October 6, 2000

Memorandum

To: All NPS Ethnographers

From: Leader, NPS Training and Development Team

Subject: Report on Results of Cultural Resources Stewardship Training Needs Assessment for Ethnographers

From April through July of 2000, the National Park Service, in partnership with the Center for Recreation Resources Policy at George Mason University, Manassas, Virginia, conducted a Servicewide Training Needs Assessment for your occupational group. The survey questionnaire that you completed focused on the essential competencies for your performance level.

The attached report provides the results of the survey in both discussion and table format. It provides the project’s background, the survey’s methodology (including study population, survey instrument development, data collection, response rate, and data analyses), the demographic profile of the survey respondents, and the academic degrees held by the respondents. Most importantly, the report discusses:

- the essential competencies identified as most important
- the essential competencies identified as least important
- the gaps in essential competencies preparedness

Thank you for taking time to complete and submit the survey questionnaire. I encourage you to read this report. Please share it with your supervisor. The results of this survey will be used to develop and implement a training curriculum for your occupational group.

Please direct your questions or comments regarding this report to Dr. Brett Wright, George Mason University Project Director at (703) 993-2064, or Tony Knapp, Cultural Resources Stewardship Training Manager, Stephen T. Mather Training Center Project Coordinator at (304) 535-6178.

Edward D. Carlin

Attachment
NATIONAL PARK SERVICE
Cultural Resources Stewardship Training Needs Assessment

FINAL REPORT

ETHNOGRAPHER

Grant-Kohrs National Historic Site (NHS), Deer Lodge, Montana.
Lower yard from slough looking east, 1998.

STEPHEN T. MATHER TRAINING CENTER
National Park Service

CENTER FOR RECREATION RESOURCES POLICY
George Mason University
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NATIONAL PARK SERVICE
Cultural Resources Stewardship Training Needs Assessment

FINAL REPORT

ETHNOGRAPHER

BACKGROUND

In 1993, the Government Performance and Results Act (GPRA, 1993) was passed and signed into law. This legislation mandated that the actions of federal agencies be guided through the establishment of concrete goals and measured by performance evaluation.

The following year, the National Leadership Council of the National Park Service (NPS), as its first formal action, approved and adopted the NPS Employee Training and Development Strategy. This Strategy, commensurate with the spirit of GPRA, implemented a competency-based approach to training for all employees Servicewide. Its stated mission is to provide for the professional growth and continuous learning of all NPS employees, by providing them with a comprehensive, mission-focused training and development program (NPS, 1995).

Furthermore, the Government Education and Training Act (GETA), enacted in 1958, requires agencies to conduct training needs assessments in order to provide a realistic basis upon which to plan, program and direct training and development activities toward the achievement of organizational and program goals. As a result, the NPS Stephen T. Mather Training Center entered into a cooperative agreement with the Center for Recreation Resources Policy at George Mason University in 1994 to conduct a training needs assessment for the Interpretation career field (Wright and Makay, 1995).

With the growing momentum of the Strategy, teams of employees and training managers, representing 17 different career fields, began the arduous task of compiling and documenting the “essential competencies” required to guide the professional development of NPS employees, in 225 occupational groups, for the next 10 years. The results of this effort are documented in the NPS Employee Training and Development Career Planning and Tracking Kit.

To begin establishing a baseline of data depicting needs and levels of current performance, the National Park Service, Stephen T. Mather Training Center, entered into an agreement with George Mason University, Center for Recreation Resources Policy, to conduct formal training needs assessments for employees in or associated with the Cultural Resources Stewardship Career Field.

The purpose of this report is to document the procedures and findings associated with the assessment of training needs for Ethnographers. More specifically, this study was designed to accomplish the following objectives:

1. To determine the perceptions of Ethnographers regarding the importance of each of the
essential competencies outlined in the NPS Employee Training and Development Career Planning and Tracking Kit.

2. To determine the perceptions of Ethnographers regarding their level of preparedness to perform each essential competency.

3. To diagnostically assess the gaps in existing training, given the importance assigned to competencies and the general level of preparedness to perform critical tasks.

4. To compare the perceptions of employees and their first-line supervisors regarding training needs.

METHODS

Study Population. Given the relatively small number of employees in the Cultural Resources Stewardship Career Field, particularly in some occupational fields (e.g., 15 Museum Conservators), a decision was made to include the total population of employees, rather than survey a proportional sample. Eight (8) Developmental Level Ethnographers, and sixteen (16) Full Performance Level Ethnographers, in NPS parks, offices, and centers were asked to participate in this study.

Development of the Survey Instrument. Essential competencies identified for Ethnographers were integrated into a mail survey instrument. These competencies, in addition to demographic data pertinent to National Park Service employees, formed the basis for the questionnaire. Respondents were asked to indicate their perceptions of how important essential competencies were to the performance of their present jobs (1 = Not Important, 7 = Extremely Important). Then, given the same list of competencies, they were asked to rate their preparation to perform those tasks (1 = Unprepared, 7 = Fully Competent). A copy of each survey instrument is included as Appendix A-1 and A-3.

Data Collection. Following standard procedures of social science and survey research, a cover letter, questionnaire, and self-addressed, business reply envelope, were mailed to each of the Ethnographers in May 2000. They were asked to complete the questionnaire during their workday, as part of their official duties. Approximately four weeks later, those persons who had not responded to the initial mailing were mailed a follow up letter and questionnaire requesting that they complete the questionnaire and return it as soon as possible.

Study participants also were sent a separate questionnaire and cover letter and asked to give it to their first-line supervisor to complete and return. Because some supervisors were responsible for supervising more than one employee, the total population of supervisors is not known. Therefore, no response rate for supervisors will be reported. Data collected from supervisors are reported as an aggregate and used for comparative purposes only.

Response Rates. At the end of the data collection period, a total of 7 questionnaires for Developmental Level Ethnographers, and 11 questionnaires for Full Performance Level Ethnographers had been returned. Unlike surveys of the general population, there were no questionnaires returned as "undeliverable." Therefore, the effective response rate for this study was as follows:
Developmental Level = 87.50%
Full Performance Level = 68.75%

Data Analyses. Data were analyzed using the Statistical Package for the Social Sciences (SPSS), a popular software program utilized by social and behavioral scientists. Standard frequency distributions were computed for both the importance assigned to, and ability to perform each of the essential competencies.

Moreover, these statistics were combined to identify “training gaps” through a simple Importance-Performance, or gap analysis. For example, competencies in which employees perceived themselves to be unprepared to perform can be viewed relative to their perceived importance to the employees’ successful job performance. Competencies experiencing the largest “gaps” (i.e., Competency minus Importance) should receive greater emphasis when planning training. Treatment of the importance and competency (performance) data using Importance-Competency (I-C), or gap analysis, is similar to procedures reported first by Martilla and James (1977). The results are presented in the discussion, table, and figure below.

RESULTS AND DISCUSSION

ETHNOGRAPHER – DEVELOPMENTAL LEVEL

Profile of Respondents. A majority of respondents was female (\(\bar{x} = 71.4\%\)). The average age of respondents was 49.1 years of age. They had completed 18.4 years of formal education. See Appendix A-2 for information pertaining to academic degrees held by Developmental Level Ethnographers.

While most respondents were White (60%), 40 percent were American Indian or Alaska Native. The majority held the rank of GS-11; however, 42.9 percent of the respondents were GS-9’s. They had been employed by the National Park Service for 8.5 years and had been in their current positions for five years.

Importance of Competencies. As can be seen in Table 2, respondents rated 26 different competencies as having the greatest importance to them in their current positions. Each of these competencies received a mean importance rating of 6.0 or higher on the 7-point scale. They were:

(Q2) General professional knowledge of the formal history, prehistory and ethnography of native cultures of the Americas; general familiarity with the history of the Americas from European contact to the present.

(Q3) Knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities traditionally associated with parks.

(Q4) General knowledge of cultural and social dynamics of ethnic, occupational, and park-associated communities and with issues of race, class, and ethnicity in the United States; general familiarity with cultural/human ecology.
(Q5) General knowledge of the current standards, theory, data principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, and interview.

(Q6) Working knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork; bilingual skills.

(Q8) Knowledge of cultural resources management principles, concepts, methods and practices.


(Q10) Working knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.

(Q11) Skill in conducting and coordinating consultation and compliance procedures.

(Q12) Ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities and their recent past.

(Q13) Professional skills and ability to implement cultural resource research, planning, technical assistance, and reporting projects.

(Q14) Ability to collect and analyze data from published and unpublished sources and field research and to prepare a professional synthesis or summary of the data.

(Q15) Ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.

(Q16) Ability to oversee the implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

(Q17) Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.
(Q18) Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and agreements for the completion of complex cultural resource programs.

(Q19) Knowledge of federal contracting requirements and procedures, and ability to assist in preparing scopes of work and requests for proposals.

(Q20) Ability to work with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

(Q21) Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

(Q22) General knowledge of Park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q23) Ability to prepare basic professional oral and written communications, and public presentations, which convey applied ethnographic data and concepts.

(Q24) Ability to prepare papers and presentations for conferences.

(Q25) Ability to draft correspondence, components of reports, informational articles and other written assignments.

(Q26) Ability to analytically review studies, planning documents, proposals, and other documents.

(Q27) Ability to identify sources for culturally appropriate information about ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.

(Q28) Skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.

No items were rated as being relatively unimportant (i.e., less than 4.0).

Perceived Level of Competency. Respondents reported feeling highly competent regarding only four of the 31 competencies, rating these items as 6.0 or higher on the 7-point scale. They were:

(Q15) Ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.

(Q25) Ability to draft correspondence, components of reports, informational articles and other written assignments.
(Q26) Ability to analytically review studies, planning documents, proposals, and other documents.

(Q27) Ability to identify sources for culturally appropriate information about ethno
graphic resources and associated peoples to be used in the preparation of films,
maps, brochures, exhibits, and other public materials and programs.

On the other hand, respondents indicated they were not well prepared to address five competencies. They were:

(Q1) Knowledge of concepts, information, and technology for ethnographic database
development.

(Q19) Knowledge of federal contracting requirements and procedures, and ability to
assist in preparing scopes of work and requests for proposals.

(Q29) Knowledge in developing and using training materials, methods, and curricula.

(Q30) Ability to develop components of applied anthropological training curricula and
training materials for non-specialists in anthropology.

(Q31) Skill in conducting training and assisting with workshops.

These competencies were rated as 4.0 or lower on the 7-point Competency scale.

Gaps in Cultural Resource Stewardship Training. Table 2 provides a ranking of essential competen-
cies producing the largest “L-C gaps” within this occupational group. They were, in order of magnitude:

(Q19) Knowledge of federal contracting requirements and procedures, and ability to
assist in preparing scopes of work and requests for proposals.

(Q9) Knowledge of Federal legislation affecting park programs, associated people
and communities and ethnographically significant resources including: the
National Historic Preservation Act (NHPA) of 1966, as amended; the National
Environmental Policy Act (NEPA) of 1969; American Indian Religious Free
dom Act (AIRFA) of 1978; Alaskan National Interest Lands Conservation Act
(ANILCA) of 1980; the Indian Self-Determination and Education Act of 1994;
and the Native American Graves Protection and Repatriation Act of 1990
(NAGPRA).

(Q10) Working knowledge of the origins, theories, principles, laws, practices, and tech
niques of historic preservation, particularly as they apply to Native Americans
and other park-affiliated groups and to preservation of ethnographic resources.

(Q18) Ability to identify appropriate partnerships inside and outside the Service for
cooperative projects and to prepare cooperative projects and agreements for the
completion of complex cultural resource programs.
(Q22) General knowledge of Park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q29) Knowledge in developing and using training materials, methods, and curricula.

(Q6) Working knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork; bilingual skills.

(Q3) Knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities traditionally associated with parks.

(Q8) Knowledge of cultural resources management principles, concepts, methods and practices.

(Q16) Ability to oversee the implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

(Q30) Ability to develop components of applied anthropological training curricula and training materials for non-specialists in anthropology.

(Q1) Knowledge of concepts, information, and technology for ethnographic database development.

(Q5) General knowledge of the current standards, theory, data principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, and interview.

(Q12) Ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities and their recent past.

(Q13) Professional skills and ability to implement cultural resource research, planning, technical assistance, and reporting projects.

(Q17) Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.

(Q31) Skill in conducting training and assisting with workshops.

(Q23) Ability to prepare basic professional oral and written communications, and public presentations, which convey applied ethnographic data and concepts.
(Q11) Skill in conducting and coordinating consultation and compliance procedures.

(Q21) Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

(Q2) General professional knowledge of the formal history, prehistory and ethnohistory of native cultures of the Americas; general familiarity with the history of the Americas from European contact to the present.

(Q4) General knowledge of cultural and social dynamics of ethnic, occupational, and park-associated communities and with issues of race, class, and ethnicity in the United States; general familiarity with cultural/human ecology.

Each of these competencies produced a gap in excess of 1.0. Only one competency produced a positive gap where the relative importance was exceeded by the perceived level of preparedness. It was:

(Q7) Knowledge of professional and anthropological associations.

Figure 1 presents a graphic depiction of the gaps between importance and competency assigned to each item.

Perceptions of First-Line Supervisors. There was agreement between employees and first-line supervisors regarding six of the most significant training needs of this occupational group. First-line supervisors rated seven competencies as having gaps in excess of 1.0. Of these, six competencies were held in common (Q8, Q9, Q12, Q17, Q21, Q22). First-line supervisors also believed that employees needed training on "...working with a team of [professionals] and solving problems under pressure" (Q20). Supervisors' perceptions of critical training needs are listed below in order of magnitude:

(Q17) Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.

(Q22) General knowledge of Park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q20) Ability to work with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

(Q21) Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

(Q9) Knowledge of Federal legislation affecting park programs, associated people and communities and ethnographically significant resources including: the National Historic Preservation Act (NHPA) of 1966, as amended; the National

(Q8) Knowledge of cultural resources management principles, concepts, methods and practices.

(Q12) Ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities and their recent past.
<table>
<thead>
<tr>
<th>ITEMS RATED/QUESTIONS</th>
<th>MEAN IMPORTANCE</th>
<th>STANDARD DEVIATION</th>
<th>MEAN COMPETENCY</th>
<th>STANDARD DEVIATION</th>
<th>(I-C) GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q19. Knowledge of federal contracting requirements and procedures, and ability to assist in preparing scopes of work and requests for proposals.</td>
<td>6.143</td>
<td>0.639</td>
<td>3.000</td>
<td>2.000</td>
<td>-3.143</td>
</tr>
<tr>
<td>Q9. Knowledge of Federal legislation affecting park programs, associated people and communities and ethnographically significant resources including: the National Historic Preservation Act (NHPA) of 1966, as amended; the National Environmental Policy Act.</td>
<td>6.714</td>
<td>0.700</td>
<td>4.571</td>
<td>1.841</td>
<td>-2.143</td>
</tr>
<tr>
<td>Q10. Working knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.</td>
<td>6.429</td>
<td>0.728</td>
<td>4.429</td>
<td>1.761</td>
<td>-2.000</td>
</tr>
<tr>
<td>Q18. Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and agreements for the completion of complex cultural resource programs.</td>
<td>6.571</td>
<td>0.495</td>
<td>4.571</td>
<td>2.129</td>
<td>-2.000</td>
</tr>
<tr>
<td>Q22. General knowledge of Park planning policies and procedures and demonstrated experience in applying them to projects or research.</td>
<td>6.286</td>
<td>0.700</td>
<td>4.286</td>
<td>1.906</td>
<td>-2.000</td>
</tr>
<tr>
<td>Q29. Knowledge in developing and using training materials, methods, and curricula.</td>
<td>5.714</td>
<td>1.161</td>
<td>3.714</td>
<td>1.385</td>
<td>-2.000</td>
</tr>
<tr>
<td>Q6. Working knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork; bilingual skills.</td>
<td>6.857</td>
<td>0.350</td>
<td>5.000</td>
<td>1.195</td>
<td>-1.857</td>
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<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
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<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
<td>(I-C) GAP</td>
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<tr>
<td>Q3. Knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities traditionally associated with parks.</td>
<td>6.000</td>
<td>1.690</td>
<td>4.286</td>
<td>1.666</td>
<td>1.714</td>
</tr>
<tr>
<td>Q8. Knowledge of cultural resources management principles, concepts, methods and practices.</td>
<td>6.571</td>
<td>0.728</td>
<td>4.857</td>
<td>1.641</td>
<td>1.714</td>
</tr>
<tr>
<td>Q16. Ability to oversee the implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.</td>
<td>6.571</td>
<td>0.728</td>
<td>4.857</td>
<td>1.884</td>
<td>1.714</td>
</tr>
<tr>
<td>Q30. Ability to develop components of applied anthropological training curricula and training materials for non-specialists in anthropology.</td>
<td>5.429</td>
<td>1.050</td>
<td>3.714</td>
<td>1.578</td>
<td>1.714</td>
</tr>
<tr>
<td>Q1. Knowledge of concepts, information, and technology for ethnographic database development.</td>
<td>4.429</td>
<td>2.060</td>
<td>2.857</td>
<td>1.726</td>
<td>1.571</td>
</tr>
<tr>
<td>Q5. General knowledge of the current standards, theory, data principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, and interview.</td>
<td>6.857</td>
<td>0.350</td>
<td>5.286</td>
<td>1.750</td>
<td>1.571</td>
</tr>
<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
<td>STANDARD DEVIATION</td>
<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
<td>(I-C) GAP</td>
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<tr>
<td>Q12. Ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities and their recent past.</td>
<td>6.571</td>
<td>0.728</td>
<td>5.000</td>
<td>1.309</td>
<td>-1.571</td>
</tr>
<tr>
<td>Q13. Professional skills and ability to implement cultural resource research, planning, technical assistance, and reporting projects.</td>
<td>6.714</td>
<td>0.700</td>
<td>5.143</td>
<td>1.884</td>
<td>-1.571</td>
</tr>
<tr>
<td>Q17. Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.</td>
<td>6.286</td>
<td>0.700</td>
<td>4.714</td>
<td>1.829</td>
<td>-1.571</td>
</tr>
<tr>
<td>Q31. Skill in conducting training and assisting with workshops.</td>
<td>5.571</td>
<td>1.178</td>
<td>4.000</td>
<td>1.690</td>
<td>-1.571</td>
</tr>
<tr>
<td>Q23. Ability to prepare basic professional oral and written communications, and public presentations, which convey applied ethnographic data and concepts.</td>
<td>7.000</td>
<td>0.000</td>
<td>5.571</td>
<td>1.678</td>
<td>-1.429</td>
</tr>
<tr>
<td>Q11. Skill in conducting and coordinating consultation and compliance procedures.</td>
<td>6.857</td>
<td>0.350</td>
<td>5.429</td>
<td>0.728</td>
<td>-1.429</td>
</tr>
<tr>
<td>Q21. Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.</td>
<td>6.857</td>
<td>0.350</td>
<td>5.429</td>
<td>1.498</td>
<td>-1.429</td>
</tr>
<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
<td>STANDARD DEVIATION</td>
<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
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</tr>
<tr>
<td>Q2. General professional knowledge of the formal history, prehistory and ethnography of native cultures of the Americas; general familiarity with the history of the Americas from European contact to the present.</td>
<td>6.286</td>
<td>1.161</td>
<td>5.143</td>
<td>0.990</td>
<td>-1.143</td>
</tr>
<tr>
<td>Q4. General knowledge of cultural and social dynamics of ethnic, occupational, and park-associated communities and with issues of race, class, and ethnicity in the United States; general familiarity with cultural/human ecology.</td>
<td>6.000</td>
<td>1.690</td>
<td>5.000</td>
<td>1.195</td>
<td>-1.000</td>
</tr>
<tr>
<td>Q28. Skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.</td>
<td>6.714</td>
<td>0.452</td>
<td>5.857</td>
<td>1.552</td>
<td>-0.857</td>
</tr>
<tr>
<td>Q24. Ability to prepare papers and presentations for conferences.</td>
<td>6.571</td>
<td>0.728</td>
<td>5.714</td>
<td>1.578</td>
<td>-0.857</td>
</tr>
<tr>
<td>Q25. Ability to draft correspondence, components of reports, informational articles and other written assignments.</td>
<td>6.714</td>
<td>0.700</td>
<td>6.000</td>
<td>1.195</td>
<td>-0.714</td>
</tr>
<tr>
<td>Q14. Ability to collect and analyze data from published and unpublished sources and field research and to prepare a professional synthesis or summary of the data.</td>
<td>6.429</td>
<td>0.728</td>
<td>5.857</td>
<td>1.125</td>
<td>-0.571</td>
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<tr>
<td>Q26. Ability to analytically review studies, planning documents, proposals, and other documents.</td>
<td>6.714</td>
<td>0.700</td>
<td>6.143</td>
<td>1.355</td>
<td>-0.571</td>
</tr>
</tbody>
</table>
Table 1. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Ethnographer - Developmental Level

<table>
<thead>
<tr>
<th>ITEMS RATED/QUESTIONS</th>
<th>MEAN IMPORTANCE</th>
<th>STANDARD DEVIATION</th>
<th>MEAN COMPETENCY</th>
<th>STANDARD DEVIATION</th>
<th>(I-C) GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15. Ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.</td>
<td>7.000</td>
<td>0.000</td>
<td>6.571</td>
<td>0.728</td>
<td>-0.429</td>
</tr>
<tr>
<td>Q27. Ability to identify sources for culturally appropriate information about ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.</td>
<td>6.429</td>
<td>0.728</td>
<td>6.000</td>
<td>1.690</td>
<td>-0.429</td>
</tr>
<tr>
<td>Q20. Ability to work with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.</td>
<td>6.143</td>
<td>1.125</td>
<td>5.857</td>
<td>0.990</td>
<td>-0.286</td>
</tr>
<tr>
<td>Q7. Knowledge of professional and anthropological associations.</td>
<td>5.000</td>
<td>1.512</td>
<td>5.500</td>
<td>0.957</td>
<td>0.500</td>
</tr>
</tbody>
</table>
ETHNOGRAPHER – FULL PERFORMANCE LEVEL

Profile of Respondents. Of the 11 Full Performance Ethnographers who responded to the survey, slightly over half were male (54.5%); 45.5 percent were female. The average age of respondents was slightly less than 52 years of age ($\bar{x} = 51.9$ years). They had completed 19 years of formal education. See Appendix A-4 for information pertaining to academic degrees held by Full Performance Ethnographers.

Nine of the 11 respondents were White (81.9%); one respondent was Hispanic and one was “Other” (not defined). Five held the rank of GS-12; four were GS-13’s; and, one was a GS-14 (one respondent failed to respond to this question). They had been employed by the National Park Service for slightly more than seven years ($\bar{x} = 7.36$ years). They had been in their current positions for slightly more than five years ($\bar{x} = 5.36$ years).

Importance of Competencies. As can be seen in Table 2, respondents rated 22 different competencies as having the greatest importance to them in their current positions. They were:

(Q2) Current professional knowledge of the formal history, prehistory, and ethnohistory of native and other cultures from European contact to the present.

(Q3) Current authoritative professional knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities associated with parks.

(Q4) Definitive knowledge of the current standards, theory, data, principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, individual and group interviews, transect walks, place name analysis, social impact assessment, subsistence mapping, and rapid assessment techniques.

(Q8) Functional knowledge of cultural resources management principles, concepts, methods and practices.

(Q9) Functional knowledge of federal legislation, regulations, policies, and procedures affecting park programs, associated people and communities, and ethnographically significant resources: including the National Historic Preservation Act (NHPA) of 1966, as amended; the National Environmental Policy Act (NEPA) of 1969; American Indian Religious Freedom Act (AIRFA) of 1978; Alaskan National Interest Lands Conservation Act (ANILCA) of 1980; the Indian Self-Determination and Education Act of 1994; and the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA).

(Q11) Extensive ability to conduct and coordinate consultation and compliance procedures.

(Q13) Advanced skills in designing, assessing, conducting, and directing Ph.D. quality research, including selection of sources, methods, completeness, conformance to professional standards and NPS policies, and soundness of conclusions and recommendations.
(Q14) Advanced skills in analyzing data for practical implications and planning, conducting, and providing written reports on, and evaluating field research.

(Q15) Advanced ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.

(Q17) Extensive ability to oversee the development and implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

(Q18) Ability to complete and update short-term and long-term planning (setting direction and priorities) for diverse programs to meet and enhance agency and office missions.

(Q19) Ability to evaluate program needs.

(Q20) Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.

(Q21) Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and cooperative agreements for the completion of complex cultural resource programs.

(Q22) Extensive knowledge and proficiency in Federal contracting requirements and procedures, including preparing scopes of work and requests for proposals.

(Q23) Ability to exercise professional judgement to work independently, as well as with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

(Q24) Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

(Q25) Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q26) Ability and experience in preparing papers, articles, and presentations for refereed journals and conferences.

(Q27) Ability to present data and data analysis clearly in management reports, plans, instructions, guides, and other government documents.

(Q28) Demonstrated ability to write authoritatively on theory and practices of cultural anthropology for either technical or non-technical audiences.
(Q31) Demonstrated skill in communicating information and policies to the public in culturally sensitive ways, especially in settings involving culturally diverse people and concerns.

Each of these competencies received a mean importance rating of 6.0 or higher on the 7-point Importance Scale. Moreover, 28 of the 35 competencies posed to respondents were rated as 5.5 or higher. Conversely, only three competencies were perceived to be relatively unimportant (i.e., less than 5.0). They were:

(Q5) General knowledge of methods and practices in related fields such as museum management, history, archeology, historical architecture, historical landscape architecture, and natural resource management.

(Q32) Extensive skills in developing and implementing applied anthropological training curricula, and developing training materials.

(Q34) Advanced skills in developing and using a variety of training materials, methods, and curricula.

Perceived Level of Competency. Respondents reported feeling competent regarding only five of the 35 competencies, rating these items as 6.0 or higher on the 7-point scale. They were:

(Q7) Demonstrated knowledge of professional activities and anthropological associations.

(Q15) Advanced ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.

(Q23) Ability to exercise professional judgement to work independently, as well as with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

(Q24) Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

(Q26) Ability and experience in preparing papers, articles, and presentations for refereed journals and conferences.

On the other hand, respondents reported feeling significantly less competent regarding 20 different competencies. They were:

(Q1) Authoritative state-of-the-art knowledge of concepts, information, and technology for ethnographic database development.

(Q2) Current professional knowledge of the formal history, prehistory, and ethnohistory of native and other cultures from European contact to the present.
(Q3) Current authoritative professional knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities associated with parks.

(Q5) General knowledge of methods and practices in related fields such as museum management, history, archeology, historical architecture, historical landscape architecture, and natural resource management.

(Q6) Authoritative cutting-edge knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork, experience with conflict-resolution techniques, bilingual or multilingual skills.

(Q10) Functional knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.

(Q11) Extensive ability to conduct and coordinate consultation and compliance procedures.

(Q12) Demonstrated professional ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities, and their recent past.

(Q16) Working knowledge of program management and administration of budgets, contracts, and personnel.

(Q17) Extensive ability to oversee the development and implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

(Q18) Ability to complete and update short-term and long-term planning (setting direction and priorities) for diverse programs to meet and enhance agency and office missions.

(Q19) Ability to evaluate program needs.

(Q21) Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and cooperative agreements for the completion of complex cultural resource programs.

(Q22) Extensive knowledge and proficiency in Federal contracting requirements and procedures, including preparing scopes of work and requests for proposals.

(Q25) Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q30) Demonstrated skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.
(Q32) Extensive skills in developing and implementing applied anthropological training curricula, and developing training materials.

(Q33) Demonstrated ability to identify training needs and target audiences for a variety of topics and target audiences for a variety of topics and skills.

(Q34) Advanced skills in developing and using a variety of training materials, methods, and curricula.

(Q35) Advanced ability to lead complex training and conferences, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses or meetings of several days duration.

As can be seen in the third column of Table 2, each of these competencies received a mean competency rating of less than 5.0 on the 7-point scale.

Gaps in Cultural Resource Stewardship Training. When analyzed together, the relative ratings of importance and competency provide a diagnostic assessment of training "gaps" in this occupational group. Table 3 provides a ranking of essential competencies producing the largest "I-C gaps." Sixteen competencies produced a gap in excess of 1.0, and are listed below in order of magnitude:

(Q11) Extensive ability to conduct and coordinate consultation and compliance procedures.

(Q16) Working knowledge of program management and administration of budgets, contracts, and personnel.

(Q2) Current professional knowledge of the formal history, prehistory, and ethnohistory of native and other cultures from European contact to the present.

(Q9) Functional knowledge of federal legislation, regulations, policies, and procedures affecting park programs, associated people and communities, and ethnographically significant resources: including the National Historic Preservation Act (NHPA) of 1966, as amended; the National Environmental Policy Act (NEPA) of 1969; American Indian Religious Freedom Act (AIRFA) of 1978; Alaskan National Interest Lands Conservation Act (ANILCA) of 1980; the Indian Self-Determination and Education Act of 1994; and the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA).

(Q18) Ability to complete and update short-term and long-term planning (setting direction and priorities) for diverse programs to meet and enhance agency and office missions.

(Q17) Extensive ability to oversee the development and implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

(Q22) Extensive knowledge and proficiency in Federal contracting requirements and procedures, including preparing scopes of work and requests for proposals.
(Q3) Current authoritative professional knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities associated with parks.

(Q25) Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q19) Ability to evaluate program needs.

(Q21) Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and cooperative agreements for the completion of complex cultural resource programs.

(Q6) Authoritative cutting-edge knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork, experience with conflict-resolution techniques, bilingual or multilingual skills.

(Q27) Ability to present data and data analysis clearly in management reports, plans, instructions, guides, and other government documents.

(Q8) Functional knowledge of cultural resources management principles, concepts, methods and practices.

(Q12) Demonstrated professional ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities, and their recent past.

(Q30) Demonstrated skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.

Figure 2 presents a graphic depiction of the gaps between importance and competency assigned to each item.

Perceptions of First-Line Supervisors. The magnitude of the ratings and the competencies perceived to be most deficient by first-line supervisors of Full Performance Ethnographers were somewhat different from the employees. Ironically, supervisors did not perceive training deficiencies to be as significant as employees. Supervisors reported seven of the 35 competencies as having gaps equal to, or in excess of 1.0. They were, in order of magnitude:

(Q24) Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

(Q20) Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.
(Q23) Ability to exercise professional judgement to work independently, as well as with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

(Q25) Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

(Q27) Ability to present data and data analysis clearly in management reports, plans, instructions, guides, and other government documents.

(Q30) Demonstrated skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.

(Q31) Demonstrated skill in communicating information and policies to the public in culturally sensitive ways, especially in settings involving culturally diverse people and concerns.
Table 2. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Ethnographer - Full Performance Level

<table>
<thead>
<tr>
<th>ITEMS RATED/QUESTIONS</th>
<th>MEAN IMPORTANCE</th>
<th>STANDARD DEVIATION</th>
<th>MEAN COMPETENCY</th>
<th>STANDARD DEVIATION</th>
<th>(I-C) GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q11. Extensive ability to conduct and coordinate consultation and compliance procedures.</td>
<td>6.818</td>
<td>0.386</td>
<td>4.636</td>
<td>1.772</td>
<td>-2.182</td>
</tr>
<tr>
<td>Q16. Working knowledge of program management and administration of budgets, contracts, and personnel.</td>
<td>5.818</td>
<td>0.833</td>
<td>3.818</td>
<td>2.037</td>
<td>-2.000</td>
</tr>
<tr>
<td>Q2. Current professional knowledge of the formal history, prehistory, and ethnohistory of native and other cultures from European contact to the present.</td>
<td>6.273</td>
<td>1.052</td>
<td>4.455</td>
<td>2.388</td>
<td>-1.818</td>
</tr>
<tr>
<td>Q18. Ability to complete and update short-term and long-term planning (setting direction and priorities) for diverse programs to meet and enhance agency and office missions.</td>
<td>6.091</td>
<td>0.900</td>
<td>4.364</td>
<td>1.367</td>
<td>-1.727</td>
</tr>
</tbody>
</table>
### Table 2. Cultural Resources Stewardship Training Gap Analysis in Descending Order of Need Ethnographer - Full Performance Level

<table>
<thead>
<tr>
<th>ITEMS RATED/QUESTIONS</th>
<th>MEAN IMPORTANCE</th>
<th>STANDARD DEVIATION</th>
<th>MEAN COMPETENCY</th>
<th>STANDARD DEVIATION</th>
<th>(I-C) GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q17. Extensive ability to oversee the development and implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.</td>
<td>6.455</td>
<td>1.233</td>
<td>4.727</td>
<td>1.863</td>
<td>-1.727</td>
</tr>
<tr>
<td>Q22. Extensive knowledge and proficiency in Federal contracting requirements and procedures, including preparing scopes of work and requests for proposals.</td>
<td>6.273</td>
<td>1.052</td>
<td>4.545</td>
<td>1.305</td>
<td>-1.727</td>
</tr>
<tr>
<td>Q3. Current authoritative professional knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities associated with parks.</td>
<td>6.455</td>
<td>0.891</td>
<td>4.909</td>
<td>1.311</td>
<td>-1.545</td>
</tr>
<tr>
<td>Q25. Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.</td>
<td>6.273</td>
<td>0.862</td>
<td>4.800</td>
<td>1.327</td>
<td>-1.473</td>
</tr>
<tr>
<td>Q19. Ability to evaluate program needs.</td>
<td>6.364</td>
<td>0.881</td>
<td>4.909</td>
<td>1.443</td>
<td>-1.455</td>
</tr>
<tr>
<td>Q21. Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and cooperative agreements for the completion of complex cultural resource programs.</td>
<td>6.182</td>
<td>0.833</td>
<td>4.727</td>
<td>1.763</td>
<td>-1.455</td>
</tr>
<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
<td>STANDARD DEVIATION</td>
<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
<td>(I-C) GAP</td>
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</tr>
<tr>
<td>Q6. Authoritative cutting-edge knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork, experience with conflict-resolution techniques, bilingual or multilingual skills.</td>
<td>5.727</td>
<td>1.543</td>
<td>4.364</td>
<td>1.611</td>
<td>-1.364</td>
</tr>
<tr>
<td>Q27. Ability to present data and data analysis clearly in management reports, plans, instructions, guides, and other government documents.</td>
<td>6.636</td>
<td>0.481</td>
<td>5.273</td>
<td>2.004</td>
<td>-1.364</td>
</tr>
<tr>
<td>Q8. Functional knowledge of cultural resources management principles, concepts, methods and practices.</td>
<td>6.364</td>
<td>0.771</td>
<td>5.091</td>
<td>1.621</td>
<td>-1.273</td>
</tr>
<tr>
<td>Q12. Demonstrated professional ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities, and their recent past.</td>
<td>5.818</td>
<td>1.527</td>
<td>4.636</td>
<td>2.012</td>
<td>-1.182</td>
</tr>
<tr>
<td>Q30. Demonstrated skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.</td>
<td>5.909</td>
<td>1.240</td>
<td>4.909</td>
<td>2.109</td>
<td>-1.000</td>
</tr>
<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
<td>STANDARD DEVIATION</td>
<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
<td>(I-C) GAP</td>
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</tr>
<tr>
<td>Q1. Authoritative state-of-the-art knowledge of concepts, information, and technology for ethnographic database development.</td>
<td>5.182</td>
<td>1.850</td>
<td>4.273</td>
<td>2.378</td>
<td>-0.909</td>
</tr>
<tr>
<td>Q29. Demonstrated skill in identifying sources for, and communicating culturally appropriate information about, ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.</td>
<td>5.909</td>
<td>1.164</td>
<td>5.000</td>
<td>2.045</td>
<td>-0.909</td>
</tr>
<tr>
<td>Q35. Advanced ability to lead complex training and conferences, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses or meetings of several days duration.</td>
<td>5.000</td>
<td>1.706</td>
<td>4.091</td>
<td>2.275</td>
<td>-0.909</td>
</tr>
<tr>
<td>Q10. Functional knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.</td>
<td>5.727</td>
<td>1.543</td>
<td>4.909</td>
<td>1.730</td>
<td>-0.818</td>
</tr>
<tr>
<td>Q24. Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.</td>
<td>6.818</td>
<td>0.386</td>
<td>6.000</td>
<td>1.128</td>
<td>-0.818</td>
</tr>
</tbody>
</table>
Table 2. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Ethnographer - Full Performance Level

<table>
<thead>
<tr>
<th>ITEMS RATED/QUESTIONS</th>
<th>MEAN IMPORTANCE</th>
<th>STANDARD DEVIATION</th>
<th>MEAN COMPETENCY</th>
<th>STANDARD DEVIATION</th>
<th>(I-C) GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4. Definitive knowledge of the current standards, theory, data, principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, individual and group interviews, transect walks, place name analysis, social impact assessment, subsistence mapping, and rapid assessment techniques.</td>
<td>6.455</td>
<td>0.988</td>
<td>5.636</td>
<td>1.666</td>
<td>-0.818</td>
</tr>
<tr>
<td>Q20. Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.</td>
<td>6.000</td>
<td>1.095</td>
<td>5.273</td>
<td>1.483</td>
<td>-0.727</td>
</tr>
<tr>
<td>Q31. Demonstrated skill in communicating information and policies to the public in culturally sensitive ways, especially in settings involving culturally diverse people and concerns.</td>
<td>6.000</td>
<td>0.953</td>
<td>5.273</td>
<td>2.093</td>
<td>-0.727</td>
</tr>
<tr>
<td>Q14. Advanced skills in analyzing data for practical implications and planning, conducting, and providing written reports on, and evaluating field research.</td>
<td>6.455</td>
<td>1.157</td>
<td>5.818</td>
<td>1.192</td>
<td>-0.636</td>
</tr>
<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
<td>STANDARD DEVIATION</td>
<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
<td>(I-C) GAP</td>
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</tr>
<tr>
<td>Q13. Advanced skills in designing, assessing, conducting, and directing Ph.D. quality research, including selection of sources, methods, completeness, conformance to professional standards and NPS policies, and soundness of conclusions and recommendations.</td>
<td>6.182</td>
<td>0.833</td>
<td>5.636</td>
<td>1.367</td>
<td>-0.545</td>
</tr>
<tr>
<td>Q15. Advanced ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.</td>
<td>6.727</td>
<td>0.617</td>
<td>6.273</td>
<td>1.052</td>
<td>-0.455</td>
</tr>
<tr>
<td>Q23. Ability to exercise professional judgement to work independently, as well as with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.</td>
<td>6.636</td>
<td>0.881</td>
<td>6.273</td>
<td>1.135</td>
<td>-0.364</td>
</tr>
<tr>
<td>Q5. General knowledge of methods and practices in related fields such as museum management, history, archeology, historical architecture, historical landscape architecture, and natural resource management.</td>
<td>4.364</td>
<td>1.150</td>
<td>4.000</td>
<td>1.706</td>
<td>-0.364</td>
</tr>
<tr>
<td>Q28. Demonstrated ability to write authoritatively on theory and practices of cultural anthropology for either technical or non-technical audiences.</td>
<td>6.091</td>
<td>1.311</td>
<td>5.818</td>
<td>1.466</td>
<td>-0.273</td>
</tr>
<tr>
<td>Q33. Demonstrated ability to identify training needs and target audiences for a variety of topics and target audiences for a variety of topics and skills.</td>
<td>5.000</td>
<td>1.758</td>
<td>4.727</td>
<td>1.710</td>
<td>-0.273</td>
</tr>
<tr>
<td>ITEMS RATED/QUESTIONS</td>
<td>MEAN IMPORTANCE</td>
<td>STANDARD DEVIATION</td>
<td>MEAN COMPETENCY</td>
<td>STANDARD DEVIATION</td>
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</tr>
<tr>
<td>Q34. Advanced skills in developing and using a variety of training materials, methods, and curricula.</td>
<td>4.455</td>
<td>1.924</td>
<td>4.455</td>
<td>1.924</td>
<td>0.000</td>
</tr>
<tr>
<td>Q26. Ability and experience in preparing papers, articles, and presentations for refereed journals and conferences.</td>
<td>6.182</td>
<td>1.336</td>
<td>6.273</td>
<td>0.962</td>
<td>0.091</td>
</tr>
<tr>
<td>Q32. Extensive skills in developing and implementing applied anthropological training curricula, and developing training materials.</td>
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<td>Q7. Demonstrated knowledge of professional activities and anthropological associations.</td>
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</table>
Figure 2. Cultural Resources Stewardship Training Gap Analysis

Ethnographer - Full Performance Level

Mean Importance Mean Competency

Rating Scale

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
National Park Service
Cultural Resources Stewardship Needs Assessment
Ethnographer - Developmental Level

In the performance of your present job as an ethnographer, how important are the following professional competencies? The essential competencies for ethnographer can be found in the NPS Tracking Kit at the "Learning Place" web site: www.nps.gov/training/npsonly/npsescom.htm. Please check the most appropriate response for each item.

Professional Discipline

1. Knowledge of concepts, information, and technology for ethnographic database development.

2. General professional knowledge of the formal history, prehistory and ethnohistory of native cultures of the Americas; general familiarity with the history of the Americas from European contact to the present.

3. Knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities traditionally associated with parks.


5. General knowledge of the current standards, theory, data principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, and interview.
6. Working knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork; bilingual skills.

7. Knowledge of professional and anthropological associations.

Preservation, Law, Philosophy and Practice

8. Knowledge of cultural resources management principles, concepts, methods and practices.


10. Working knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.

11. Skill in conducting and coordinating consultation and compliance procedures.
Research and Inventory

12. Ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities and their recent past.

13. Professional skills and ability to implement cultural resource research, planning, technical assistance, and reporting projects.

14. Ability to collect and analyze data from published and unpublished sources and field research and to prepare a professional synthesis or summary of the data.

15. Ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.

Program and Project Management

16. Ability to oversee the implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

17. Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.
18. Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and agreements for the completion of complex cultural resource programs.

19. Knowledge of federal contracting requirements and procedures, and ability to assist in preparing scopes of work and requests for proposals.

20. Ability to work with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

21. Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

22. General knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

**Writing and Communication**

23. Ability to prepare basic professional oral and written communications, and public presentations, which convey applied ethnographic data and concepts.

24. Ability to prepare papers and presentations for conferences.
APPENDIX A-1

25. Ability to draft correspondence, components of reports, informational articles and other written assignments.

26. Ability to analytically review studies, planning documents, proposals, and other documents.

27. Ability to identify sources for culturally appropriate information about ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.

28. Skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.

Training

29. Knowledge in developing and using training materials, methods, and curricula.

30. Ability to develop components of applied anthropological training curricula and training materials for non-specialists in anthropology.

31. Skill in conducting training and assisting with workshops.
Cultural Resources Stewardship Needs Assessment
Ethnographer - Developmental Level

The National Park Service has the responsibility of providing meaningful training and education for its employees. The purpose of this training is to ensure the basic missions of the Service and its individual units are met, while allowing employees to reach their personal career goals.

Please look at the same list again. This time consider how you rate your overall preparation (all sources) for these aspects of being an ethnographer. Please check the most appropriate response for each item. If the training competency does not apply to your present position, check the first box - N/A.

<table>
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<td>of native cultures of the Americas; general familiarity with the history of the</td>
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<td>North America, and of urban and rural communities traditionally associated with parks</td>
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<td>park-associated communities and with issues of race, class, and ethnicity in the</td>
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</table>
36. General knowledge of the current standards, theory, data principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, and interview.

37. Working knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork; bilingual skills.

38. Knowledge of professional and anthropological associations.

Preservation, Law, Philosophy and Practice

39. Knowledge of cultural resources management principles, concepts, methods and practices.


41. Working knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.
42. Skill in conducting and coordinating consultation and compliance procedures.

Research and Inventory

43. Ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities and their recent past.

44. Professional skills and ability to implement cultural resource research, planning, technical assistance, and reporting projects.

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Program and Project Management

47. Ability to oversee the implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

48. Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.
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50. Knowledge of federal contracting requirements and procedures, and ability to assist in preparing scopes of work and requests for proposals.

51. Ability to work with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

52. Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

53. General knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

**Writing and Communication**

54. Ability to prepare basic professional oral and written communications, and public presentations, which convey applied ethnographic data and concepts.

55. Ability to prepare papers and presentations for conferences.

56. Ability to draft correspondence, components of reports, informational articles and other written assignments.
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<td>57. Ability to analytically review studies, planning documents, proposals, and other documents.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>58. Ability to identify sources for culturally appropriate information about ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.</td>
<td>0</td>
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<td>59. Skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.</td>
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**Training**

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<tr>
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<td>61. Ability to develop components of applied anthropological training curricula and training materials for non-specialists in anthropology.</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>62. Skill in conducting training and assisting with workshops.</td>
<td>0</td>
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</table>
Demographics

63. Age (years): ____

64. Gender:    □ Female    □ Male

65. Race/National Origin:

□ American Indian or Alaskan Native    □ Hispanic
□ Black (Not of Hispanic Origin)        □ Asian or Pacific Islander
□ White (Not of Hispanic Origin)        □ Other (Please Specify):

66. Do you have a disability? □ Yes □ No

67. Current GS level ____

68. Number of years served in the National Park Service? ____

69. Number of years in current position? ____

70. Education (Circle the highest number of years of formal education completed)

<12 12 13 14 15 16 17 18 18+

71. If you hold a college degree(s), please complete the following questions regarding the type of degree(s) and major field(s) of study:

Bachelor's:

Type of Degree (i.e., B.S., B.A., etc.) ______________________

Major Field of Study ______________________

Master's:

Type of Degree (i.e., M.S., M.A., etc.) ______________________

Major Field of Study ______________________

Doctorate:

Type of Degree (i.e., Ph.D., Ed.D., etc.) ______________________

Major Field of Study ______________________
The following list of degrees, as reported by the respondents, has been condensed for the ease of compilation. Some specific degree titles do not appear due to categorization under a more general term.

**ETHNOGRAPHER – DEVELOPMENTAL LEVEL**

**UNDERGRADUATE [B.S. & B.A.]**

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<td>Sociology</td>
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**GRADUATE [M.S. & M.A.]**

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**DOCTORATE [Ph.D. & J.D.]**

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National Park Service
Cultural Resources Stewardship Needs Assessment
Ethnographer - Full Performance Level

In the performance of your present job as an ethnographer, how important are the following professional competencies? The essential competencies for ethnographer can be found in the NPS Tracking Kit at the “Learning Place” web site: www.nps.gov/training/npsonly/npsescom.htm. Please check the most appropriate response for each item.

Professional Discipline

1. Authoritative state-of-the-art knowledge of concepts, information, and technology for ethnographic database development.
   - 1 2 3 4 5 6 7

2. Current professional knowledge of the formal history, prehistory, and ethnohistory of native and other cultures from European contact to the present.
   - 1 2 3 4 5 6 7

3. Current authoritative professional knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities associated with parks.
   - 1 2 3 4 5 6 7

4. Definitive knowledge of the current standards, theory, data, principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, individual and group interviews, transect walks, place name analysis, social impact assessment, subsistence mapping, and rapid assessment techniques.
   - 1 2 3 4 5 6 7
5. General knowledge of methods and practices in related fields such as museum management, history, archeology, historical architecture, historical landscape architecture, and natural resource management.

6. Authoritative cutting-edge knowledge of social/cultural organizational principles that support effective cross-cultural and multi-disciplinary teamwork, experience with conflict-resolution techniques, bilingual or multilingual skills.

7. Demonstrated knowledge of professional activities and anthropological associations.

**Preservation Law, Philosophy, and Practice**

8. Functional knowledge of cultural resources management principles, concepts, methods and practices

10. Functional knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.

11. Extensive ability to conduct and coordinate consultation and compliance procedures.

**Research and Inventory**

12. Demonstrated professional ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities, and their recent past.

13. Advanced skills in designing, assessing, conducting, and directing Ph.D. quality research, including selection of sources, methods, completeness, conformance to professional standards and NPS policies, and soundness of conclusions and recommendations.

14. Advanced skills in analyzing data for practical implications and planning, conducting, and providing written reports on, and evaluating field research.

15. Advanced ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.
Program and Project Management

16. Working knowledge of program management and administration of budgets, contracts, and personnel.

17. Extensive ability to oversee the development and implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

18. Ability to complete and update short-term and long-term planning (setting direction and priorities) for diverse programs to meet and enhance agency and office missions.

19. Ability to evaluate program needs.

20. Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.

21. Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and cooperative agreements for the completion of complex cultural resource programs.

22. Extensive knowledge and proficiency in Federal contracting requirements and procedures, including preparing scopes of work and requests for proposals.
23. Ability to exercise professional judgement to work independently, as well as with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.

24. Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

25. Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

Writing and Communication

26. Ability and experience in preparing papers, articles, and presentations for refereed journals and conferences.

27. Ability to present data and data analysis clearly in management reports, plans, instructions, guides, and other government documents.

28. Demonstrated ability to write authoritatively on theory and practices of cultural anthropology for either technical or non-technical audiences.

29. Demonstrated skill in identifying sources for, and communicating culturally appropriate information about, ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.
30. Demonstrated skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.

31. Demonstrated skill in communicating information and policies to the public in culturally sensitive ways, especially in settings involving culturally diverse people and concerns.

**Training**

32. Extensive skills in developing and implementing applied anthropological training curricula, and developing training materials.

33. Demonstrated ability to identify training needs and target audiences for a variety of topics and target audiences for a variety of topics and skills.

34. Advanced skills in developing and using a variety of training materials, methods, and curricula.

35. Advanced ability to lead complex training and conferences, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses or meetings of several days duration.
Cultural Resources Stewardship Needs Assessment
Ethnographer - Full Performance Level

The National Park Service has the responsibility of providing meaningful training and education for its employees. The purpose of this training is to ensure the basic missions of the Service and its individual units are met, while allowing employees to reach their personal career goals.

Please look at the same list again. This time consider how you rate your overall preparation (all sources) for these aspects of being an ethnographer. Please check the most appropriate response for each item. If the training competency does not apply to your present position, check the first box - N/A.

**Professional Discipline**

36. Authoritative state-of-the-art knowledge of concepts, information, and technology for ethnographic database development.

37. Current professional knowledge of the formal history, prehistory, and ethnohistory of native and other cultures from European contact to the present.

38. Current authoritative professional knowledge of the cultural and social dynamics of occupational and ethnic groups in North America, and of urban and rural communities associated with parks.

39. Definitive knowledge of the current standards, theory, data, principles, practices, and methodologies of cultural anthropology, especially applied anthropology, including methods for documentary research and analysis, ethnohistory, participant observation, oral history, surveys, demographic analysis, individual and group interviews, transect walks, place name analysis, social impact assessment, subsistence mapping, and rapid assessment techniques.
40. General knowledge of methods and practices in related fields such as museum management, history, archeology, historical architecture, historical landscape architecture, and natural resource management.

41. Authoritative cutting-edge knowledge of social/cultural organizational principles that support effective cross-cultural and multidisciplinary teamwork, experience with conflict-resolution techniques, bilingual or multilingual skills.

42. Demonstrated knowledge of professional activities and anthropological associations.

**Preservation Law, Philosophy, and Practice**

43. Functional knowledge of cultural resources management principles, concepts, methods and practices

44. Functional knowledge of federal legislation, regulations, policies, and procedures affecting park programs, associated people and communities, and ethnographically significant resources: including the National Historic Preservation Act (NHPA) of 1966, as amended; the National Environmental Policy Act (NEPA) of 1969; American Indian Religious Freedom Act (AIRFA) of 1978; Alaskan National Interest Lands Conservation Act (ANILCA) of 1980; the Indian Self-Determination and Education Act of 1994; and the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA).
45. Functional knowledge of the origins, theories, principles, laws, practices, and techniques of historic preservation, particularly as they apply to Native Americans and other park-affiliated groups and to preservation of ethnographic resources.

46. Extensive ability to conduct and coordinate consultation and compliance procedures.

Research and Inventory

47. Demonstrated professional ability to identify Servicewide research needs and in the design, conduct, and evaluation of professional field and documentary research on contemporary peoples and communities, and their recent past.

48. Advanced skills in designing, assessing, conducting, and directing Ph.D. quality research, including selection of sources, methods, completeness, conformance to professional standards and NPS policies, and soundness of conclusions and recommendations.

49. Advanced skills in analyzing data for practical implications and planning, conducting, and providing written reports on, and evaluating field research.

50. Advanced ability to carry out literature and archival research and in-field interviewing, as demonstrated by completion of professionally acceptable reports and manuscripts.

Program and Project Management

51. Working knowledge of program management and administration of budgets, contracts, and personnel.
52. Extensive ability to oversee the development and implementation of a variety of ethnographic research, planning, technical assistance, and reporting projects that affect and involve contemporary Native American and other cultural groups.

53. Ability to complete and update short-term and long-term planning (setting direction and priorities) for diverse programs to meet and enhance agency and office missions.

54. Ability to evaluate program needs.

55. Ability as a team member to coordinate the work of professionals from a variety of disciplines into a cohesive product for preservation planning, as well as the development, evaluation, and management of the Servicewide program in park applied ethnography.

56. Ability to identify appropriate partnerships inside and outside the Service for cooperative projects and to prepare cooperative projects and cooperative agreements for the completion of complex cultural resource programs.

57. Extensive knowledge and proficiency in Federal contracting requirements and procedures, including preparing scopes of work and requests for proposals.

58. Ability to exercise professional judgement to work independently, as well as with a team of park service staff and other public officials within a structured chain of command, and to solve problems under pressure.
59. Ability to work effectively with Park Service staff, other public officials, Native Americans, local community consultants, colleagues, scientists from related disciplines, and other stakeholders.

60. Demonstrated knowledge of park planning policies and procedures and demonstrated experience in applying them to projects or research.

**Writing and Communication**

61. Ability and experience in preparing papers, articles, and presentations for refereed journals and conferences.

62. Ability to present data and data analysis clearly in management reports, plans, instructions, guides, and other government documents.

63. Demonstrated ability to write authoritatively on theory and practices of cultural anthropology for either technical or non-technical audiences.

64. Demonstrated skill in identifying sources for, and communicating culturally appropriate information about, ethnographic resources and associated peoples to be used in the preparation of films, maps, brochures, exhibits, and other public materials and programs.

65. Demonstrated skill in promoting cultural sensitivity and ethnographic accuracy for interpretive purposes and in effectively consulting involved communities about appropriate images, messages, and information.
66. Demonstrated skill in communicating information and policies to the public in culturally sensitive ways, especially in settings involving culturally diverse people and concerns.

**Training**

67. Extensive skills in developing and implementing applied anthropological training curricula, and developing training materials.

68. Demonstrated ability to identify training needs and target audiences for a variety of topics and target audiences for a variety of topics and skills.

69. Advanced skills in developing and using a variety of training materials, methods, and curricula.

70. Advanced ability to lead complex training and conferences, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses or meetings of several days duration.
Demographics

71. Age (years): ______

72. Gender:  □ Female  □ Male

73. Race/National Origin:
   □ American Indian or Alaskan Native  □ Hispanic
   □ Black (Not of Hispanic Origin)  □ Asian or Pacific Islander
   □ White (Not of Hispanic Origin)  □ Other (Please Specify):

74. Do you have a disability? □ Yes  □ No

75. Current GS level ______

76. Number of years served in the National Park Service? ______

77. Number of years in current position? ______

78. Education (Circle the highest number of years of formal education completed)
   <12  12  13  14  15  16  17  18  18+

79. If you hold a college degree(s), please complete the following questions regarding
    the type of degree(s) and major field(s) of study:

   Bachelor's:
   Type of Degree (i.e., B.S., B.A., etc.) __________________________
   Major Field of Study________________________________________

   Master's:
   Type of Degree (i.e., M.S., M.A., etc.) __________________________
   Major Field of Study________________________________________

   Doctorate:
   Type of Degree (i.e., Ph.D., Ed.D., etc.) ________________________
   Major Field of Study________________________________________
The following list of degrees, as reported by the respondents, has been condensed for the ease of compilation. Some specific degree titles do not appear due to categorization under a more general term.

### ETHNOGRAPHER – FULL PERFORMANCE LEVEL

#### UNDERGRADUATE [B.S. & B.A.]

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<td>Anthropology/Philosophy</td>
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<td>Cultural Anthropology/Geography</td>
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<td>Nursing</td>
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<td>Sociology</td>
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#### GRADUATE [M.S. & M.A.]

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<td>Applied Social Research</td>
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#### DOCTORATE [Ph.D. & J.D.]

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REFERENCES


