	36.6	36.6
AGREE	2.	41	50.0	50.0	86.6
NO DEF OPINION	3.	6	7.3	7.3	93.9
DISAGREE	4.	5	6.1	6.1	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 30)
I STRONGLY AGREE
I
2. ***** ( 41)
I AGREE
I
3. ***** ( 6)
I NO DEF OPINION
I
4. ***** ( 5)
I DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	1.829	MEDIAN	1.768	MODE	2.000
STD DEV	0.814	VARIANCE	0.662		

		V12									
		COUNT	I		STRONGLY AGREE		NO DEF O DISAGREE		ROW		
		ROW PCT	I		PCT		PINION		TOTAL		
		TOT PCT	I		PCT		PCT		TOTAL		
				1. I		2. I		3. I		4. I	
V1		I		I		I		I		I	
	1.	I	16	I	15	I	2	I	2	I	35
TRAINEE OR PART		I	45.7	I	42.9	I	5.7	I	5.7	I	42.7
		I	53.3	I	36.6	I	33.3	I	40.0	I	
		I	19.5	I	18.3	I	2.4	I	2.4	I	
	-I-	I		I		I		I		I	
	2.	I	7	I	12	I	4	I	1	I	24
DIRECT SUPER		I	29.2	I	50.0	I	16.7	I	4.2	I	29.3
		I	23.3	I	29.3	I	66.7	I	20.0	I	
		I	8.5	I	14.6	I	4.9	I	1.2	I	
	-I-	I		I		I		I		I	
	3.	I	6	I	10	I	0	I	1	I	17
AREA SUPER OF PA		I	35.3	I	58.8	I	0.0	I	5.9	I	20.7
		I	20.0	I	24.4	I	0.0	I	20.0	I	
		I	7.3	I	12.2	I	0.0	I	1.2	I	
	-I-	I		I		I		I		I	
	4.	I	1	I	4	I	0	I	1	I	6
REGION COORD		I	16.7	I	66.7	I	0.0	I	16.7	I	7.3
		I	3.3	I	9.8	I	0.0	I	20.0	I	
		I	1.2	I	4.9	I	0.0	I	1.2	I	
	-I-	I		I		I		I		I	
	COLUMN	30		41		6		5		82	
	TOTAL	36.6		50.0		7.3		6.1		100.0	

		V12										
		COUNT	I STRONGLY AGREE				NO DEF O DISAGREE				ROW	
		ROW PCT	I AGREE				PINION				TOTAL	
		COL PCT	1. I		2. I		3. I		4. I			
V1		TOT PCT	I	I	I	I	I	I	I	I		
TRAINEE OR PART	1.		I	16	I	15	I	2	I	2	I	35
			I	45.7	I	42.9	I	5.7	I	5.7	I	42.7
			I	53.3	I	36.6	I	33.3	I	40.0	I	
			I	19.5	I	18.3	I	2.4	I	2.4	I	
			-----		-----		-----		-----			
SUPER OR COORD	2.		I	14	I	26	I	4	I	3	I	47
			I	29.8	I	55.3	I	8.5	I	6.4	I	57.3
			I	46.7	I	63.4	I	66.7	I	60.0	I	
			I	17.1	I	31.7	I	4.9	I	3.7	I	
			-----		-----		-----		-----			
COLUMN TOTAL				30		41		6		5		82
				36.6		50.0		7.3		6.1		100.0

12. Feedback on Individual Development Plans has been substantive.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	4	4.9	5.0	5.0
AGREE	2.	14	17.1	17.5	22.5
NO DEF OPINION	3.	24	29.3	30.0	52.5
DISAGREE	4.	20	24.4	25.0	77.5
STRONGLY DISAGREE	5.	18	22.0	22.5	100.0
NO RESPONSE	9.	2	2.4	MISSING	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 4)
I STRONGLY AGREE
I
2. ***** ( 14)
I AGREE
I
3. ***** ( 24)
I NO DEF OPINION
I
4. ***** ( 20)
I DISAGREE
I
5. ***** ( 18)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O          10          20          30          40          50
FREQUENCY

```

MEAN	3.425	MEDIAN	3.417	MODE	3.000
STD DEV	1.167	VARIANCE	1.361		
VALID CASES	80	MISSING CASES	2		

***** CROSSTABULATION OF *****
V1 RELATIONSHIP TO NRMP BY V13 IDP FEEDBACK WAS SUBSTANTIV

V13													
	COUNT	I	STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		ROW		
	COL PCT	I	AGREE		PINION			DISAGREE	DISAGREE	TOTAL			
V1	TOT PCT	I	1. I	2. I	3. I	4. I	5. I						
	1.	I	1 I	5 I	8 I	10 I	10 I			34			
TRAINEE OR PART		I	2.9 I	14.7 I	23.5 I	29.4 I	29.4 I			42.5			
		I	25.0 I	35.7 I	33.3 I	50.0 I	55.6 I						
		I	1.3 I	6.3 I	10.0 I	12.5 I	12.5 I						
		I	I	I	I	I	I						
	2.	I	1 I	3 I	5 I	9 I	5 I			23			
DIRECT SUPER		I	4.3 I	13.0 I	21.7 I	39.1 I	21.7 I			28.8			
		I	25.0 I	21.4 I	20.8 I	45.0 I	27.8 I						
		I	1.3 I	3.8 I	6.3 I	11.3 I	6.3 I						
		I	I	I	I	I	I						
	3.	I	1 I	5 I	9 I	0 I	2 I			17			
AREA SUPER OF PA		I	5.9 I	29.4 I	52.9 I	0.0 I	11.8 I			21.3			
		I	25.0 I	35.7 I	37.5 I	0.0 I	11.1 I						
		I	1.3 I	6.3 I	11.3 I	0.0 I	2.5 I						
		I	I	I	I	I	I						
	4.	I	1 I	1 I	2 I	1 I	1 I			6			
REGION COORD		I	16.7 I	16.7 I	33.3 I	16.7 I	16.7 I			7.5			
		I	25.0 I	7.1 I	8.3 I	5.0 I	5.6 I						
		I	1.3 I	1.3 I	2.5 I	1.3 I	1.3 I						
		I	I	I	I	I	I						
	COLUMN		4	14	24	20	18			80			
	TOTAL		5.0	17.5	30.0	25.0	22.5			100.0			

[illegible]

NUMBER OF MISSING OBSERVATIONS = 2

32. Feedback on Individual Development Plans has been prompt.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	6	7.3	7.5	7.5
AGREE	2.	10	12.2	12.5	20.0
NO DEF OPINION	3.	21	25.6	26.2	46.2
DISAGREE	4.	24	29.3	30.0	76.2
STRONGLY DISAGREE	5.	18	22.0	22.5	98.7
OTHER	8.	1	1.2	1.2	100.0
NO RESPONSE	9.	2	2.4	MISSING	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** (    6)
I  STRONGLY AGREE
I
2. ***** (   10)
I  AGREE
I
3. ***** (   21)
I  NO DEF OPINION
I
4. ***** (   24)
I  DISAGREE
I
5. ***** (   18)
I  STRONGLY DISAGREE
I
8. ** (    1)
I  OTHER
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

 V1 RELATIONSHIP TO NRMTP CROSSTABULATION OF *****
 ***** BY V33 IDP FEEDBACK PROMPT *****

		V33														
		COUNT	I		STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY OTHER		ROW					
		ROW PCT	I		AGREE		PINION		DISAGRE		TOTAL					
		COL PCT	I		AGREE		PINION		DISAGRE		TOTAL					
		TOT PCT	I		1.I		2.I		3.I		4.I		5.I		8.I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I		I		I		I	
			I		I		I		I							

SECTION D
QUESTIONS ABOUT
CERTIFICATION/QUALIFICATIONS
REQUIREMENTS

Q. 2, 3, 16, 17, 18, 19, 21, 22

2. The emphasis in the program should be on attracting qualified natural resource specialists into the National Park Service.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	22	26.8	26.8	26.8
AGREE	2.	16	19.5	19.5	46.3
NO DEF OPINION	3.	16	19.5	19.5	65.9
DISAGREE	4.	16	19.5	19.5	85.4
STRONGLY DISAGREE	5.	12	14.6	14.6	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 22)
I  STRONGLY AGREE
I
2. ***** ( 16)
I  AGREE
I
3. ***** ( 16)
I  NO DEF OPINION
I
4. ***** ( 16)
I  DISAGREE
I
5. ***** ( 12)
I  STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	2.756	MEDIAN	.2.688	MODE	1.000
STD DEV	1.419	VARIANCE	2.014		

***** C R O S S T A B U L A T I O N O F E M P A T T R A C T S P E C I A L I S T S T O N P S
V1 R E L A T I O N S H I P T O N R M T P B Y V3 P A G E

		V3											
		COUNT		I		STRONGLY AGREE		NO DEF O		DISAGREE STRONGLY		ROW	
		ROW	PCT	COL	PCT	I	AGREE	PINION	DISAGREE	DISAGREE	DISAGREE	DISAGREE	TOTAL
		TOT	PCT	I	PCT	1. I	2. I	3. I	4. I	5. I	5. I	5. I	TOTAL
V1	1	I		I		I		I		I		I	
		I		I		I		I		I		I	
		I		I		I		I		I		I	
		I		I		I		I		I		I	
	TRAINEE OR PART	I		I	10 I		4 I		5 I		8 I		35
		I	28.6 I		11.4 I		14.3 I		22.9 I		22.9 I		42.7
		I	45.5 I		25.0 I		31.3 I		50.0 I		66.7 I		
		I	12.2 I		4.9 I		6.1 I		9.8 I		9.8 I		
	2.	I		I		I		I		I		I	
		I		I	8 I		5 I		4 I		6 I		24
		I	33.3 I		20.8 I		16.7 I		25.0 I		4.2 I		29.3
		I	36.4 I		31.3 I		25.0 I		37.5 I		8.3 I		
	DIRECT SUPER	I		I	9.8 I		6.1 I		4.9 I		7.3 I		1.2 I
		I		I		I		I		I		I	
		I		I		I		I		I		I	
		I		I		I		I		I		I	
3.	I		I	2 I		6 I		7 I		1 I		1 I	
	I	11.8 I		35.3 I		41.2 I		5.9 I		5.9 I		20.7	
	I	9.1 I		37.5 I		43.8 I		6.3 I		8.3 I			
	I	2.4 I		7.3 I		8.5 I		1.2 I		1.2 I			
AREA SUPER OF PA	I		I		I		I		I		I		
	I		I		I		I		I		I		
	I		I		I		I		I		I		
	I		I		I		I		I		I		
4.	I		I	2 I		1 I		0 I		1 I		2 I	
	I	33.3 I		16.7 I		0.0 I		16.7 I		33.3 I		6	
	I	9.1 I		6.3 I		0.0 I		6.3 I		16.7 I		7.3	
	I	2.4 I		1.2 I		0.0 I		1.2 I		2.4 I			
REGION COORD	I		I		I		I		I		I		
	I		I		I		I		I		I		
	I		I		I		I		I		I		
	I		I		I		I		I		I		
COLUMN TOTAL				22		16		16		16		12	82
TOTAL				26.8		19.5		19.5		19.5		14.6	100.0

		V3												
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		ROW	
		ROW PCT	I		AGREE		PINION		DISAGREE		DISAGRE		TOTAL	
		COL PCT	I		AGREE									
		TOT PCT	I		1. I		2. I		3. I		4. I		5. I	
V1			I		I		I		I		I		I	
		1.	I	10	I	4	I	5	I	8	I	8	I	35
	TRAINEE OR PART	I	28.6	I	11.4	I	14.3	I	22.9	I	22.9	I	42.7	
		I	45.5	I	25.0	I	31.3	I	50.0	I	66.7	I		
		I	12.2	I	4.9	I	6.1	I	9.8	I	9.8	I		
			I		I		I		I		I		I	
		2.	I	12	I	12	I	11	I	8	I	4	I	47
	SUPER OR COORD	I	25.5	I	25.5	I	23.4	I	17.0	I	8.5	I	57.3	
		I	54.5	I	75.0	I	68.8	I	50.0	I	33.3	I		
		I	14.6	I	14.6	I	13.4	I	9.8	I	4.9	I		
			I		I		I		I		I			
	COLUMN		22		16		16		16		12		82	
	TOTAL		26.8		19.5		19.5		19.5		14.6		100.0	

3. The emphasis in the program should be on training Park Service personnel to become qualified natural resource specialists.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	34	41.5	41.5	41.5
AGREE	2.	29	35.4	35.4	76.8
NO DEF OPINION	3.	10	12.2	12.2	89.0
DISAGREE	4.	5	6.1	6.1	95.1
STRONGLY DISAGREE	5.	4	4.9	4.9	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 34)
I STRONGLY AGREE
I
2. ***** ( 29)
I AGREE
I
3. ***** ( 10)
I NO DEF OPINION
I
4. ***** ( 5)
I DISAGREE
I
5. ***** ( 4)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
0          10          20          30          40          50
FREQUENCY

```

MEAN	1.976	MEDIAN	1.741	MODE	1.000
STD DEV	1.111	VARIANCE	1.234		

		V4												
		COUNT I	STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY DISAGRE				ROW			
		ROW PCT	COL PCT	I AGREE	I AGREE	PINION	I DISAGREE	I DISAGRE			TOTAL			
		TOT PCT	I	1.I	2.I	3.I	4.I	5.I						
V1	TRAINEE OR PART	1.	I	14	I	14	I	3	I	2	I	2	I	35
			I	40.0	I	40.0	I	8.6	I	5.7	I	5.7	I	42.7
			I	41.2	I	48.3	I	30.0	I	40.0	I	50.0	I	
			I	17.1	I	17.1	I	3.7	I	2.4	I	2.4	I	
	DIRECT SUPER	2.	I	11	I	7	I	3	I	2	I	1	I	24
			I	45.8	I	29.2	I	12.5	I	8.3	I	4.2	I	29.3
			I	32.4	I	24.1	I	30.0	I	40.0	I	25.0	I	
			I	13.4	I	8.5	I	3.7	I	2.4	I	1.2	I	
	AREA SUPER OF PA	3.	I	8	I	6	I	3	I	0	I	0	I	17
			I	47.1	I	35.3	I	17.6	I	0.0	I	0.0	I	20.7
			I	23.5	I	20.7	I	30.0	I	0.0	I	0.0	I	
			I	9.8	I	7.3	I	3.7	I	0.0	I	0.0	I	
	REGION COORD	4.	I	1	I	2	I	1	I	1	I	1	I	6
			I	16.7	I	33.3	I	16.7	I	16.7	I	16.7	I	7.3
			I	2.9	I	6.9	I	10.0	I	20.0	I	25.0	I	
			I	1.2	I	2.4	I	1.2	I	1.2	I	1.2	I	
		COLUMN	34	29	10	5	4	82						
		TOTAL	41.5	35.4	12.2	6.1	4.9	100.0						

		V4											
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		
		ROW	PCT	I		AGREE		PINION		DISAGRE		ROW	
		COL	PCT	I		AGREE		PINION		DISAGRE		TOTAL	
		TOT	PCT	I		AGREE		PINION		DISAGRE		TOTAL	
				1. I		2. I		3. I		4. I		5. I	
V1	1.	I		I		I		I		I		I	
		I	14	I	14	I	3	I	2	I	2	I	
		I	40.0	I	40.0	I	8.6	I	5.7	I	5.7	I	
		I	41.2	I	48.3	I	30.0	I	40.0	I	50.0	I	
		I	17.1	I	17.1	I	3.7	I	2.4	I	2.4	I	
	2.	I		I		I		I		I		I	
		I	20	I	15	I	7	I	3	I	2	I	
		I	42.6	I	31.9	I	14.9	I	6.4	I	4.3	I	
		I	58.8	I	51.7	I	70.0	I	60.0	I	50.0	I	
		I	24.4	I	18.3	I	8.5	I	3.7	I	2.4	I	
					</								

16. The Natural Resource Management Training Program should be required of all existing natural resource specialists in the National Park Service.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	8	9.8	9.8	9.8
AGREE	2	13	15.9	15.9	25.6
NO DEF OPINION	3	14	17.1	17.1	42.7
DISAGREE	4	24	29.3	29.3	72.0
STRONGLY DISAGREE	5	21	25.6	25.6	97.6
OTHER	8	2	2.4	2.4	100.0
	TOTAL	82	100.0	100.0	

```

CODE
1. ***** ( 8)
   I STRONGLY AGREE
2. ***** ( 13)
   I AGREE
3. ***** ( 14)
   I NO DEF OPINION
4. ***** ( 24)
   I DISAGREE
5. ***** ( 21)
   I STRONGLY DISAGREE
8. *** ( 2)
   I OTHER
   I
   I.....I.....I.....I.....I.....I
   0.....10.....20.....30.....40.....50
FREQUENCY

```

MEAN	3.573	MEDIAN	3.750	MODE	4.000
STD DEV	1.474	VARIANCE	2.174		

		V17								ROW TOTAL	
		COUNT	I		I		I		I		
		ROW PCT	I		I		I		I		
		COL PCT	I		I		I		I		
		TOT PCT	I		I		I		I		
			1. I	2. I	3. I	4. I	5. I	8. I			
V1	1.	I	4	5	7	12	7	0			
	TRAINEE OR PART	I	11.4	14.3	20.0	34.3	20.0	0.0			
		I	50.0	38.5	50.0	50.0	33.3	0.0			
		I	4.9	6.1	8.5	14.6	8.5	0.0			
	2.	I	3	4	1	8	6	2			
	DIRECT SUPER	I	12.5	16.7	4.2	33.3	25.0	8.3			
		I	37.5	30.8	7.1	33.3	28.6	100.0			
		I	3.7	4.9	1.2	9.8	7.3	2.4			
	3.	I	1	4	6	2	4	0			
	AREA SUPER OF PA	I	5.9	23.5	35.3	11.8	23.5	0.0			
		I	12.5	30.8	42.9	8.3	19.0	0.0			
		I	1.2	4.9	7.3	2.4	4.9	0.0			
	4.	I	0	0	0	2	4	0			
	REGION COORD	I	0.0	0.0	0.0	33.3	66.7	0.0			
		I	0.0	0.0	0.0	8.3	19.0	0.0			
		I	0.0	0.0	0.0	2.4	4.9	0.0			
COLUMN			8	13	14	24	21	2			
TOTAL			9.8	15.9	17.1	29.3	25.6	2.4			

		V17								
		COUNT	I		I		I		I	
		ROW PCT	I		I		I		I	
		COL PCT	I		I		I		I	
		TOT PCT	I		I		I		I	
			1. I	2. I	3. I	4. I	5. I	8. I		
V1	1.	I	4	5	7	12	7	0		
	TRAINEE OR PART	I	11.4	14.3	20.0	34.3	20.0	0.0		
		I	50.0	38.5	50.0	50.0	33.3	0.0		
		I	4.9	6.1	8.5	14.6	8.5	0.0		
	2.	I	4	8	7	12	14	2		
	SUPER OR COORD	I	8.5	17.0	14.9	25.5	29.8	4.3		
		I	50.0	61.5	50.0	50.0	66.7	100.0		
		I	4.9	9.8	8.5	14.6	17.1	2.4		
COLUMN			8	13	14	24	21	2		
TOTAL			9.8	15.9	17.1	29.3	25.6	2.4		

17. The Natural Resource Management Training Program should be required of all new natural resource specialists in the National Park Service.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	22	26.8	27.2	27.2
AGREE	2	34	41.5	42.0	69.1
NO DEF OPINION	3	9	11.0	11.1	80.2
DISAGREE	4	9	11.0	11.1	91.4
STRONGLY DISAGREE	5	7	8.5	8.6	100.0
NO RESPONSE	9	1	1.2	MISSING	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
1. ***** ( 22)
   I  STRONGLY AGREE
   I
2. ***** ( 34)
   I  AGREE
   I
3. ***** ( 9)
   I  NO DEF OPINION
   I
4. ***** ( 9)
   I  DISAGREE
   I
5. ***** ( 7)
   I  STRONGLY DISAGREE
   I
   I.....I.....I.....I.....I
   O      10      20      30      40      50
FREQUENCY

```

MEAN	2.321	MEDIAN	2.044	MODE	2.000
STD DEV	1.233	VARIANCE	1.521		
VALID CASES	81	MISSING CASES	1		

V1

RELATIONSHIP TO NRMTP

CROSS TABULATION OF

BY V18

IN ORDER OF REQ OF ALL NEW CPE
PAGE

V18													
	COUNT	I	STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY			ROW			
	ROW PCT	I	AGREE		PINION		DISAGRE			TOTAL			
	COL PCT	I	AGREE		PINION		DISAGRE						
	TOT PCT	I	1. I		2. I		3. I		4. I		5. I		
V1													
	1.	I	9	I	11	I	8	I	4	I	2	3.1	
TRAINEE OR PART		I	26.5	I	32.4	I	23.5	I	11.8	I	5.9	42.0	
		I	40.9	I	32.4	I	88.9	I	44.4	I	28.6		
		I	11.1	I	13.6	I	9.9	I	4.9	I	2.5		
	2.	I	6	I	12	I	0	I	4	I	2	2.4	
DIRECT SUPER		I	25.0	I	50.0	I	0.0	I	16.7	I	8.3	29.6	
		I	27.3	I	35.3	I	0.0	I	44.4	I	28.6		
		I	7.4	I	14.8	I	0.0	I	4.9	I	2.5		
	3.	I	7	I	9	I	1	I	0	I	0	17	
AREA SUPER OF PA		I	41.2	I	52.9	I	5.9	I	0.0	I	0.0	21.0	
		I	31.8	I	26.5	I	11.1	I	0.0	I	0.0		
		I	8.6	I	11.1	I	1.2	I	0.0	I	0.0		
	4.	I	0	I	2	I	0	I	1	I	3	6	
REGION COORD		I	0.0	I	33.3	I	0.0	I	16.7	I	50.0	7.4	
		I	0.0	I	5.9	I	0.0	I	11.1	I	42.9		
		I	0.0	I	2.5	I	0.0	I	1.2	I	3.7		
	COLUMN		22		34		9		9		7	81	
	TOTAL		27.2		42.0		11.1		11.1		8.6	100.0	

		V18										
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY	ROW
		ROW PCT	I		AGREE		PINION				DISAGRE	TOTAL
		COL PCT	I		AGREE							
		TOT PCT	I		1. I		2. I		3. I		4. I	5. I
V1		I	I		I		I		I		I	
	1. TRAINEE OR PART	I	9	I	11	I	8	I	4	I	2	I
		I	26.5	I	32.4	I	23.5	I	11.8	I	5.9	I
		I	40.9	I	32.4	I	88.9	I	44.4	I	28.6	I
		I	11.1	I	13.6	I	9.9	I	4.9	I	2.5	I
		I	I		I		I		I		I	
	2. SUPER OR COORD	I	13	I	23	I	1	I	5	I	5	I
		I	27.7	I	48.9	I	2.1	I	10.6	I	10.6	I
		I	59.1	I	67.6	I	11.1	I	55.6	I	71.4	I
		I	16.0	I	28.4	I	1.2	I	6.2	I	6.2	I
	I	I		I		I		I		I		
COLUMN		22	34		9		9		7		81	
TOTAL		27.2	42.0		11.1		11.1		8.6		100.0	

NUMBER OF MISSING OBSERVATIONS =

1

18. Individuals who have completed the Natural Resource Management Training Program should receive priority in competition for natural resource specialist positions within the National Park Service.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	22	26.8	26.8	26.8
AGREE	2.	14	17.1	17.1	43.9
NO DEF OPINION	3.	9	11.0	11.0	54.9
DISAGREE	4.	25	30.5	30.5	85.4
STRONGLY DISAGREE	5.	12	14.6	14.6	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
  I
  1. ***** ( 22 )
    I STRONGLY AGREE
    I
  2. ***** ( 14 )
    I AGREE
    I
  3. ***** ( 9 )
    I NO DEF OPINION
    I
  4. ***** ( 25 )
    I DISAGREE
    I
  5. ***** ( 12 )
    I STRONGLY DISAGREE
    I
    I.....I.....I.....I.....I.....I
    O      10      20      30      40      50
    FREQUENCY

```

MEAN	2.890	MEDIAN	3.056	MODE	4.000
STD DEV	1.466	VARIANCE	2.148		
VALID CASES	82	MISSING CASES	0		

V1

RELATIONSHIP TO NEWER

COULD GET PRIORIT

		V19						
		COUNT	I					
ROW	PCT	ISTRONGLY	AGREE		NO DEF O	DISAGREE	STRONGLY	ROW
COL	PCT	I	AGREE		PINION		DISAGRE	TOTAL
TOT	PCT	I	1	2	3	4	5	
V1								
1.		I	13	3	6	10	3	35
TRAINEE OR PART		I	37.1	8.6	17.1	28.6	8.6	42.7
		I	59.1	21.4	66.7	40.0	25.0	
		I	15.9	3.7	7.3	12.2	3.7	
2.		I	5	7	0	8	4	21
DIRECT SUPER		I	20.8	29.2	0.0	37.3	16.7	29.3
		I	22.7	50.0	0.0	32.0	33.3	
		I	6.1	8.5	0.0	9.8	4.9	
3.		I	4	4	3	4	2	17
AREA SUPER OF PA		I	23.5	23.5	17.6	23.5	11.8	20.7
		I	18.2	28.6	33.3	16.0	16.7	
		I	4.9	4.9	3.7	4.9	2.4	
4.		I	0	0	0	3	3	6
REGION COORD		I	0.0	0.0	0.0	50.0	50.0	7.3
		I	0.0	0.0	0.0	12.0	25.0	
		I	0.0	0.0	0.0	3.7	3.7	
COLUMN			22	14	9	25	12	82
TOTAL			26.8	17.1	11.0	30.5	14.6	100.0

		V19						
		COUNT	I					
ROW	PCT	ISTRONGLY	AGREE		NO DEF O	DISAGREE	STRONGLY	ROW
COL	PCT	I	AGREE		PINION		DISAGRE	TOTAL
TOT	PCT	I	1	2	3	4	5	
V1								
1.		I	13	3	6	10	3	35
TRAINEE OR PART		I	37.1	8.6	17.1	28.6	8.6	42.7
		I	59.1	21.4	66.7	40.0	25.0	
		I	15.9	3.7	7.3	12.2	3.7	
2.		I	9	11	3	15	9	47
SUPER OR COORD		I	19.1	23.4	6.4	31.9	19.1	57.3
		I	40.9	78.6	33.3	60.0	75.0	
		I	11.0	13.4	3.7	18.3	11.0	
COLUMN			22	14	9	25	12	82
TOTAL			26.8	17.1	11.0	30.5	14.6	100.0

19. The National Park Service natural resource specialist should be formally certified as a professional natural resource specialist in a manner parallel to that used for law enforcement and fire management specialists.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	17	20.7	20.7	20.7
AGREE	2.	22	26.8	26.8	47.6
NO DEF OPINION	3.	9	11.0	11.0	58.5
DISAGREE	4.	21	25.6	25.6	84.1
STRONGLY DISAGREE	5.	13	15.9	15.9	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
1. ***** ( 17)
   I  STRONGLY AGREE
   I
2. ***** ( 22)
   I  AGREE
   I
3. ***** ( 9)
   I  NO DEF OPINION
   I
4. ***** ( 21)
   I  DISAGREE
   I
5. ***** ( 13)
   I  STRONGLY DISAGREE
   I
   I.....I.....I.....I.....I.....I
   O      10      20      30      40      50
FREQUENCY

```

MEAN	2.890	MEDIAN	2.722	MODE	2.000
STD DEV	1.414	VARIANCE	2.000		

CROSS TABULATION OF
 V1 RELATIONSHIP TO NRMT BY V20
 OF NO SPECIAL

V1	V20						ROW TOTAL
	COUNT	STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY	
	ROW PCT	AGREE		PINION		DISAGRE	
	COL PCT	AGREE		PINION		DISAGRE	
TOT PCT		1. I	2. I	3. I	4. I	5. I	
1.	I	15	7	1	7	5	35
TRAINEE OR PART	I	42.9	20.0	2.9	20.0	14.3	42.7
	I	88.2	31.8	11.1	33.3	38.5	
	I	18.3	8.5	1.2	8.5	6.1	
2.	I	2	10	3	7	2	24
DIRECT SUPER	I	8.3	41.7	12.5	29.2	8.3	29.3
	I	11.8	45.5	33.3	33.3	15.4	
	I	2.4	12.2	3.7	8.5	2.4	
3.	I	0	3	4	6	4	17
AREA SUPER OF PA	I	0.0	17.6	23.5	35.3	23.5	20.7
	I	0.0	13.6	44.4	28.6	30.8	
	I	0.0	3.7	4.9	7.3	4.9	
4.	I	0	2	1	1	2	6
REGION COORD	I	0.0	33.3	16.7	16.7	33.3	7.3
	I	0.0	9.1	11.1	4.8	15.4	
	I	0.0	2.4	1.2	1.2	2.4	
COLUMN TOTAL		17	22	9	21	13	82
		20.7	26.8	11.0	25.6	15.9	100.0

V1	V20						ROW TOTAL
	COUNT	STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY	
	ROW PCT	AGREE		PINION		DISAGRE	
	COL PCT	AGREE		PINION		DISAGRE	
TOT PCT		1. I	2. I	3. I	4. I	5. I	
1.	I	15	7	1	7	5	35
TRAINEE OR PART	I	42.9	20.0	2.9	20.0	14.3	42.7
	I	88.2	31.8	11.1	33.3	38.5	
	I	18.3	8.5	1.2	8.5	6.1	
2.	I	2	15	8	14	8	47
SUPER OR COORD	I	4.3	31.9	17.0	29.8	17.0	57.3
	I	11.8	68.2	88.9	66.7	61.5	
	I	2.4	18.3	9.8	17.1	9.8	
COLUMN TOTAL		17	22	9	21	13	82
		20.7	26.8	11.0	25.6	15.9	100.0

20. Successful completion of the Natural Resource Management Training Program should lead to formal certification as a professional natural resource specialist.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	16	19.5	19.8	19.8
AGREE	2.	19	23.2	23.5	43.2
NO DEF OPINION	3.	16	19.5	19.8	63.0
DISAGREE	4.	25	30.5	30.9	93.8
STRONGLY DISAGREE	5.	5	6.1	6.2	100.0
NO RESPONSE	9.	1	1.2	MISSING	100.0
	TOTAL	82	100.0	100.0	

```

CODE
1. ***** ( 16)
   I  STRONGLY AGREE
   I
2. ***** ( 19)
   I  AGREE
   I
3. ***** ( 16)
   I  NO DEF OPINION
   I
4. ***** ( 25)
   I  DISAGREE
   I
5. ***** ( 5)
   I  STRONGLY DISAGREE
   I
   I.....I.....I.....I.....I
   0          10          20          30          40          50
FREQUENCY

```

MEAN	2.802	MEDIAN	2.844	MODE	4.000
STD DEV	1.249	VARIANCE	1.560		
VALID CASES	81	MISSING CASES	1		

V1 RELATIONSHIP TO NRMTF R. V21 RECORDED LEAD TO SPEC CERT

		V21					ROW
COUNT		STRONGLY	AGREE	NO DEF O	DISAGREE	STRONGLY	
ROW	PCT	AGREE		PINION		DISAGRE	TOTAL
COL	PCT						
TOT	PCT	1	2	3	4	5	
V1							
1.		11	11	4	7	2	35
TRAINEE OR PART		31.4	31.4	11.4	20.0	5.7	43.2
		68.8	57.9	25.0	28.0	40.0	
		13.6	13.6	4.9	8.6	2.5	
2.		4	4	6	8	1	23
DIRECT SUPER		17.4	17.4	26.1	34.8	4.3	28.1
		25.0	21.1	37.5	32.0	20.0	
		4.9	4.9	7.4	9.9	1.2	
3.		1	2	5	8	1	17
AREA SUPER OF PA		5.9	11.8	29.4	47.1	5.9	21.0
		6.3	10.5	31.3	32.0	20.0	
		1.2	2.5	6.2	9.9	1.2	
4.		0	2	1	2	1	6
REGION COORD		0.0	33.3	16.7	33.3	16.7	7.1
		0.0	10.5	6.3	8.0	20.0	
		0.0	2.5	1.2	2.5	1.2	
COLUMN		16	19	16	25	5	81
TOTAL		19.8	23.5	19.8	30.9	6.2	100.0

		V21											
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		
ROW	PCT	COL	PCT	I	AGREE	PINION					DISAGRE	ROW	
TOT	PCT	I		1.I		2.I		3.I		4.I		TOTAL	
V1		I		I		I		I		I		I	
	1.	I	11	I	11	I	4	I	7	I	2	I	
	TRAINEE OR PART	I	31.4	I	31.4	I	11.4	I	20.0	I	5.7	I	
		I	68.8	I	57.9	I	25.0	I	28.0	I	40.0	I	
		I	13.6	I	13.6	I	4.9	I	8.6	I	2.5	I	
		I		I		I		I		I		I	
	2.	I	5	I	8	I	12	I	18	I	3	I	
	SUPER OR COORD	I	10.9	I	17.4	I	26.1	I	39.1	I	6.5	I	
		I	31.3	I	42.1	I	75.0	I	72.0	I	60.0	I	
		I	6.2	I	9.9	I	14.8	I	22.2	I	3.7	I	
	I		I		I		I		I		I		
COLUMN			16		19		16		25		5		
TOTAL			19.8		23.5		19.8		30.9		6.2		
												81	
												100.	

NUMBER OF MISSING OBSERVATIONS = 1

21. Completion of the Natural Resource Management Training Program should be required for promotion to natural resource specialist positions at or above GS-11.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	11	13.4	13.4	13.4
AGREE	2.	15	18.3	18.3	31.7
NO DEF OPINION	3.	9	11.0	11.0	42.7
DISAGREE	4.	29	35.4	35.4	78.0
STRONGLY DISAGREE	5.	18	22.0	22.0	100.0
	TOTAL	82	100.0	100.0	

```

CODE
1. I ***** ( 11)
   I  STRONGLY AGREE
   I
2. I ***** ( 15)
   I  AGREE
   I
3. I ***** ( 9)
   I  NO DEF OPINION
   I
4. I ***** ( 29)
   I  DISAGREE
   I
5. I ***** ( 18)
   I  STRONGLY DISAGREE
   I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	3.341	MEDIAN	3.707	MODE	4.000
STD DEV	1.363	VARIANCE	1.857		

22. Job experiences equivalent to the Natural Resource Management Training Program experience should be accepted as sufficient for promotion to natural resource specialist positions at or above GS-11.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	23	28.0	28.0	28.0
AGREE	2.	40	48.8	48.8	76.8
NO DEF OPINION	3.	10	12.2	12.2	89.0
DISAGREE	4.	4	4.9	4.9	93.9
STRONGLY DISAGREE	5.	5	6.1	6.1	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 23)
I STRONGLY AGREE
I
2. ***** ( 40)
I AGREE
I
3. ***** ( 10)
I NO DEF OPINION
I
4. ***** ( 4)
I DISAGREE
I
5. ***** ( 5)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	2.122	MEDIAN	1.950	MODE	2.000
STD DEV	1.070	VARIANCE	1.145		

		V23											
		COUNT I	STRONGLY AGREE		NO DEF O DISAGREE		STRONGLY DISAGREE				ROW		
		ROW PCT	COL PCT	I AGREE		PINION					TOTAL		
		TOT PCT	I	1. I	2. I	3. I	4. I	5. I					
V1	TRAINEE OR PART	1. I	12 I	15 I	7 I	0 I	1 I			35			
		I	34.3 I	42.9 I	20.0 I	0.0 I	2.9 I	42.7					
		I	52.2 I	37.5 I	70.0 I	0.0 I	20.0 I						
		I	14.6 I	18.3 I	8.5 I	0.0 I	1.2 I						
	DIRECT SUPER.	2. I	4 I	15 I	1 I	2 I	2 I		24				
		I	16.7 I	62.5 I	4.2 I	8.3 I	8.3 I	29.3					
		I	17.4 I	37.5 I	10.0 I	50.0 I	40.0 I						
		I	4.9 I	18.3 I	1.2 I	2.4 I	2.4 I						
	AREA SUPER OF PA	3. I	5 I	7 I	2 I	2 I	1 I		17				
		I	29.4 I	41.2 I	11.8 I	11.8 I	5.9 I	20.7					
		I	21.7 I	17.5 I	20.0 I	50.0 I	20.0 I						
		I	6.1 I	8.5 I	2.4 I	2.4 I	1.2 I						
	REGION COORD	4. I	2 I	3 I	0 I	0 I	1 I		6				
		I	33.3 I	50.0 I	0.0 I	0.0 I	16.7 I	7.3					
		I	8.7 I	7.5 I	0.0 I	0.0 I	20.0 I						
		I	2.4 I	3.7 I	0.0 I	0.0 I	1.2 I						
COLUMNS		23	40	10	4	5		82					
TOTAL		28.0	48.8	12.2	4.9	6.1		100.0					

		V23											
		COUNT	I		I		NO DEF O		DISAGREE		STRONGLY		ROW
		ROW PCT	I		STRONGLY AGREE		PINION				DISAGRE		TOTAL
		COL PCT	I		AGREE								
		TOT PCT	I		1. I		2. I		3. I		4. I		5. I
V1	1. TRAINEE OR PART	I		I		I		I		I		I	
		I	12	I	15	I	7	I	0	I	1	I	35
		I	34.3	I	42.9	I	20.0	I	0.0	I	2.9	I	42.7
		I	52.2	I	37.5	I	70.0	I	0.0	I	20.0	I	
		I	14.6	I	18.3	I	8.5	I	0.0	I	1.2	I	
	2. SUPER OR COORD	I		I		I		I		I		I	
		I	11	I	25	I	3	I	4	I	4	I	47
		I	23.4	I	53.2	I	6.4	I	8.5	I	8.5	I	57.3
		I	47.8	I	62.5	I	30.0	I	100.0	I	80.0	I	
		I	13.4	I	30.5	I	3.7	I	4.9	I	4.9	I	
COLUMN TOTAL		23		40		10		4		5		82	
		28.0		48.8		12.2		4.9		6.1		100.0	

SECTION E
QUESTIONS ABOUT SUBSTANTIVE
CONCERNS ABOUT THE NATURAL
RESOURCE MANAGEMENT TRAINING
PROGRAM

Q. 1, 23, 4, 26, 5, 31, 30

1. The objectives of the training program are clearly stated.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	32	39.0	39.0	39.0
AGREE	2.	35	42.7	42.7	81.7
NO DEF OPINION	3.	6	7.3	7.3	89.0
DISAGREE	4.	7	8.5	8.5	97.6
STRONGLY DISAGREE	5.	2	2.4	2.4	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 32)
I STRONGLY AGREE
I
2. ***** ( 35)
I AGREE
I
3. ***** ( 6)
I NO DEF OPINION
I
4. ***** ( 7)
I DISAGREE
I
5. *** ( 2)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	1.927	MEDIAN	1.757	MODE	2.000
STD DEV	1.016	VARIANCE	1.032		

***** C R O S S T A B U L A T I O N O F I N D I C A T O R S *****
V1 R E L A T I O N S H I P T O N R M T P B Y V2 I D I N D I C A T I V E S C L E A R

		V2											
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY		ROW
		ROW	PCT	I	I	AGREE	PINION			DISAGRE	DISAGRE	TOTAL	
		COL	PCT	I	AGREE								
		TOT	PCT	I	1. I	2. I	3. I	4. I	5. I				
V1	TRAINEE OR PART	1.	I	13	I	14	I	2	I	4	I	2	35
		I	37.1	I	40.0	I	5.7	I	11.4	I	5.7	I	42.7
		I	40.6	I	40.0	I	33.3	I	57.1	I	100.0	I	
		I	15.9	I	17.1	I	2.4	I	4.9	I	2.4	I	
	DIRECT SUPER	2.	I	9	I	11	I	1	I	3	I	0	24
		I	37.5	I	45.8	I	4.2	I	12.5	I	0.0	I	29.3
		I	28.1	I	31.4	I	16.7	I	42.9	I	0.0	I	
		I	11.0	I	13.4	I	1.2	I	3.7	I	0.0	I	
	AREA SUPER OF PA	3.	I	7	I	8	I	2	I	0	I	0	17
		I	41.2	I	47.1	I	11.8	I	0.0	I	0.0	I	20.7
		I	21.9	I	22.9	I	33.3	I	0.0	I	0.0	I	
		I	8.5	I	9.8	I	2.4	I	0.0	I	0.0	I	
	REGION COORD	4.	I	3	I	2	I	1	I	0	I	0	6
		I	50.0	I	33.3	I	16.7	I	0.0	I	0.0	I	7.3
		I	9.4	I	5.7	I	16.7	I	0.0	I	0.0	I	
		I	3.7	I	2.4	I	1.2	I	0.0	I	0.0	I	
COLUMN TOTAL			32		35		6		7		2	82	
			39.0		42.7		7.3		8.5		2.4	100.0	

		V2												
		COUNT	I		STRONGLY AGREE		NO DEF O		DISAGREE		STRONGLY DISAGREE		ROW	
		ROW	PCT	I		AGREE		PINION		DISAGREE		DISAGREE		TOTAL
		COL	PCT	I		AGREE		PINION		DISAGREE		DISAGREE		
		TOT	PCT	I		AGREE		PINION		DISAGREE		DISAGREE		
				1. I		2. I		3. I		4. I		5. I		
V1				I		I		I		I		I		I
		1.	I	13	I	14	I	2	I	4	I	2	I	35
	TRAINEE OR PART	I	37.1	I	40.0	I	5.7	I	11.4	I	5.7	I	42.7	
		I	40.6	I	40.0	I	33.3	I	57.1	I	100.0	I		
		I	15.9	I	17.1	I	2.4	I	4.9	I	2.4	I		
				I		I		I		I		I		
		2.	I	19	I	21	I	4	I	3	I	0	I	47
	SUPER OR COORD	I	40.4	I	44.7	I	8.5	I	6.4	I	0.0	I	57.3	
		I	59.4	I	60.0	I	66.7	I	42.9	I	0.0	I		
		I	23.2	I	25.6	I	4.9	I	3.7	I	0.0	I		
			I		I		I		I		I			
	COLUMN		32		35		6		7		2		82	
	TOTAL		39.0		42.7		7.3		8.5		2.4		100.0	

23. Explicit and understandable standards exist by which successful completion of the program can be measured.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	4	4.9	4.9	4.9
AGREE	2.	14	17.1	17.1	22.0
NO DEF OPINION	3.	22	26.8	26.8	48.8
DISAGREE	4.	34	41.5	41.5	90.2
STRONGLY DISAGREE	5.	8	9.8	9.8	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** (      4)
I  STRONGLY AGREE
I
2. ***** (      14)
I  AGREE
I
3. ***** (      22)
I  NO DEF OPINION
I
4. ***** (      34)
I  DISAGREE
I
5. ***** (      8)
I  STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	3.341	MEDIAN	3.529	MODE	4.000
STD DEV	1.033	VARIANCE	1.067		

CROSS TABULATION OF

V1 RELATIONSHIP TO NRMP BY V24 STANDARDS EXIST

		V24											
		COUNT	I		I		I		I		I		
ROW	PCT	STRONGLY	AGREE		NO DEF		O		DISAGREE		STRONGLY	ROW	
COL	PCT	AGREE			PINION						DISAGRE	TOTAL	
TOT	PCT	I	1.I	2.I	3.I	4.I	5.I						
-----I													

		V24											
		COUNT	I		I		I		I		I		
ROW	PCT	STRONGLY	AGREE		NO DEF		O		DISAGREE		STRONGLY	ROW	
COL	PCT	I	AGREE		PINION				DISAGREE		DISAGRE	TOTAL	
TOT	PCT	I	1.I		2.I		3.I		4.I		5.I		
V1													
		I	I		I		I		I		I		
1.		I	1	I	5	I	7	I	16	I	6	I	
TRAINEE OR PART		I	2.9	I	14.3	I	20.0	I	45.7	I	17.1	I	
		I	25.0	I	35.7	I	31.8	I	47.1	I	75.0	I	
		I	1.2	I	6.1	I	8.5	I	19.5	I	7.3	I	
		I	I		I		I		I		I		
2.		I	3	I	9	I	15	I	18	I	2	I	
SUPER OR COORD		I	6.4	I	19.1	I	31.9	I	38.3	I	4.3	I	
		I	75.0	I	64.3	I	68.2	I	52.9	I	25.0	I	
		I	3.7	I	11.0	I	18.3	I	22.0	I	2.4	I	
		I	I		I		I		I		I		
COLUMN			4		14		22		34		8		
TOTAL			4.9		17.1		26.8		41.5		9.8	82	
												100.0	

4. In the current training program there is too much emphasis on the National Park Service's mission and philosophy.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
AGREE	2.	1	1.2	1.2	1.2
NO DEF OPINION	3.	22	26.8	26.8	28.0
DISAGREE	4.	37	45.1	45.1	73.2
STRONGLY DISAGREE	5.	22	26.8	26.8	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
I
2.  ** (      1)
I  AGREE
I
3.  ***** (      22)
I  NO DEF OPINION
I
4.  ***** (      37)
I  DISAGREE
I
5.  ***** (      22)
I  STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	3.976	MEDIAN	3.986	MODE	4.000
STD DEV	0.769	VARIANCE	0.592		

***** C R O S S T A B U L A T I O N O F *****
 V1 R E L A T I O N S H I P T O N R M T P B Y V5 T O N O R M A L N P S M I S S I O N

		V5									
COUNT		I									
ROW	PCT	I	AGREE	NO DEF O	DISAGREE	STRONGLY	ROW				
COL	PCT	I		PINION		DISAGRE	TOTAL				
TOT	PCT	I	2. I	3. I	4. I	5. I					
V1		-----	-----	-----	-----	-----					
	1.	I	0	I	10	I	15	I	35		
TRAINEE OR PART		I	0.0	I	28.6	I	42.9	I	28.6	I	42.7
		I	0.0	I	45.5	I	40.5	I	45.5	I	
		I	0.0	I	12.2	I	18.3	I	12.2	I	
		-----	-----	-----	-----	-----	-----	-----	-----		
	2.	I	0	I	8	I	11	I	5	I	24
DIRECT SUPER		I	0.0	I	33.3	I	45.8	I	20.8	I	29.3
		I	0.0	I	36.4	I	29.7	I	22.7	I	
		I	0.0	I	9.8	I	13.4	I	6.1	I	
		-----	-----	-----	-----	-----	-----	-----	-----		
	3.	I	1	I	3	I	8	I	5	I	17
AREA SUPER OF PA		I	5.9	I	17.6	I	47.1	I	29.4	I	20.7
		I	100.0	I	13.6	I	21.6	I	22.7	I	
		I	1.2	I	3.7	I	9.8	I	6.1	I	
		-----	-----	-----	-----	-----	-----	-----	-----		
	4.	I	0	I	1	I	3	I	2	I	6
REGION COORD		I	0.0	I	16.7	I	50.0	I	33.3	I	7.3
		I	0.0	I	4.5	I	8.1	I	9.1	I	
		I	0.0	I	1.2	I	3.7	I	2.4	I	
		-----	-----	-----	-----	-----	-----	-----	-----		
	COLUMN		1		22		37		22		82
	TOTAL		1.2		26.8		45.1		26.8		100.0

		V5							
COUNT		I							
ROW	PCT	I	AGREE	NO DEF	O	DISAGREE	STRONGLY	ROW	
COL	PCT	I		PINION			DISAGRE	TOTAL	
TOT	PCT	I	2. I	3. I	4. I	5. I			
V1		-----	I	-----	I	-----	I	-----	
	1.	I	0	I	10	I	15	I	35
TRAINEE OR PART		I	0.0	I	28.6	I	42.9	I	42.7
		I	0.0	I	45.5	I	40.5	I	45.5
		I	0.0	I	12.2	I	18.3	I	12.2
		-----	I	-----	I	-----	I	-----	
	2.	I	1	I	12	I	22	I	47
SUPER OR COORD		I	2.1	I	25.5	I	46.8	I	57.3
		I	100.0	I	54.5	I	59.5	I	54.5
		I	1.2	I	14.6	I	26.8	I	14.6
		-----	I	-----	I	-----	I	-----	
COLUMN			1		22		37		82
TOTAL			1.2		26.8		45.1		100.0

26. The training program should emphasize national policies and issues rather than regional or local ones.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	5	6.1	6.3	6.3
AGREE	2	16	19.5	20.0	26.2
NO DEF OPINION	3	24	29.3	30.0	56.3
DISAGREE	4	27	32.9	33.7	90.0
STRONGLY DISAGREE	5	8	9.8	10.0	100.0
NO RESPONSE	9	2	2.4	MISSING	100.0
	TOTAL	82	100.0	100.0	

CODE

```

I
1. ***** ( 5)
I STRONGLY AGREE
I
2. ***** ( 16)
I AGREE
I
3. ***** ( 24)
I NO DEF OPINION
I
4. ***** ( 27)
I DISAGREE
I
5. ***** ( 8)
I STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

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MEAN	3.212	MEDIAN	3.292	MODE	4.000
STD DEV	1.076	VARIANCE	1.157		
VALID CASES	80	MISSING CASES	2		

 V1 RELATIONSHIP TO NRMTP CROSSTABULATION OF EMPLOYEE POLICY
 BY V27

		V27												
		COUNT	I											
		ROW PCT	I STRONGLY AGREE				NO DEF O		DISAGREE		STRONGLY	ROW		
		COL PCT	I AGREE				PINION				DISAGRE	TOTAL		
		TOT PCT	1. I		2. I		3. I		4. I		5. I			
V1			I	I	I	I	I	I	I	I	I	I		
	1.		I	3	I	10	I	9	I	6	I	5	I	33
	TRAINEE OR PART		I	9.1	I	30.3	I	27.3	I	18.2	I	15.2	I	41.3
			I	60.0	I	62.5	I	37.5	I	22.2	I	62.5	I	
			I	3.8	I	12.5	I	11.3	I	7.5	I	6.3	I	
			I		I		I		I		I		I	
	2.		I	0	I	3	I	6	I	15	I	0	I	24
	DIRECT SUPER		I	0.0	I	12.5	I	25.0	I	62.5	I	0.0	I	30.0
			I	0.0	I	18.8	I	25.0	I	55.6	I	0.0	I	
			I	0.0	I	3.8	I	7.5	I	18.8	I	0.0	I	
			I		I		I		I		I		I	
	3.		I	2	I	3	I	6	I	3	I	3	I	17
	AREA SUPER OF PA		I	11.8	I	17.6	I	35.3	I	17.6	I	17.6	I	21.3
			I	40.0	I	18.8	I	25.0	I	11.1	I	37.5	I	
			I	2.5	I	3.8	I	7.5	I	3.8	I	3.8	I	
			I		I		I		I		I		I	
	4.		I	0	I	0	I	3	I	3	I	0	I	6
	REGION COORD		I	0.0	I	0.0	I	50.0	I	50.0	I	0.0	I	7.5
			I	0.0	I	0.0	I	12.5	I	11.1	I	0.0	I	
			I	0.0	I	0.0	I	3.8	I	3.8	I	0.0	I	
			I		I		I		I		I		I	
		COLUMN		5		16		24		27		8		80
		TOTAL		6.3		20.0		30.0		33.8		10.0		100.0

V27														ROW TOTAL								
COUNT		I																				
ROW PCT	COL PCT	I STRONGLY AGREE				NO DEF O DISAGREE				STRONGLY DISAGRE												
TOT PCT	I	1. I				2. I				3. I					4. I				5. I			
		I-----I																				

NUMBER OF MISSING OBSERVATIONS = 2

5. Supervisors and regional coordinators should strongly encourage trainees to select training elements which are designed to address immediate and local problems.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	10	12.2	12.2	12.2
AGREE	2.	36	43.9	43.9	56.1
NO DEF OPINION	3.	13	15.9	15.9	72.0
DISAGREE	4.	19	23.2	23.2	95.1
STRONGLY DISAGREE	5.	4	4.9	4.9	100.0
		-----	-----	-----	
	TOTAL	82	100.0	100.0	

```

CODE
I
1. ***** ( 10)
I  STRONGLY AGREE
I
2. ***** ( 36)
I  AGREE
I
3. ***** ( 13)
I  NO DEF OPINION
I
4. ***** ( 19)
I  DISAGREE
I
5. ***** ( 4)
I  STRONGLY DISAGREE
I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	2.646	MEDIAN	2.361	MODE	2.000
STD DEV	1.115	VARIANCE	1.244		
VALID CASES	82	MISSING CASES	0		

CROSS TABULATION OF
 V1 RELATIONSHIP TO NRMP BY V6
 ADDR LOCAL PROP

		V6						
		COUNT						
ROW PCT	COL PCT	STRONGLY AGREE	NO DEF O	DISAGREE	STRONGLY	ROW		
TOT PCT	TOT PCT	1. I	2. I	3. I	4. I	5. I	TOTAL	
V1								
1.	1.	5	11	7	10	2	35	
TRAINEE OR PART		14.3	31.4	20.0	28.6	5.7	42.7	
		50.0	30.6	53.8	52.6	50.0		
		6.1	13.4	8.5	12.2	2.4		
2.	2.	2	12	4	6	0	24	
DIRECT SUPER		8.3	50.0	16.7	25.0	0.0	29.3	
		20.0	33.3	30.8	31.6	0.0		
		2.4	14.6	4.9	7.3	0.0		
3.	3.	2	8	2	3	2	17	
AREA SUPER OF PA		11.8	47.1	11.8	17.6	11.8	20.7	
		20.0	22.2	15.4	15.8	50.0		
		2.4	9.8	2.4	3.7	2.4		
4.	4.	1	5	0	0	0	6	
REGION COORD		16.7	83.3	0.0	0.0	0.0	7.3	
		10.0	13.9	0.0	0.0	0.0		
		1.2	6.1	0.0	0.0	0.0		
COLUMN		10	36	13	19	4	82	
TOTAL		12.2	43.9	15.9	23.2	4.9	100.0	

		V6						
		COUNT						
ROW PCT	COL PCT	STRONGLY AGREE	NO DEF O	DISAGREE	STRONGLY	ROW		
TOT PCT	TOT PCT	1. I	2. I	3. I	4. I	5. I	TOTAL	
V1								
1.	1.	5	11	7	10	2	35	
TRAINEE OR PART		14.3	31.4	20.0	28.6	5.7	42.7	
		50.0	30.6	53.8	52.6	50.0		
		6.1	13.4	8.5	12.2	2.4		
2.	2.	5	25	6	9	2	47	
SUPER OR COORD		10.6	53.2	12.8	19.1	4.3	57.3	
		50.0	69.4	46.2	47.4	50.0		
		6.1	30.5	7.3	11.0	2.4		
COLUMN		10	36	13	19	4	82	
TOTAL		12.2	43.9	15.9	23.2	4.9	100.0	

30. The training program should be expanded to place additional emphasis on developing skills for working with adjacent landowners and communities to resolve natural resource issues.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1.	8	9.8	9.9	9.9
AGREE	2.	32	39.0	39.5	49.4
NO DEF OPINION	3.	26	31.7	32.1	81.5
DISAGREE	4.	12	14.6	14.8	96.3
STRONGLY DISAGREE	5.	3	3.7	3.7	100.0
NO RESPONSE	9.	1	1.2	MISSING	100.0
	TOTAL	82	100.0	100.0	

CODE

```

1. ***** (      8)
   I  STRONGLY AGREE
   I
2. ***** (     32)
   I  AGREE
   I
3. ***** (     26)
   I  NO DEF OPINION
   I
4. ***** (     12)
   I  DISAGREE
   I
5. **** (       3)
   I  STRONGLY DISAGREE
   I
I.....I.....I.....I.....I.....I
O      10      20      30      40      50
FREQUENCY

```

MEAN	2.630	MEDIAN	2.519	MODE	2.000
STD DEV	0.980	VARIANCE	0.961		
VALID CASES	81	MISSING CASES	1		

V1

RELATIONSHIP TO NRMP

CROSS TABULATION OF

By V31

AGREEMENT WITH LANDOWNERS

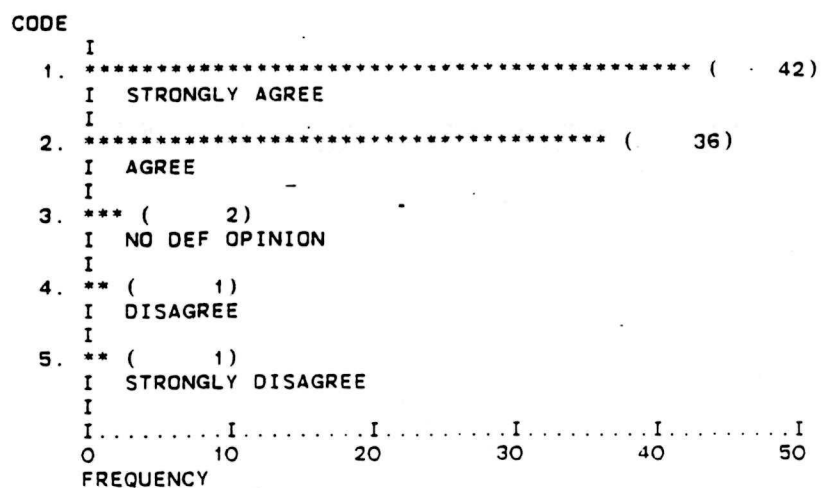
		V31						
		COUNT	I		I		I	
ROW	PCT	I		I		I		ROW
COL	PCT	I		I		I		TOTAL
TOT	PCT	I		I		I		
		1. I		2. I		3. I		
		I		I		I		
V1		I		I		I		
1.		5		10		12		34
TRAINEE OR PART		14.7		29.4		35.3		42.0
		62.5		31.3		46.2		
		6.2		12.3		14.8		
2.		2		10		8		24
DIRECT SUPER		8.3		41.7		33.3		29.6
		25.0		31.3		30.8		
		2.5		12.3		9.9		
3.		1		9		5		17
AREA SUPER OF PA		5.9		52.9		29.4		21.0
		12.5		28.1		19.2		
		1.2		11.1		6.2		
4.		0		3		1		6
REGION COORD		0.0		50.0		16.7		7.4
		0.0		9.4		3.8		
		0.0		3.7		1.2		
COLUMN		8		32		26		81
TOTAL		9.9		39.5		32.1		100.0

		V31						
		COUNT	I		I		I	
ROW	PCT	I		I		I		ROW
COL	PCT	I		I		I		TOTAL
TOT	PCT	I		I		I		
		1. I		2. I		3. I		
		I		I		I		
V1		I		I		I		
1.		5		10		12		34
TRAINEE OR PART		14.7		29.4		35.3		42.0
		62.5		31.3		46.2		
		6.2		12.3		14.8		
2.		3		22		14		47
SUPER OR COORD		6.4		46.8		29.8		58.0
		37.5		68.8		53.8		
		3.7		27.2		17.3		
COLUMN		8		32		26		81
TOTAL		9.9		39.5		32.1		100.0

NUMBER OF MISSING OBSERVATIONS = 1

31. The training program should provide at least some information on a broad spectrum of possible natural resource management problems, not merely on those classes that are of importance in the trainee's own park.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
STRONGLY AGREE	1	42	51.2	51.2	51.2
AGREE	2	36	43.9	43.9	95.1
NO DEF OPINION	3	2	2.4	2.4	97.6
DISAGREE	4	1	1.2	1.2	98.8
STRONGLY DISAGREE	5	1	1.2	1.2	100.0
	TOTAL	82	100.0	100.0	



MEAN	1.573	MEDIAN	1.476	MODE	1.000
STD DEV	0.721	VARIANCE	0.519		

V1

RELATIONSHIP TO NRMIP

CROSS TABULATION OF

V32

PERCENTAGE IN SPECTRUM OF PRO

		V32									
		COUNT									
ROW	PCT	STRONGLY	AGREE	NO DEF	O	DISAGREE	STRONGLY	ROW			
COL	PCT	AGREE		PINION			DISAGRE	TOTAL			
TOT	PCT	1. I	2. I	3. I	4. I	5. I					
V1		-I	-I	-I	-I	-I	-I	-I			
TRAINEE OR PART	1.	I	27	I	6	I	0	I	1	I	35
		I	77.1	I	17.1	I	0.0	I	2.9	I	42.7
		I	64.3	I	16.7	I	0.0	I	100.0	I	
		I	32.9	I	7.3	I	0.0	I	1.2	I	
		-I	-I	-I	-I	-I	-I	-I	-I	-I	-I
DIRECT SUPER	2.	I	5	I	17	I	2	I	0	I	24
		I	20.8	I	70.8	I	8.3	I	0.0	I	29.3
		I	11.9	I	47.2	I	100.0	I	0.0	I	
		I	6.1	I	20.7	I	2.4	I	0.0	I	
		-I	-I	-I	-I	-I	-I	-I	-I	-I	-I
AREA SUPER OF PA	3.	I	7	I	10	I	0	I	0	I	17
		I	41.2	I	58.8	I	0.0	I	0.0	I	20.7
		I	16.7	I	27.8	I	0.0	I	0.0	I	
		I	8.5	I	12.2	I	0.0	I	0.0	I	
		-I	-I	-I	-I	-I	-I	-I	-I	-I	-I
REGION COORD	4.	I	3	I	3	I	0	I	0	I	6
		I	50.0	I	50.0	I	0.0	I	0.0	I	7.3
		I	7.1	I	8.3	I	0.0	I	0.0	I	
		I	3.7	I	3.7	I	0.0	I	0.0	I	
		-I	-I	-I	-I	-I	-I	-I	-I	-I	-I
COLUMN			42		36		2		1		82
TOTAL			51.2		43.9		2.4		1.2		100.0

		V32											
		COUNT	I										
ROW	PCT	STRONGLY	AGREE			NO DEF	O	DISAGREE	STRONGLY	ROW			
COL	PCT	I	AGREE			PINION			DISAGRE	TOTAL			
TOT	PCT	I	1.I	2.I	3.I	4.I	5.I						
V1		I	I	I	I	I	I	I	I	I			
	1.	I	27	I	6	I	0	I	1	I	35		
TRAINEE OR PART	I	77.1	I	17.1	I	0.0	I	2.9	I	2.9	42.7		
	I	64.3	I	16.7	I	0.0	I	100.0	I	100.0	I		
	I	32.9	I	7.3	I	0.0	I	1.2	I	1.2	I		
		I	I	I	I	I	I	I	I	I	I		
	2.	I	15	I	30	I	2	I	0	I	47		
SUPER OR COORD	I	31.9	I	63.8	I	4.3	I	0.0	I	0.0	57.3		
	I	35.7	I	83.3	I	100.0	I	0.0	I	0.0	I		
	I	18.3	I	36.6	I	2.4	I	0.0	I	0.0	I		
		I	I	I	I	I	I	I	I	I	I		
	COLUMN		42		36		2		1		82		
	TOTAL		51.2		43.9		2.4		1.2		100.0		

SECTION F
SPECIFIC TOPICS
OPEN-ENDED Q.F.

F. How would you rate the importance of the following "Natural Resource Management Components" in each Individual Development Plan (IDP)?

	High Need	Medium Need	Low Need	No Need	Other No Response
1. Resources Management Plan	74(90)	6(7.3)	0	0	2(2)
2. Air Quality Monitoring	39(47.6)	32(39)	9(11)	0	2(2)
3. Water Resource Use, Protection, and Monitoring	61(74)	17(21)	2(2.4)	0	2(2)
4. Coastal Systems Management	15(18)	26(32)	30(37)	5(6)	5(6)
5. Vegetation Management and Monitoring	59(72)	19(23)	1(1)	0	3(4)
6. Exotic Plant Control	34(41)	39(48)	6(7)	0	3(4)
7. Insect and Disease Control	27(33)	40(49)	13(16)	0	2(2)
8. Landscape Rehabilitation and Restoration	20(24)	36(44)	20(24)	1(1)	5(6)
9. Wildland Fire Management	38(46)	30(37)	8(10)	1(1)	5(6)
10. Wildlife Management	52(63)	23(28)	2(2)	0	5(6)
11. Exotic Animal Control	25(30)	40(49)	12(15)	1(1)	4(5)
12. Hazardous Animals and Plant Control	19(23)	27(33)	32(39)	1(1)	3(4)
13. Fisheries Management	27(33)	39(48)	11(14)	3(4)	2(2)
14. Endangered/Threatened Species Mgt.	56(68)	22(27)	2(2)	0	2(2)
15. Backcountry Management	37(45)	26(32)	10(12)	3(4)	6(7)
16. Cave Management	9(11)	18(22)	36(44)	14(17)	5(6)
17. Oil Spills and Hazardous Waste	17(21)	35(43)	22(27)	6(7)	2(2)
18. Cultural Resources Site Management	25(31)	35(43)	18(22)	1(1)	3(4)
19. Use of ADP in Natural Resources Mgt.	55(67)	21(26)	4(5)	0	2(2)
20. Ecological Factors	44(54)	16(20)	12(15)	6(7)	4(5)
21. Environmental Law	48(59)	24(29)	7(8)	0	3(4)
22. Information Baseline Management and Ecosystem Maps	47(57)	30(37)	4(5)	0	1(1)

		High Need	Medium Need	Low Need	No Need	
23.	Natural Resource Management/Science Interrelations	38(<u>46</u>)	34(<u>42</u>)	6(<u>7</u>)	2(<u>2</u>)	2(2)
24.	Endangered/Threatened Species Consultation	33(<u>40</u>)	31(<u>38</u>)	11(<u>13</u>)	3(<u>4</u>)	4(5)
25.	Integrated Pest Management	42(<u>51</u>)	32(<u>39</u>)	6(<u>7</u>)	0	2(2)
26.	Minerals Management	16(<u>20</u>)	30(<u>37</u>)	25(<u>30</u>)	7(<u>9</u>)	4(5)
27.	Public Relations and Interpretation	38(<u>46</u>)	32(<u>39</u>)	10(<u>12</u>)	0	2(2)
28.	Political Realities	36(<u>44</u>)	34(<u>41</u>)	7(<u>9</u>)	2(<u>2</u>)	3(4)
29.	Anthropological Aspects of Natural Resource Management	13(<u>16</u>)	37(<u>45</u>)	22(<u>27</u>)	6(<u>7</u>)	4(5)
30.	Sociological Factors in Natural Resource Management	24(<u>29</u>)	42(<u>51</u>)	9(<u>11</u>)	4(<u>5</u>)	3(4)
31.	Carrying Capacity Development	33(<u>40</u>)	38(<u>46</u>)	8(<u>10</u>)	1(<u>1</u>)	2(2)
32.	Visitor Use Plan Development	31(<u>38</u>)	33(<u>40</u>)	13(<u>16</u>)	2(<u>2</u>)	3(4)
33.	Introduction to Statistics and Probability Analysis	25(<u>31</u>)	43(<u>52</u>)	11(<u>13</u>)	0	3(4)

OPEN-ENDED QUESTIONS

TRAINEE SECTION

RESPONSES TO NATURAL RESOURCE MANAGEMENT TRAINING QUESTIONNAIRE

Trainees

A. What do you consider to be the most important objectives of the Natural Resource Management Training Program?

1 Development of a cadre of resource management specialists with the ability to move from park to park to resolve problems. Increased emphasis on resource management in park operations.

2 Hiring of qualified personnel.

3 That trainees get a broad base training on a variety of natural resource topics, even those topics not directly associated with the present assignment.

4 Provide me with a wide-range of skills so that I may function in a variety of parks. Provide NPS with a group of qualified resource management specialists.

5 To expose the trainee to at least 30 some elements (components) of resource management and emphasize those of regional and local concern. Develop a cadre of resource management specialists.

6 To develop a cadre of people to upgrade, professionalize, and assert the role of resource management in park management. To develop a thorough knowledge and understanding of the Service mission, philosophy, policies, legislation and programs; to develop a thorough understanding of the basic techniques, principles, and philosophies for managing park resources; to develop an understanding of the complexity and multitude of potential impacts to park values that exist today and the knowledge of how best to deal with those that significantly threaten park resources.

7 Retrain a cadre of professional resource managers.

8 To provide a pool of qualified natural resource managers.

9 I don't feel the training program can really train a person to function as a resource specialist; it serves to orient a person who has a resource background to the goals and objectives of NPS. The resource background can come from past academic or professional experience or a combination of both.

10 To gain a thorough understanding of the basic techniques, principles and philosophies for managing natural resources in NPS areas. To understand the complexity and multitude of potential impacts to park values, and learn how best to deal with those that significantly threaten park resources.

11 To get a group of trained natural resource managers that understand the roles of resource management and resource preservation.

- 12 To fill in the gaps in the trainees background in areas he/she are not familiar with. A broad spectrum of issues are required to be known by resource management specialists.
- 13 To understand the need for qualified NPS resource management specialists; and, to be able to fill that need.
- 14 Unify parks' and management responses in park situations to natural resource problems.
- 15 To expand the number of highly trained and qualified resource management professionals in the NPS, resulting in a better ability for the Service to deal effectively with internal and external threats to park resources.
- 16 To develop skilled resource management specialists and division managers through directed on-the-job training and specialized work and study assignments.
- 17 To provide a park with a resource management specialist; to fill a void (lack of resource managers) in the Park Service; to provide the opportunity for Park Service employees engaged in resource management to rise through the ranks with the proper training.
- 18 To establish a cadre of professional resource managers with a strong academic background in natural resources, and expertise in resource managing techniques, communication, political savvy gained through courses, workshops, job experience and details to other park areas.
- 19 To enable a resource manager the background necessary to deal with any issue that would come up in the National Park Service locally or nationally. Also to be able to work professionally in any park. Example would be moving from a desert park to a coastal park and still handle the job professionally.
- 20 Broaden awareness of applicable policies and laws; create awareness of resource management problems with staff employees (other divisions); gain background in those fields of resource management which I lack expertise in; given staff responsibility to handle resource management problems as they arise with O.J.T.
- 21 Providing a well-rounded training/experience background of all pertinent topics for participants.
- 22 Most importantly: to add resource management specialists, and these positions to the NPS. To fill these badly needed positions with qualified persons. These new resource managers would be uniformly trained; they would have individual experiences but they all would have received the same training in a wide range of crucial areas; permitting these individuals to take the time to receive this training and making it available.
- 23 To train participants in the broad problems confronting the NPS and provide strategies to solve them, not just to become a local expert.

24 To equip each trainee with a broad perspective on the kinds of problems he will encounter in natural resources management, hence the purpose for the IDP's.

A. a) Are these these the proper objectives? If not, what should be the proper objectives?

1

2 Strongly concur, additional resource training programs should follow.

3 I feel that above answer represents the present objectives (variety of natural resource topics) but that those topics not directly related to a particular park are barely touched on.

4 Yes

5 Yes

6 Yes, resource management activities need to be upgraded in order to protect the resource, protect and enhance the image of the NPS. Resource management needs to become a primary component in the general park management scheme.

7 These are the proper objectives.

8 Yes

9 The objectives of "fine tuning" the resource person to the Park Service system is appropriate.

10

11 Yes

12 Yes

13 Yes

14 Yes

15 Yes

16 Yes

17 I frankly do not know if these objectives are accurate but this is what they should be; especially to provide the opportunity for Park Service employees engaged in resource management to rise through the ranks with the proper training.

18 I think the above are good objectives, especially the pre-requirement for an academic foundation in natural sciences. Also the scope of training; i.e., training from a national perspective so that the trainee can solve problems and deal with issues in a variety of park settings..

19

20 Yes, plus let the trainee develop full potential as a manager including budgetary aspects.

21 Yes

22 These are the most important objectives in the area of resource management for the NPS which need to be fulfilled now. I would not recommend changing these objectives. There is a strong need for qualified resource managers in the NPS. And new specialists must be given the consideration of time away from the job to fulfill critical training needs.

23 These are proper.

24 This broad perspective is ideal. However, much more than just a collection of disjointed nuts and bolts must be emphasized. Lacking in a sound examination of the why's and wherefores.

B. What is your overall evaluation of the Natural Resource Management Training Program?

1 A very worthwhile program!

2 Very good.

3 Good idea; the NPS sorely needs more natural resource specialists. The feeling is now that the NPS will allow this program to go the way of many other programs; e.g., starts out strong, then fizzles because of poor management. I hope this is not the case.

4 I think it's good. It is flexible enough to allow for individual differences (education/experience) and yet structured enough (be delineating components) to provide for some standardization.

5 Excellent, but a need for some refinement. I think that for the next group they should work with a resource management specialist for one year as strictly a trainee (could be six months). Standardize how the coordinators evaluate and monitor progress.

6 It has been an excellent opportunity for me. The quantity of material/accomplishments identified in my IDP is unrealistic for the time available. I have also held on to a major project that began several years before I started the trainee program and that is being finalized at this time. This project, the development of a detailed, site specific, grazing management plan for Sequoia-Kings, has been invaluable experience. It has however taken a considerable portion of my time; $\frac{1}{4}/\frac{1}{4}$.

7 At Hawaii Volcanoes, B+; because of the press of problems and understaffing, it is difficult to remain detached from daily operation which distracts from broad-based training.

8 I think that it is a beginning for a very good and long needed program in the National Park Service. It is a field of expertise that has been delegated as "other duties as assigned" for much too long. The program is not perfect but the good points far outweigh the bad.

9 I feel the success of the training program rests with the supervisor of the trainee. If the supervisor is committed to the program, he or she will be very important in the orientation of the resource specialist; if the supervisor isn't committed it would be difficult to accomplish the appropriate mix of academic and practical application of resource principles. My program, I feel, is successful because my supervisor is committed to the program and knowledgeable in ways of the NPS.

10 A valuable program that generally makes efficient use of available funds.

11 Good program, needs some additional coursework, more time in other parks also needed.

12 Excellent in its design. However, more regional and WASO coordinators would be helpful to inform trainees of upcoming training courses, meetings, etc.

13 Excellent

14 Good but could use improvement. All trainees should be 401 series, not 025 series--a career ladder for 401 series needs to be established (i.e., Resource Management to Superintendent, not just Regional Scientist).

15 Good

16 The training part is very good; however much is left to the individual initiative of each participant. WASO and regional follow-up has been weak up to this date. The Service and park management does not seem to be aware of the importance of highly trained resource managers to the overall mission of the Service.

17 The program is overall adequate and provides exposure to many types of resource management problems; however, it is not as flexible as I wish it could be. They should take politics out of the program and let the program best fit the needs of the Park Service.

18 It has been very worthwhile to me, and my training in park and out has broadened my knowledge, skills, and abilities more effectively and more effectively than any program I've ever been involved in--including graduate school.

19 A damn good program. I hope it does not end here. I would like to see the program continue until all parks have full-time trained resource management people.

20 Great; provides a person with opportunities to work in one "area" not having diversity. Immense experience in making contacts, dealing with other agencies and organizations.

21 Great idea. Should continue the program. The program leaders should have a better idea of what trainees should be at the end of the program. For example, do they want us aware of air quality problems or do they want us capable of using most monitoring equipment and being able to use brain-indicators? In other words, certain standards should be set and then depending on the special local problems the trainee can expand expertise further.

22 I think it is an excellent program. It is one which was very badly needed and fulfills definite, crucial objectives. The criticism the NPS has received for improperly managing the parks' natural resources could've been expected. In areas where resource management responsibilities rest with individuals who have protection and/or interpretive responsibilities as well, resource management is not given deserved, needed attention. There are untrained, unqualified individuals in the NPS who are given responsibilities in resource management that they cannot handle.

23 Very good.

24 May be too flexible, too loose, too non-directional. Emphasis should be more academic, less practical. A trainee should be able to sit down with regional experts and comfortably discuss key issues of a conceptual nature. Encyclopedic knowledge is not what I have in mind but should know the fundamental underpinnings of law, policy, regulation, and philosophy and the effects.

C. What are the major strengths of the Natural Resource Management Training Program?

1 The list of required components was useful in assuring a holistic approach to resources management.

2 Formal training presented thus far and the support given by park managers.

3 It has actually put aside enough money to take the opportunity for a variety of courses, workshops, etc.; put much needed emphasis on the natural resources within the parks.

4 Is providing for more qualified Resource Management Specialists in NPS by providing: Funds for salaries, equipment, training; Increasing workyear ceilings to allow these positions to be filled; Making Resource Management very visible from Congress on down.

5 Its flexibility to meet individual interests and needs. The trainee can make or break her/her program.

6 The opportunity to become acquainted to the broad spectrum of resource management concerns in the NPS; the opportunity to interact with top man in park management, personnel in developing policies, regulations, etc. as a relatively low graded employee. The opportunity to develop problem solving skills; many of the areas of concern are quite foreign.

7 Provide money for outside training and some release from operational matters to deal with most facets of resource management. Regional coordinator (at least in western region) is a key person who keeps trainee in tune with I.D.P. and program objectives.

8 Its ability to outline a total program including formal and informal training and to be able to tailor this training to the individual and the park.

9 Strength of the program is its flexibility--this is an essential feature since no two people have the same background and academic/professional strengths. Other major struggle is simply the fact that there is a program, that the Park Service finally is interested in resource management on a larger scale.

10 The program can be styled to fit the needs of the individual employee. Separate funding provides special training and learning opportunities.

11 Providing opportunities for personnel to gain training and experience where there is a deficiency.

12 It's flexibility--to adapt to the needs of different individuals in different parks.

13 Tremendous support/backing from park and WRO personnel.

14 Recognition that parks have resource problems which cannot be handled on a part-time basis by an 025.

15 Emphasis on training and development of employees, with exposure to and training in a broad spectrum of subjects.

16 It is funded adequately. It is off to a good start; it requires that each trainee develop a broad base of knowledge that may prove useful in future work or assignments; initial screening for participants was good; formal courses are well done and appropriate; WASO assignment was excellent and helpful. Ability to travel to seminars, etc. is wonderful.

17 The fact that there is a program is its major strength.

18 The degree of independence given the trainee and his/her supervisor to design an adequate program. Tailoring the needs of NPS with the personal goals and past experiences of the trainee.

19 The training money necessary to go to sessions to fill in areas where knowledge is lacking; coordination among fellow trainees; a structured training program with objectives that have to be met.

20 Ability to gain insight into a variety of subjects and make contacts with park neighbors (private and agencies); broaden knowledge for other aspects of natural resources and deepen appreciation for the Service and its philosophy.

21 All major topics are covered; its fairly easy to get good training; flexibility is built into the program.

22 The IDP: although it is at first difficult to prepare (esp. being a new employee to the park, unfamiliar with park resources) the guidelines and elements insure that objective goals are fulfilled. The training period: 1 year or 2 years--it is possible that 1 training year is adequate if the year is a good, solid one. This means (see G) the IDP must be drafted by the resource management specialist prior to trainees' arrival. The first year includes almost all the formal trainings and the second year is on the job training. Mostly implementation of programs based on training experiences. After one year though the trainee is a staff person, with staff responsibilities and is not absent a lot of the time (at courses).

23 Singleness of purpose, acquired competence in most of the major problems confronting the NPS today (not just local problems), the very high caliber of trainees competitively selected for these positions.

24 Flexibility has its good side too. Allows people to build a program for their own needs. The problem is that we tend to emphasize the area in which we already have a background and ignore those in which we don't. I really wonder how many trainees could pass such a "test" after two years of "study."

D. What are the major weaknesses of the Natural Resource Management Training Program?

1

2 The training which has been good could be excellent if labs or field exercises were added.

3 No leadership after _____ left; too much decentralization among the regions (this is nothing new!)

4 I don't feel the program is weak. Problems are surfacing, but they always do after a new program commences. (Problems such as: no support or time given by supervisors, differences in positions of trainees, supr. or non-supr. affects time to produce products, should we have formal certificate? When can we transfer? Some have been in their current parks for seven years.)

5 The lack of direction and interest by Dr. Briceland. If Science Div. isn't going to help resource management then they should return it (res. mgt.) as an independent division.

6 I think that it is unreasonable to develop in a two year period "a thorough understanding" of the basic techniques, principles and philosophies"--"a thorough knowledge and understanding of the complexity and multitude of potential impacts to park values and the knowledge of how best to deal with those that significantly threaten park resources;" to spend 5-10 days on some of these problems is to open the door; many of these skills take a lifetime to develop. There are few cookbook answers.

7 Lack of common formal training; lack of Service-wide standards.

8 Lack of feedback and participation in IDP formulation; lack of good communication in the critical period when IDP's are formulated and throughout the program (regional coordinators and WASO).

9 People within the present training program appear to me to be very well qualified. The program in the future cannot pretend to train people (from inside or outside NPS) without the appropriate academic professional background to be resource specialists. The training program itself should not be a _____ requirement for resource work. Many rangers within the system now have the appropriate background--and a great many don't. Thus, the program should not serve as "certification." People should be hired based on background experiences.

10 The feeling that seemed to prevail early in the program was that the NPS did not have enough people worth training as RM specialists--therefore it would be necessary to go outside the Service.

11 Need more formal courses taught from a Park Service perspective.

12 Not enough communication between trainees, region, and WASO.

13 Not enough training time available for all training components--40 components were too many.

14 See answer to B.

15 Lack of interaction with trainees and Resource Mgt. Specialists in other parks; amount of time necessary to travel from Alaska to courses in the lower 48 and lack of information on training that is available. Difficulty in obtaining approval to attend scientific conferences.

16 Regional support and direction has been weak; WASO support and direction has not been evident during the last six months; trainees are not always able to accomplish needed field projects due to inadequate park base funding.

17 Too many components for the number of months in the program; too many components being force upon me by Washington; two years is too short a time span since several months were lost at the beginning; too much overlap in many of the components.

18 Although it is being corrected, a core of basic courses--i.e., water, air, wildlife, that all should take so that upon completion of the program all would possess basic, measurable skills.

19 Lack of time to do everything; very hard on wives and families by being gone so much.

20 Lack of uniform support by various regional participants, supervisors, with regard to some courses, seminars.

21 Not enough firm guidance on minimal levels of competence desired. (See B) For visitor protection, people must shoot a certain score to pass. What do we do to pass? Is what I do equivalent to someone else?

22 I don't feel there are any overall, general, major weaknesses. Individual weaknesses like "over-worked" regional coordinators can cause problems. The loss of Washington coordinators resulted in a weakness which has gone unremedied for reasons we are never informed of? These people are instrumental in providing guidance, answering questions, providing Washington office training etc.

23 Not enough control of trainee activities by program personnel. Park supervisors consider WASO trainee accounts theirs after money is given to the park. Not all money is spent training trainees, but is used for general park supply money, equipment, etc.

24 See B.

25 Trainees should not be assigned to Park Service Areas where the trainee is the natural resource unit. The system for best orientation and instruction is with a "senior" resource manager as a supervisor/counsellor/instructor.

E. What are some suggestions you would make to improve the overall program or the individual training sessions?

1 Provision of more core courses to assure trainees of a minimum level of proficiency.

2 Additional formal training to further broaden exposure to immediate needs: i.e., water resources, pest management, and wildlife management. All the trainees should participate to develop personal relationships providing a wealth of contacts for problem solving.

3 More direction and restriction on implementing program from Washington; tighter rein on ADP; more meetings with other trainees; more work/exchange in another person's park.

4 The key to this whole program is the Regional Coordinator. Where he's committed to the program and competent, the program runs well (except for parks where supervisor or superintendent is not supportive). I would really find out just how much time and effort the regional coordinators are spending. Definitely have a certificate and formal title, definitely make program completers high priority candidates for transfer!

5 Refer to item B&D.

6 Training sessions should be put on by professionals/university people, etc. The air quality course at Ft. Collins was excellent--professional and enthusiastic. Ideas concerning resource management issues can often be obtained by attending conferences, workshops. These offer a better environment, more diversity, etc. than most courses or case incident studies. Limited, however, by the aggressiveness of the trainee. The overall program and its objectives are great. I know that I can only introduce myself to subjects such as minerals mgt./oil and gas leases, and coastal systems mgt. I will not thoroughly understand those subjects and would be mis-representing myself if I said I did. I will, however, develop the skills to deal with these subjects to understand basic issues, and to pursue the best informed opinion of what to do.

7 Assure that trainees not given duties such as law enforcement; assure that trainees not given major operational duties in resource management divisions; provide a block of formal training courses preferably after a six month experience in _____.

8 Clearer guidance at the beginning of the program and better regional and WASO communication throughout the program.

9 Formal sessions I have attended have been excellent and have appropriately complimented my OJT. Key to the continued success of the program is maintenance of flexibility. The suggestion, for example, that all (or even most) training elements can be assigned to certain specific calendar or days seems ridiculous. The outlining of the broad training needs of the person is what's important in addressing the "holes" in his or her background.

10 Have a formalized clearinghouse for training opportunities. A designated "training officer" would contact universities and other agencies in an effort to seek out and identify training opportunities.

11

12 Have a WASO employee spend most of his/her time coordinating the program, gathering information, and disseminating it to the field on a regular basis.

13 Too much information required for IDP--trainees' could not possibly complete everything required--IDP's should be realistic.

14 See answer to B.

15 (1) One-week assignments at a few other parks to broaden understanding of resource management problems and solutions. (2) More resource management training offered within the Alaska region. Attendance at training courses by existing resource specialists would enhance the experience for trainees. (3) WASO should recognize that conferences are just as educational as training courses and are, in fact, even more so because they provide the most up-to-date information available.

16 (1) Success of the program should be measured in park program enhancement i.e. performance; not just that X individual completed the program. (2) Professional resource management in the parks is still not a high enough service priority--program funding is much below acceptable. New managers must have the support of the regions and parks in order to parade field programs.

17 (1) Increase the program to three years or limit the number of components to 24. (2) Have the park determine the components for the trainee from a list of "core" and then have the park add more if necessary. (3) Concentrate the bulk of the trainees in regions that need them. (4) Keep the GS levels uniformed--why have a range from GS-5 to 12? (5) Try to keep the recruitment to within the Park Service.

18 Continue to work on a communications network among trainees and include all resource managers. Include non-trainee resource managers. Include non-trainee resource managers in courses, where possible. Monitor and evaluate trainees who have completed the program for future job success and performance.

19

20 Improve knowledge/information regarding training opportunities; encourage interaction between trainees which may be close together.

21 We need standards.

22 I would suggest divisions in WASO take a leadership responsibility for example Air and Water Quality Division should be given the responsibility of providing the training to fulfill those two area training components (Air and Water). Also WASO should consider coordinating other courses and

components like Environmental Law and setting up a course that all the trainees could take.

23 A standard "core" of hard courses in resource management, plus a required number of courses in other components, to be set up and selected by the trainees themselves. Encourage both: (1) the attainment of minimum proficiency in a wide variety of park problems and (2) development of specialties in areas of interest to trainee.

24 More academic tone should be instilled; training courses in key components; written or oral exams which require conceptual discussion in depth of complex issues.

25 Assign training parks and resource managers to act as instructors. The present political selection of trainee parks does not fit the needs of the individuals. Also if possible and redirected by the trainer work out a reassignment to another area after the program, again if redirected.

G. Any other comments you may have about the Natural Resource Management Training Program or about this questionnaire would be appreciated.

1 Neither the law enforcement nor wildfire training programs lead to "professional" certification but rather a technical skill level is achieved. A similar technical certification should be established based on a core resource management curriculum which emphasizes field skills much like a forestry summer camp! The training program you are evaluating would include this core but would go beyond it.

2

3 Don't let this one die!!

4 Regarding F, their relative importance depends on the park (except for #1, Resources Management Plans). Water and minerals are my two biggest concerns, while caves and coastal areas are non-existent here. This is hard to answer.

5 Question 31 appeared to be loaded. F. 29-33 in most instances have not been initiated. This is scheduled to occur at Texas A&M in Dec. '83.

6 As I see resource management and the responsibility of resource managers there is not a set of vertically displayed priorities to select from or juxtapose with the latest crisis. The previous list of components identifies subjects that must all be competently met at minimum standards that correspond to NPS objectives. One does not meet his/her responsibilities or the NPS is not meeting its responsibility if all areas are not covered. The trainee/resource management specialist must be able to deal with all these and other subjects and it is his/her future responsibility to scream/yell/lobby for the dollars and people to meet these responsibilities. Resource Management--or Resource Awareness--in park planning and fiscal priority must rise to its proper and mandated level.

7 The program should be standardized Service-wide to insure that trainees are not multi-disciplinary in scope of duties and not distracted by operational aspects of resource management. I would recommend that a central core curriculum of subjects best introduced by formal training be addressed in one or two six-week sessions at a cooperating university.

8 Program should be improved through evaluations such as this, and continued in order to provide a source of qualified resource managers at the park level.

9 Comments have been spread throughout; it's difficult to prepare a "fill-in-the-blanks" questionnaire on this subject. I feel the program is working out very well for me and my park. Strengthening the weak points of a person's background, and orientation to NPS are, as I see it, the chief benefits of the program. Because of the cooperation and guidance of my supervisor, my training program is being used in this way.

10 The relationship of question IIIA to question IIIA a) is confusing. It I consider them the most important objectives, wouldn't I also consider them "proper"?

11

12 I strongly feel that most of my learning takes place by doing the job. Formal and informal training courses serve to provide information when needed to perform a job function. I don't believe that adding more formal training courses would necessarily result in better trained resource management specialists.

13

14 Some of the items in F apply more to one park than another, and some are not handled at the field level (i.e., field biologist has little control over political realities--but should know they can have a major impact to his park).

15 Note that this program is not limited to natural resource management. Cultural resources are included, as well. I am interested in the results of this survey and would be interested in receiving a copy of any report summarizing them.

16 I was a resource management specialist for over a year before entering the program; therefore my answers to the questions and comments on the program reflect the point that I am required to operate a full scale existing program while participating in this program. The major problem that I have with these overall programs is that the Service goal is not clearly defined nor emphasized by WASO through the regions to park management. If the NPS is serious about the parks beings managed for the resource then a firm commitment must be made to provide resource managers with adequate tools and personnel to do high priority work in a professional way. Each trainee who is currently filling a resource management specialist position should be asked to evaluate current needs of their park (with their chief rangers and superintendents) and submit these program needs on a 10-237 to their regional office. These funding requests should receive priority consideration for park base funding increases. One person is very limited in what he/she can do if funding and personnel are not available to carry out field programs. In short, we need better support if this training program is to lead to results that can be measured in better and more professional resource management programs.

17 Will the data from this questionnaire become available?

18 I think this evaluation process for trainees is an excellent idea and I hope the results will be shared with us.

19

20 I find myself as a natural resource management trainee in an archaeological park with a great deal of my time spent with cultural resources simply because (1) there is no staff archaeologist to do the work; (2) consulting with SWRO archaeologist who is in the park for the

summer or field office archaeologist on an occasion to solve some problems, I am sensitive to cultural resource needs but spend a considerable amount of time as XXX clearances. I see the value for having the responsibility and feel it worthwhile to continue. Trying to meet training requirements and keep functioning at park as an active resource management "specialist" keeps one busy. Try to channel as many park projects around IDP goals, etc. Session in Washington office proved to be valuable and I would recommend other trainees to attend. In order to "keep up" with the rest of the world, all trainees should be literate with computer terminals and their operation, regardless of what regional office personnel may feel. I seem to feel that some trainees may be getting more for their money than others in that people are running trainee programs. Trainees should be given the responsibility of running program and holding purse strings to gain the budgeting handle. I don't think people in resource management specialist positions should be considered for the trainee program. I feel too much abuse could come as a result. Most resource management specialists and trainees should already possess a background in the natural sciences and then develop better knowledge of rules, regulations, and policies.

21

22 (1) Prior to the trainee's arrival in the park, the supervisor should prepare a draft IDP. My feeling is that most trainees spent the major portion of the months of Oct., Nov., and Dec. preparing this somewhat massive document. To the contrary, they should have been getting oriented to the park and the resources. If a resource management specialist is already at the park, then that person will be able to prepare and develop a comprehensive IDP which considers available resources (college, training centers, park resources, etc.). Probably he/she would be even better equipped to do so than a new trainee. Park orientation should be a component of the training period. (2) The regional training coordinator should be given a set-up through the program. If this responsibility is just assigned to anyone in the division at the region it may not be handled properly or thoroughly if that individual feels he/she has too many other responsibilities. A trainee should be assigned to the region for life and should manage the program for the other trainees. (3) Trainees should only be put in parks where they can train with qualified resource management specialists already there. When a park does not have a resource management specialist but badly needs one, then a trainee should spend at least the good part of one year training at another park in the region with similar resources and concerns which has a resource management specialist and then go to the assigned park after nine months a year. This will insure that they have a long enough period to actually see a resource management specialist on the job and have a colleague to share ideas, thoughts, etc. In parks with a resource management specialist, a new trainee is alone when resource management problems develop and regional assistance, somewhat distant, is all that's available. (4) A strong WASO direction is needed. The loss of Ro Waner is a great loss to this program. His direction, strength, interest, support, and enthusiasm was inspirational. That void needs to be filled. Strong regional direction is also imperative. (5) This is an excellent program. It is badly needed. I strongly feel one group of trainees is definitely not enough. It should

be continued with few modifications. Our responsibility to preserve our resources will go unfilled if this is not pursued.

23 A clarification of exactly what the trainees' training account money is to be used for is urgently needed; especially regarding purchase of texts, references, and other training materials. Are these items used in completing IDP coursework to go with the professional resource manager in his/her career, as in other training, or do they go to the park library? If they stay in the park, the park is going to get no use out of a book on coastal geomorphology if its in W. Va. or on cave management if it's on the coastal plain. The trainees are given about \$6500 for training each year. In FY84 I will probably have to spend \$3000 of that to rent a GSA vehicle just to get around in the park, let alone attend courses in the region. That won't leave much money for courses. I was encouraged (told) to include detailed training assignments for some of my components by members of my regional training committee. These assignments would take weeks to complete in some cases, and I am unable to now get these "coordinators" motivated. I, therefore, intend to substantially revise my IDP, but in the meantime, I wasted a lot of time.

24

25

Natural Resource Management Training Program Questionnaire
Regional Coordinators

A. What do you consider to be the most important objectives of the Natural Resource Management Training Program?

- 1 A Servicewide re-emphasis of natural resources management.
- 2 Obtain training based upon individual and park needs; develop cadre of skilled and trained resource management specialists--all with some foundation of training.
- 3 The program serves as a vehicle to attract highly qualified individuals to an NPS career in resources management. Furthermore, the program affords the opportunity to gain specialized training in approaching resources management areas oftentimes unique to Park Service areas.

4

a) Are these the proper objectives? If not, what should be the proper objectives?

- 1 At this time, yes.
- 2 Yes.
- 3 I believe so.

4

B. What is your overall evaluation of the Natural Resource Management Training Program?

- 1 An excellent program; however there are field area fears that WASO support is diminishing; there must be at least quarterly written positive support for the program.
- 2 My only problem with the program is the amount of time it takes to obtain training and carry out responsibilities of the job.
- 3 Excellent beginning. Some very bright, highly motivated individuals have been placed in training positions and as a result, resources management is receiving more of the attention it deserves in the parks.
- 4 Doing fine.

C. What are the major strengths of the Natural Resource Management Training Program?

- 1 Positive recruitment, training and funding.

2 Funding for training; guidelines that give all trainees the same bill of information but yet flexibility to develop training program around their needs and the needs of the park.

3 The major strength of the program lies in its flexibility that permits the development of individual plans that take into consideration the strengths and weaknesses of each trainee.

4 The trainees.

D. What are the major weaknesses of the Natural Resource Management Training Program?

1 No positive WASO commitment to supporting the program in year three; i.e., FTE and funds for parks to absorb the program after the training.

2 The amount of time it takes; how differently various regions manage the program.

3 1) A gradual lessening of the commitment to schedule duty time for working on training components. 2) Supervision of the trainees through Chief Rangers rather than directly from Superintendents. 3) Inability for coordinator (regional) to schedule enough time to actively monitor each trainee's progress (done semi-annually at present).

4

E. What are some suggestions you would make to improve the overall program or the individual training sessions?

1 1) Have a "key" person in WASO who will have all the answers. 2) Program funding should include regional offices; collateral duty does not allow for sufficient attention to the program. 3) Define relationship between natural resources and science so that field areas can understand.

2 All trainees should come in it on GS 719 level; regions should _____; there should be no incumbent positions.

3 Work on the above weaknesses.

4

G. Any other comments you may have about the Natural Resource Management Training Program or about this questionnaire would be appreciated.

1

2 I believe it should continue; however, a method should be developed to determine just how many of those trainees do we need. We need to consider developing a training program to bring other resource management

specialists and those employees with resource management collateral duties up to speed.

3 Acquaint trainees with national issues and even work some of these into their training components (e.g., reading assignments in some of the NPS Monograph Series), but place emphasis on regional and local issues as long as the trainee position is being provided by the park.

4

OPEN-ENDED QUESTIONS
REGIONAL COORDINATORS

OPEN-ENDED QUESTIONS

SUPERINTENDENTS

Natural Resource Management Training Program Questionnaire
Superintendents

A. What do you consider to be the most important objectives of the Natural Resource Management Training Program?

- 1 To upgrade the KSA's of individuals who will become resource management program leaders; to ensure natural resource managers are aware of cultural resources and their importance and vice versa. To gain familiarity with tools of the resources management trades.
- 2 Eventual placement of more permanent staff in the parks with specific resource management responsibilities and expertise so that resource management "gets off the ground" again.
- 3 Developing a formal program to meet our commitment of the wise and effective management of cultural and natural resources for the 80's and beyond.
- 4 Professionalizing NPS attention to resource management concerns; picking the best candidates and "filling in the gaps" in their knowledge and skills for current, target, and long-term roles as NPS resource managers.
- 5 To develop a cadre of resource management specialists who can assist park managers in (1) recognition and (2) development of management actions to deal with the natural resources of the parks.
- 6 Development of a professional cadre.
- 7 The ability to provide generally unavailable training to persons who are already highly qualified professionals, and who are adept at preserving national parks.
- 8 An understanding of the complexity and multitude of potential important park values and how they relate to political influences.

a) Are these the proper objectives? If not, what should be the proper objectives?

- 1
- 2 This is the proper objective.
- 3 Proper!
- 4 Yes.
- 5 Yes.
- 6

7

8 The objectives seem proper, but if the trainee is able to achieve those objectives, damn sure he/she would also be able to walk on water.

B. What is your overall evaluation of the Natural Resource Management Training Program?

1 Excellent program.

2 It is quick infusion of needed specialists into portions of field operation that has been on the back burner for too long. If other crunches of funding don't again squeeze it out of existence the effort will serve the resources very well.

3 A good start with a fine cadre of trainees; and counsellors who have done a great job from selection to execution.

4 Excellent.

5 From this view, excellent.

6 Excellent program that must be continued.

7 Wonderful.

8 Progressing well; too soon for a complete evaluation.

C. What are the major strengths of the Natural Resource Management Training Program?

1 Flexibility of curriculum.

2 Generally it will provide a quick buildup of expertise in the field areas to start dealing with shelved resource problems.

3 1) An identification of viable candidates for the program; 2) A formalized but not totally structured program; 3) A hands-on approach to "actual" resource management problems.

4 Thoroughness of attention to IDP, ample opportunity for general (not area-specific) training, yet good recognition of value of area-specific experience/OJT.

5 1) Recognition by the Service that field managers need to place greater emphasis on the management of the natural resources of their areas as opposed to people and facilities. 2) Initiation of a formal program to develop resource management specialists in sufficient numbers to fill vacancies without resorting to "re-treads."

6 Quality of participants; organization of program.

- 7 The training can be tailored for each participant.
- 8 Recognition and protection of the natural resources.

D. What are the major weaknesses of the Natural Resource Management Training Program?

- 1 Selection process for trainees has ben abused...some participants were selected to resolve personnel management problems in an expeditious manner rather than to develop competent resource management professionals.
- 2 There is a potential for "Johnny comes lately" influence in resource management with faulty quick cures. If the program continues to have the impetus it presently enjoys, resource consideration could lead to development of a "close the parks" syndrome.
- 3 I can't identify any. Perhaps at the conclusion of the program an overall view will identify any. The key word will be MAJOR.
- 4 Not enough participants.
- 5 The expectation by management that the formal training will provide trainees with the capability to be a "man/woman for all seasons." While it's important for resource management specialists to be exposed and aware of the wide range of resource management problems of the Service, it is not reasonable to expect them to be equally competent in dealing with all.
- 6 Expense
- 7 Too much time is necessarily spent away from the park. It is imperative that the participant remain in their park at the completion of the program to pay back this investment.
- 8 So much recognition is given to the trainee that the trainee forgets his/her relationship to the park and its staff.

E. What are some suggestions you would make to improve the overall program or the individual training session?

- 1 Let people specialize in local problems somewhat. Select people for the right reasons into the program. Give people awareness of subjects listed in "F" below from an overview position, but let people specialize in the things their park will be dealing with.
- 2
- 3 The program at Grand Canyon is working very well at this unit. No need to alter.
- 4 Double its size, at least.

5 Recognition that this program is not a panacea for the resource management ills of the Service but an elevation of this activity in our priorities. It will not do to assume that once we have a good number of resource managers trained that all will be right. These folks are the link between the park manager and the scientific educational communities and as they move on they must be replaced.

6

7 Those participants who have yet to attend Ranger Skills or a similar philosophical NPS course should be required and/or allowed to attend regardless of grade level and years of experience.

8 The program is close enough on course that changes should not be made at this time.

G. Any other comments you may have about the Natural Resource Management Training Program or about this questionnaire would be appreciated.

1 I hope the program continues.

2

3

4 RE: #18--They should tend to out-compete others because they have the training.

5 I think the program is in jeopardy from two standpoints: 1) Organizations, etc. tend to go from one thrust to another (living history, law enforcement, environmental education, A-76) and resource management does not have a large or solid constituency. Who are outside resource watchdogs? The program may be de-emphasized in the next shift to a new initiative. 2) Programs tend to suffer from organizational turf fights and this one is no exception. In order for the Resource Management Training Program to remain alive and well, it must retain the support of field managers. They will seek funding to perpetuate the Resource Managers after the training funds are gone; they will be the in-house constituency for the program. Do not allow this program to become a captive of special interest turf fights.

Questionnaire: some fall into the category of "when did you stop beating your wife?" #16: Some existing resource management specialists are very competent and to be forced into this program would be a waste of time. The poor ones will wash out along with the poor trainees. This does not mean, however, the program is poorly conceived. #19: Formal certification appears on the surface to be a good idea. It does not, however, ensure that the resource management specialist will be effective, only that certain criteria have been met. It would end up costing more than it is worth. Set some standards and let the employee/organization meet them. #26: Policies and issues are not in this case interchangeable. Resource management specialists should be well-versed in national policies, regional

or local issues may not be of Servicewide concern, but can get national (WASO) attention.

6

7

8

OPEN-ENDED QUESTIONS

SUPERVISORS

Natural Resource Management Training Program Questionnaire
Supervisors

A. What do you consider to be the most important objectives of the Natural Resource Management Training Program?

1 Understanding of interrelationship between natural resource managers and science; sensitivity of political influences; understanding of potential impacts and how to deal with them.

2

3 To develop: 1) a thorough knowledge and understanding of the NPS mission, philosophy, policies, and programs relating to the management of natural and cultural resources. 2) an understanding of the relationship between resources management and science and the ability to implement the products of science in managing park resources. 3) an appreciation of the complexity of potential impacts on park values and the knowledge of how to deal with threats to park resources.

4 Responsiveness to need for professionals in resource management in the National Park Service, particularly regarding air quality, fire management, wildlife, and vegetation management.

5 The development of competent professional resource managers in the National Park Service.

6 To prepare the participant to function at the full performance level in a Resource Management Specialist position through a thorough understanding of resource management policies, techniques and principles.

7 To train and instill the National Park Service philosophy in a cadre of young career employees to enable them to address the resource management issues and threats that confront the system today.

8 The preparation of natural resource management personnel trained through field experience relative to national park problems that work with park managers in recognizing, selecting management alternatives, and coordinating research programs which bring about resource problem solutions.

9 To prepare trainees to fill a huge void in park staff resource management responsibilities; to expose trainees to a broad range of issues and resource management subjects, but also to focus clearly on specific park problems in the trainees' area; to complete or revise the parks' resources management plan with proper guidance.

10 To train current NPS employees in the precepts, goals, and principles of resource management within the NPS.

11 Developing professional expertise.

12

- 13 To instill a cadre of NPS employees; the importance to protect the environment for the present and future enjoyment.
- 14 1) Formal training, orientation, and experience covering resource management programs and issues specific to a park and/or the trainees individual needs; 2) exposure to resource programs or issues of a more specific nature such as minerals, cave, oil spill abatement, and oil and gas management.
- 15 To develop persons capable of carrying out a diversified resources management program.
- 16 The most important objective is to develop a core group of individuals who are well trained and very knowledgeable in and who can provide information and guidance to park management on issues of natural resource management.
- 17 Preparing trainees to serve as national resources capable of serving as resource management specialists anywhere in the NPS or as part of a problem-solving team on special projects.
- 18 Training individuals to be professional natural resource specialists for now and in the future.
- 19 The most important overall objective is the training of a cadre of NPS employees whose specific function will be the monitoring and managing of NPS natural resources.
- 20 Participant develops a well rounded overview of the various issues, concerns, and problems confronting the Park Service and gains a working knowledge of how to address these issues on an interdisciplinary basis.
- 21 To develop a wide range of understanding in the trainees regarding resource management problems throughout the Service and how they are currently being managed.
- 22 To provide trainees with a broad background in resource management problems and sources to go to for help. To give a general background in resource management so they can function at the journeyman level upon program completion.
- 23 The specific emphasis on acquiring resource oriented employees and placing them in the park context.
- 24 To get well qualified and trained park resource management specialists to place a greater degree of importance on the resource management function in parks. To bring folks up to "full speed" rapidly so they can perform the resource management job.
- 25 Exposure to current technology and field techniques; ecological systems approach to resource management emphasis; initial development of a career ladder in natural resource management in NPS; exposure to overall/service-wide concerns of NPS on natural resource issues.

a) Are these the proper objectives? If not, what should be the proper objectives?

1 They are proper objectives.

2

3 Yes.

4 Objectives are good.

5

6 Yes; the objectives as stated in the "Guidelines for the Natural Resources Management Training Program" appear to be complete and appropriate.

7 In my opinion, yes.

8 Yes!

9 I feel the objectives are proper.

10 Yes.

11

12

13 They are as far as I am concerned.

14 The above is what I, as a supervisor, feel the objectives are. Our strategy is to meet these objectives.

15

16 I feel the objectives of the program have been adequately developed and are well stated.

17 Yes.

18 Yes.

19 Yes.

20

21 These are fine if they are kept in the broad context and zero in on more specific objectives to tackle the home park problems.

22 Yes.

23 Yes.

24 Yes.

25 Yes, for new/young employees of the NPS.

B. What is your overall evaluation of the Natural Resource Management Training Program?

1 Excellent.

2 It's a great prescription to a weak and ailing functional responsibility of the NPS.

3 Generally, a very good and needed program.

4 Fine program; definitely needed. Should do a lot of good.

5 In general, it's a very worthwhile program as long as it retains enough flexibility to provide on-going support to the park while the incumbent completes the training.

6 This is an excellent program as long as the park is committed completely to the training program. At Cape Cod we have been very careful to insure that all of the on-the-job experience received by the trainee is in some way related to one of their IDP training components.

7 The goals appear to be being met at present. So long as park management and administration doesn't lose sight of the objectives and try to make executives or researchers out of these field resource specialists.

8 Very good! The problems are minor. Length of time (two years) is good.

9 A good program in general; it requires management commitment to the trainee in providing opportunities to learn when they arrive.

10 It's a very good program.

11 Good, but could be better. Need more support and input from region and/or WASO. We're still waiting for approved IDP. No special regional training.

12

13 It's a good program.

14 Its been needed for a long time. I feel that it should continue and become the basis for recruiting for resource management positions in the future.

15 The idea is excellent, but implementation has varied regionally so much that actual quality depends on which region is implementing the program.

16 I don't know how we have done without it all these years and still have survived as a conservation agency.

17 One of the most important (based on need) programs ever started by the NPS.

18 It is excellent. Assigning the trainee to a trainee park seems to work best. Here he/she is free to do training, not try to do training in addition to their normal duties.

19 The overall concert is good; however the actual implementation of the program varies greatly by NPS region and even park unit.

20 A lot of time and thought has been put into developing the training program; it's unfortunate that it appears with the reorganization of the P.S./Science Office at the WASO level there is some confusion at the field level as to exactly what will become of the program and its trainees.

21 Too much, too fast, and no time to practice what they've learned. I hope they do not lost most of what they've picked up.

22 Overall, the program is a good one but too much time was devoted the last year to formal training making too little time available for "hands-on" nitty-gritty assignments.

23 Excellent if it is continued for a reasonable period of time; fair if it is to be a one-shot effort.

24 The best our agency has ever developed. This training will be recognized as a key element for future selection of resource management specialists and, in the long run, park managers.

25 Excellent for the first one or two classes.

C. What are the major strengths of the Natural Resource Management Training Program?

1 Recruitment was superior. Organization of program is excellent.

2 Probably the broad spectrum of resource exposure.

3 The recognition that resource management is critical in the operation of almost all NPS areas.

4 Emphasis on professional training, exposure to other field areas, and opportunities for university work.

5 The major strength in the separate positions and funding associated with the program which do not compete with other management priorities.

6 The major strengths are that the program, although containing certain overall requirements, can e tailored for the individual trainee and the

host park. I believe that we are effectively training a cadre of professional resource management specialists who can move around the service easily.. However, their immediate value will be to the host park upon completion of the program.

7 If all goes as planned, smaller NPS will have the on-site specialist needed to address resource issues that we previously fumbled our way through.

8 Support and thrust for the program from Washington. Field experience; academic development.

9 It provides the training park with a person solely responsible for the protection and management of that area's resources. Also, it provides a link between science and management, making each more meaningful to the other. That the IDP process is area specific and not generalized across the board. It focuses on real issues of the park, not some nebulous subject matter.

10 Training of NPS employees currently involved in resources management.

11 1) Interest and initiative of trainees; 2) Two years.

12

13 Dedication of employees selected.

14 Structured training, product oriented activities requiring specific involvement by the trainees, communication, and idea exchange by the trainees.

15 Adding new personnel to resources management ranks of NPS.

16 Again, we are developing some very capable people to be knowledgeable in what just might be our most critical area of concern.

17 The need for the program and the quality the trainees.

18 Providing highly qualified trainee natural resource specialists.

19 The recruitment and training of qualified interested individuals. Adequate funding for training both on the job and formal has been available.

20 The ability to address specific inhouse issues while at the same time allowing the trainee an opportunity to gain experience and a knowledge of the larger resource management issues that affect the Service.

21 Familiarization with policies regarding resource issues nation-wide. Objectives of the Service regarding resource management.

22 Training is being provided in several broad areas--i.e., water and air quality, pesticides etc. and trainees are getting to know the system and who the "experts" are so they can work efficiently upon completion.

23 Placing trainees in the parks. Separate funding.

24 Professional and field experience in both a classroom and park setting. Handling resource management problems in the real bio-political world. An opportunity to lead park resource management programs with adequate funding to support individual projects without effecting the parks budget base.

25 The funding available for travel/per diem and course tuition for special courses. Programs benefit both the trainee and the trainee park. It is an "OJT" oriented program verses going back to college for an advanced degree.

D. What are the major weaknesses of the Natural Resource Management Training Program?

1 Certain aspects of follow-up are dwindling (e.g., funding).

2 Time spent in travel to pick up training in different aspects of natural resources.

3 There may be conflicts between formal coursework and regular job responsibilities. However, these conflicts can often be avoided through proper scheduling of courses and work assignments.

4 Recruitment standards nation-wide seemed to vary greatly. Some trainees, I understand, are dusted-off rangers in need of a new career, some are people who were promised jobs by somebody, etc.

5 Too many components required in IDP.

6 Basically it is a strong program. We have had some problem in getting members of individual subject matter committees to participate. Perhaps the IDP was a bit too ambitious. Although we have guarded against it here, there is always a tendency to utilize trainees in exigent situations to assist in projects not related to resource management.

7 The insecurity of funding.

8 A mammoth and complex IDP is required which suggests considerable supervisory participation which is not available as often as it is needed.

9 Commitment of management to allow the trainee latitude to pursue the training program, vice trying to use the trainee as another operational park staff person whenever he/she is needed.

10 There needs to be more flexibility in setting up a program that will be more responsive to park and employee needs.

11 Not as organized as should be.

12

13 The formal training is hodge-podge and not in direction of trainee.

14 Lack of involvement by coordinator without specific expertise on an issue available locally, committee assignments and responsibilities covering training components are not realized by the trainee. They're too far away!

15 Not enough control by WASO to assure quality program in all regions; some regions used this program as a placement program, rather than attempting to find the most qualified applicants. Because competition was so keen, many of the trainees were ready to go and manage a full program without two years training. Those persons should be moved on earlier. Overtraining of some trainees has been at the expense of training existing staff.

16 In cases where the trainee is the only resource management person in the park, too much time must be spent out of the park in formal training courses. A necessary evil! I support the end does justify the means.

17 In some parks, routine operational needs often take precedence over training.

18 Program should develop the training park concept where a large park with large resource staff trains the resource specialist. After the training is completed the trainee is then assigned to a permanent park.

19 1) Some individual entered the program not because of expertise or interest but as a stepping stone for advanced ranger positions. 2) Many NPS courses are superficial and philosophically oriented.

20 Some trainees were selected on expedience rather than on a real need basis. Supervisors/coordinators many have limited resource management experience themselves and not know how best direct the trainee.

21 Placing people in the program that have resource management division chief responsibilities was definitely a major problem. They did not have enough time to do both job and training. Selecting newly hired employees instead of resource management specialists that were ready for leadership roles was a terrible mistake.

22 The program is too oriented to classroom sessions and not enough on hands-on experience. The basic courses developed by the service for the program are good; i.e., Ft. Collins, Albright, and Texas A&M, but too much time is spent going to specialty training.

23 Range of subjects too broad. Uncertain future for program's graduates; we may be building false hopes in terms of career and/or gearing them up for programs that don't exist. Training is fine. What's next? Need more specific training.

24 IDP development is time consuming and in the end not as effective as the time committed.

25 Difficulty in locating local sources of specialized training needed for trainee's IDP. No standard evaluation system for the program. Program

limited to lower graded trainees; A training/advisory committee such as in Lissoway's IDP should be required.

E. What are some suggestions you would make to improve the overall program or the individual training program?

1 Intensive critique after first session completed.

2 Intensify training program at Albright Training Center, schedule resource managers from private industry and federal and state government (not just NPS) and resource professions from colleges with well-known track record specializing in various facets of natural resources.

3 Resource managers could be of assistance in working with trainees in selected program areas.

4 1) Standardize recruitment; seek out highest qualified people. 2) Try to streamline IDP.

5

6 Need more uniform support at the Washington and regional level. In region the separation of resource management and science has been a problem in the area of coordination. Luckily the trainee previously had worked in the region and knew her way around. Somehow these two divisions should be better integrated in a future training program. Perhaps they should be combined for more efficiency and to prevent overlap.

7 Guarantee program funding and the employee's assignment to specific NPS areas.

8 Somewhat less academic activities and more park operations (res. mgt.) activity.

9 Ensure that park management supports the training program in every way, by involving the trainee in only high priority and meaningful projects from which the trainee (and the park) can greatly benefit.

10 Allow more flexibility in the IDP.

11 1) List min. requirements to be accomplished. 2) Periodic report of progress. 3) Follow-up of noted deficiencies, abilities to utilize, etc. 4) Computerization of all R.M.S. skills.

12

13 Reduce IDP's and have a training program that will fill the individual needs. Not training for training sake.

14 1) Coordinator does not have to be a regional office position. What about a specialist from one of the parks? 2) Use some of the support money to fund seasonals to relieve the trainee of some routine park tasks so that he/she can be more responsive to training components. 3) Possibly

restructuring program at a college or university to standardize training and exposure. Credit for Master's degree?

15 1) More WASO involvement in selective factors, pd's and the entire selection process to ensure greater consistency. 2) Do not send untrained people to destination parks immediately, but provide training in larger area first 12-18 months.

16 To improve the overall program. I think I would triple the number of participants and quadruple the funding for it.

17 The program would be a training program for new resource management specialists, not for people who have been in resource management for many years. 2) Also, the above problem (D) can be largely resolved by using major parks with a significant resource management staff as training parks. The larger staff has greater flexibility to deal with operational needs. 3) Also, there is much to be learned by temporarily duty-stationing trainees in a variety of different type parks.

18 There are too many training elements. They should be reduced in number.

19 Introduce more problem-specific/problem-solving courses. Include more regional courses; on-job-training. Require more regional office supervision/direction.

20 I would like to see more internship type assignments; a trainee assigned to a recognized and well established journeyman resource management specialist or scientist to actually work and learn alongside in specific project or long-term study.

21 Separate the trainee from job responsibilities; select from the most promising resource mgt. specialists inhouse and only a few from out of house. Reading assignments were not clear and therefore were way too much. List references as a bibliography but only assign specific chapters, etc. not read all the books clear through.

22 Stop trying to provide training in every conceivable aspect of resource management and concentrate on major programs. You can't put a whole career-worth of experience into a two-year program.

23 Plan beyond the two-year training period. This park has benefitted by having the trainee on our staff. We'd like to keep him! (Or at least get another one).

24 No!

25 Continue having the program be 18 months and not reduced back to one year. It takes a good while to develop a good IDP and to be able to attend several outside the service specialized courses. One year is too short. There should be no problem having two trainee classes going on at the same time; this class and another beginning in FY84. After a few classes we'll be saturated with lower graded natural resource management specialists and the training should become more available to field rangers for short courses, and to higher management.

G. Any other comments you may have about the Natural Resource Mgt. Training Program or about this questionnaire would be appreciated.

1

2 Comments to Part II: #5: to serve the best interests of the NPS, national problems or problems held in common, regional problems, and local problems are all necessary elements for a well-rounded program. #7: trainee's park job should include projects which are beneficial to the training program. #16: a modified version so that there is not a great deal of duplication. #17: "new" natural resource specialists should be recruited from natural resource disciplines with degrees. A very specialized program could be developed for them. #19: for "professional" status we should look to accreditation from colleges and universities. Law enforcement in general is a "technician" function as different from Criminology as a profession. #20: this would be subversing federal promotional competitive procedure. There are "professional" resource people in private sector as well as govt. that should be able to compete. #22: so long as they have college formal education in fields of natural resources. #24: for some cases, this is impractical; however, the trainee should have many contacts or professional exposure to these people. #26: political science should take a back seat in an honest resource mgt. training program.

3

4 1) I would feel a little better if I knew that this trainee, his FTE and salary were secure. 2) Will you report the results of your survey? 3) How can I find out how well our trainee program compares with others? 4) I'd like to put in a plug for another trainee if the program will continue.

5

6 Of the training programs I've seen in the NPS in the last 18 years, I think this is one of the best. Any program can be subverted by lack of commitment at different levels, but I think that the controls maintained at all levels guarantees a high level of success. In addition, the quality and commitment of the trainees has been outstanding.

7

8 Reference to question 20: Certification of a person as a resource mgt. specialist solely on completion would be inadequate. The training period is heavy with academic training and the specialist's field performance is frequently impeded by training on training-related meetings. Suggest a period of say one (1) year after the formal training program before any certification be made. #26: Much of the program should deal with problems relating to the park's resources. #27: Program seems to be canned; number and types of components--and not adaptable to the employee.

9 I am strongly opposed to any certification of resource managers. I feel this is not necessary, nor useful to anyone. The training programs must be tailored to resource problems as unique to the areas as the areas are in the system. Standardization in this case is undesirable to me. We cannot

hope to be experts in every conceivable area of resources management; it would be folly to think so. Instead, we must prepare managers who have specific interests and expertise in several key areas, resulting hopefully in effective managers with strong and well-developed management tools. A two-year program is about right in my estimation. As a doctor assesses the²condition of a patient, so must resources managers be able to monitor key ecological functions for change; then, he/she must be able to evaluate that change in terms of a comparison to what is "normal." Science must be used as a tool to assess these changes. Then can the manager approach the decisionmaking process with some good data. This approach need to be incorporated into the training program. The training program should provide the trainee with an opportunity to "philosophize" with those who have been (resource) managers, and now are located perhaps in regional or central offices. The benefits to the trainee from this kind of experience can be enormous. Time for this about 2-3 months.

10

11

12

13

14 The program should be continued. Based upon problems in meeting and communicating with committee members regarding specifics on training components, etc., it would seem more appropriate to duty station trainees at a college or university and run them through the same structured curriculum. Other training components specific to fewer parks, such as cave mgt. could be provided with to positions of need and/or to trainees with specific interest.

15

16

17 I hope this program is not abandoned after two years.

18

19 None at this time.

20

21 Instead of the trainees being sent to many training courses at Mather and Albright, which are many times 40 hours in length and very specific to only one aspect of resource management, courses should be set up to give them the basic concerns of several resource management problems. Possibly 4-8 hour segments on a specific resource and then on to the next. We are wasting their time and not gaining from this training. They learn too detailed of information and then don't have an opportunity of using it for several years if ever.

22

23

24 No!

25 (See attached.)

- G. Any other comments you may have about the Natural Resource Management Training Program or about this questionnaire would be appreciated.

1.) Field rangers need area specific resource management training. In 1982 we held a "Natural Resource Management Seminar" for 30 field rangers from Glen Canyon and neighboring NPS areas. Copy of the schedule is attached. The course objectives were:

- To promote knowledge of local resource management programs and concerns.
- To provide for interactions between rangers, academic and cooperating agencies personnel.
- To provide an overview of on-going and future needs.
- * - To develop a "team" approach to resources management.

(*) To me this is by far the most important objective. Without field ranger's involvement and support, resource management programs are difficult or impossible to accomplish.

We put this week of training on without any funding provided. It could be much better and open to more field rangers if the NRM training funds could support such training. You could require a training outline and objectives and upon approval provide \$2 - 4,000.

The trainees should be selected from the local park and nearby NPS neighbors. This training session would have been little use to a ranger from Wind Cave or Point Reyes.

2.) There needs to be continued or additional training for Resource Management Specialists. Provide each \$1 - 2,000 per year depending on approved IDP.

- Include both natural and cultural resource management.
- For instance some things I feel I need are:
 - Formulation and justification of research requests, and getting some base funding for research and resource programs.
 - Reviewing for completeness and need of research proposals.
 - Tracking special account funding and where you can and cannot transfer funds between.
 - Developing research contract bids.
 - ADP in resources management: capabilities
cost/benefits
local systems, and tying in to others.
 - Remote sensing/aerial photo interpretation
 - Training in the total ecosystem approach
 - Time and paper management & priority setting in resource programs
 - How to seek outside/academic research monies; "free bees".

- 3.) Don't forget Chief Rangers and Chief of I & RM in resource management training.
- 4.) Develop several core curriculum courses:

- Vegetation Management
- Wildlife Management
- Fire Management
- Etc.

This would preclude the need and problem to locate local sources. These courses could be packaged up and given all at once at Albright, or spread out over the training period.

- 5.) Resource management oriented law enforcement.

I think the NPS in general is behind the times as our law enforcement training has little or nothing oriented toward resource management law enforcement and resource laws. Some resource issues involve both criminal and civil laws; for example livestock trespass. Resource management oriented law enforcement can be much more sensitive than say for instance issuing a citation for speeding.

Resource management specialists, field rangers, and park law enforcement officers need training in such basic things as:

- Rights of ways
- fence laws
- water rights
- Special Use Permits
- In-holding purchase contracts
- Deed laws
- Tort claims involving natural damages
- Antiquities
- collecting permits
- consumptive use laws where applicable; mineral, fishing, hunting, commercial trips.

- 6.) In relation to questions # 19-22, I feel the current training program is probably too broad to allow "certification" as a Natural Resource Management professional upon completion.

The comparison to fire management qualifications/certification was made; and will emphasize my point. You can attend all the qualifying courses for Fire Boss or Sector Boss, but without follow-up on the job experience in a "trainee" status you are not certified. Think for a moment of all the various jobs that can be Red Card certified in fire; Fire Boss, Line Boss, Division, Sector, Crew and Squad Bosses; Plans Chief, Supply Officer, Camp Boss, Time Keeper, Firing Boss, Cat Boss, and so on and so forth.

To certify a trainee in the NRM training program as a professional Natural Resource Management Specialist upon completion of the 12-18 months, may be making Fire Bosses out of Crew/Squad Bosses.

I think a check-list of resource management programs and projects experience may be appropriate and may provide a way to weight and evaluate the experience towards a level desired or required for "professional" certification.

EVALUATION SURVEY

PLEASE COMPLETE AND RETURN THE FOLLOWING QUESTIONNAIRE
COMPLETED QUESTIONNAIRES SHOULD BE SENT NOT LATER THAN 31 AUGUST, 1983 TO:

Professor Paul F. Nowak
Center for Strategic Wildland
Management Studies
School of Natural Resources
The University of Michigan
Ann Arbor, Michigan 48109

The first program sequence of the Natural Resource Management Training Program is well underway. This questionnaire is designed to evaluate perceptions of various components of the program, and is being distributed to individuals who are currently involved with the program in various roles.

Your ideas and comments concerning the strengths and weaknesses of the program will help make future sessions even more effective. Your answers to the following questions will provide essential data upon which decisions will be made concerning future programs.

- I. Please indicate your relationship to the Natural Resource Management Training Program.

_____ Trainee/Participant

_____ Direct supervisor of participant

_____ Superintendent of area to which participant is assigned

_____ Regional coordinator, Natural Resource Management Training Program

- II. After each of the following statements, please circle the number from (1) Strongly Agree, to (5) Strongly Disagree which best describes your reaction to the statement. Circle (3) if you have no definite opinion.

1. The objectives of the training program are clearly stated.

Strongly Agree 1 2 3 4 5 Strongly Disagree

2. The emphasis in the program should be on attracting qualified natural resource specialists into the National Park Service.

Strongly Agree 1 2 3 4 5 Strongly Disagree

3. The emphasis in the program should be on training Park Service personnel to become qualified natural resource specialists.

Strongly Agree 1 2 3 4 5 Strongly Disagree

4. In the current training program there is too much emphasis on the National Park Service's mission and philosophy.

Strongly Agree 1 2 3 4 5 Strongly Disagree

5. Supervisors and regional coordinators should strongly encourage trainees to select training elements which are designed to address immediate and local problems.

Strongly Agree 1 2 3 4 5 Strongly Disagree

6. Program guidelines have been strongly supported by supervisors and regional coordinators.

Strongly Agree 1 2 3 4 5 Strongly Disagree

7. During the period of training, trainees should be substantially released from regular job responsibilities.

Strongly Agree 1 2 3 4 5 Strongly Disagree

8. Individual Development Plans are difficult to develop and organize so that they achieve the multiple goals set out by the program.

Strongly Agree 1 2 3 4 5 Strongly Disagree

9. Under current program guidelines, Individual Development Plans are sufficiently flexible to allow for needed adjustment during the program.

Strongly Agree 1 2 3 4 5 Strongly Disagree

10. In general, the Individual Development Plans are worth the time and effort necessary to develop them.

Strongly Agree 1 2 3 4 5 Strongly Disagree

11. Participants should receive consistent guidance in the development of their Individual Development Plans.

Strongly Agree 1 2 3 4 5 Strongly Disagree

12. Feedback on Individual Development Plans has been substantive.

Strongly Agree 1 2 3 4 5 Strongly Disagree

13. Interaction among participants (trainees) is one of the most important aspects of the program.

Strongly Agree 1 2 3 4 5 Strongly Disagree

14. It is important to increase the amount of time that trainees spend together in the program.

Strongly Agree 1 2 3 4 5 Strongly Disagree

15. The current leadership of the National Park Service seems to feel that this training program is important.

Strongly Agree 1 2 3 4 5 Strongly Disagree

16. The Natural Resource Management Training Program should be required of all existing natural resource specialists in the National Park Service.

Strongly Agree 1 2 3 4 5 Strongly Disagree

17. The Natural Resource Management Training Program should be required of all new natural resource specialists in the National Park Service.

Strongly Agree 1 2 3 4 5 Strongly Disagree

18. Individuals who have completed the Natural Resource Management Training Program should receive priority in competition for natural resource specialist positions within the National Park Service.

Strongly Agree 1 2 3 4 5 Strongly Disagree

19. The National Park Service natural resource specialist should be formally certified as a professional natural resource specialist in a manner parallel to that used for law enforcement and fire management specialists.

Strongly Agree 1 2 3 4 5 Strongly Disagree

20. Successful completion of the Natural Resource Management Training Program should lead to formal certification as a professional natural resource specialist.

Strongly Agree 1 2 3 4 5 Strongly Disagree

21. Completion of the Natural Resource Management Training Program should be required for promotion to natural resource specialist positions at or above GS-11.

Strongly Agree 1 2 3 4 5 Strongly Disagree

22. Job experiences equivalent to the Natural Resource Management Training Program experience should be accepted as sufficient for promotion to natural resource specialist positions at or above GS-11.

Strongly Agree 1 2 3 4 5 Strongly Disagree

23. Explicit and understandable standards exist by which successful completion of the program can be measured.

Strongly Agree 1 2 3 4 5 Strongly Disagree

24. Each trainee should spend substantial time during the training program working directly with an experienced and qualified specialist in natural resource management.

Strongly Agree 1 2 3 4 5 Strongly Disagree

25. There has been good communication among trainees, supervisors, and training program managers that has increased the effectiveness of the Natural Resource Training Program.

Strongly Agree 1 2 3 4 5 Strongly Disagree

26. The training program should emphasize national policies and issues rather than regional or local ones.

Strongly Agree 1 2 3 4 5 Strongly Disagree

27. One strength of the program is its ability to adapt to the unique needs of each participant.

Strongly Agree 1 2 3 4 5 Strongly Disagree

28. The time demands of the program often conflict with trainees' park responsibilities.

Strongly Agree 1 2 3 4 5 Strongly Disagree

29. The training program does not contain enough formal coursework and relies too much on on-the-job training.

Strongly Agree 1 2 3 4 5 Strongly Disagree

30. The training program should be expanded to place additional emphasis on developing skills for working with adjacent landowners and communities to resolve natural resource issues.

Strongly Agree 1 2 3 4 5 Strongly Disagree

31. The training program should provide at least some information on a broad spectrum of possible natural resource management problems, not merely on those classes that are of importance in the trainee's own park.

Strongly Agree 1 2 3 4 5 Strongly Disagree

32. Feedback on Individual Development Plans has been prompt.

Strongly Agree 1 2 3 4 5 Strongly Disagree

III. Open-ended Questions

Directions: Please add any comments you think are important.

A. What do you consider to be the most important objectives of the Natural Resource Management Training Program?

a) Are these the proper objectives? If not, what should be the proper objectives?

B. What is your overall evaluation of the Natural Resource Management Training Program?

C. What are the major strengths of the Natural Resource Management Training Program?

D. What are the major weaknesses of the Natural Resource Management Training Program?

E. What are some suggestions you would make to improve the overall program or the individual training sessions?

F. How would you rate the importance of the following "Natural Resource Management Components" in each Individual Development Plan (IDP)?

	High Need	Medium Need	Low Need	No Need
1. Resources Management Plan	_____	_____	_____	_____
2. Air Quality Monitoring	_____	_____	_____	_____
3. Water Resource Use, Protection, and Monitoring	_____	_____	_____	_____
4. Coastal Systems Management	_____	_____	_____	_____
5. Vegetation Management and Monitoring	_____	_____	_____	_____
6. Exotic Plant Control	_____	_____	_____	_____
7. Insect and Disease Control	_____	_____	_____	_____
8. Landscape Rehabilitation and Restoration	_____	_____	_____	_____
9. Wildland Fire Management	_____	_____	_____	_____
10. Wildlife Management	_____	_____	_____	_____
11. Exotic Animal Control	_____	_____	_____	_____
12. Hazardous Animals and Plant Control	_____	_____	_____	_____

	High Need	Medium Need	Low Need	No Need
13. Fisheries Management	_____	_____	_____	_____
14. Endangered/Threatened Species Mgt.	_____	_____	_____	_____
15. Backcountry Managment	_____	_____	_____	_____
16. Cave Management	_____	_____	_____	_____
17. Oil Spills and Hazardous Waste	_____	_____	_____	_____
18. Cultural Resources Site Management	_____	_____	_____	_____
19. Use of ADP in Natural Resources Mgt.	_____	_____	_____	_____
20. Ecological Factors	_____	_____	_____	_____
21. Environmental Law	_____	_____	_____	_____
22. Information Baseline Management and Ecosystem Maps	_____	_____	_____	_____
23. Natural Resource Management/Science Interrelations	_____	_____	_____	_____
24. Endangered/Threatened Species Consultation	_____	_____	_____	_____
25. Integrated Pest Management	_____	_____	_____	_____
26. Minerals Management	_____	_____	_____	_____
27. Public Relations and Interpretation	_____	_____	_____	_____
28. Political Realities	_____	_____	_____	_____
29. Anthropological Aspects of Natural Resource Management	_____	_____	_____	_____
30. Sociological Factors in Natural Resource Management	_____	_____	_____	_____
31. Carrying Capacity Development	_____	_____	_____	_____
32. Visitor Use Plan Development	_____	_____	_____	_____
33. Introduction to Statistics and Probability Analysis	_____	_____	_____	_____

G. Any other comments you may have about the Natural Resource Management Training Program or about this questionnaire would be appreciated.



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