



NATIONAL PARK SERVICE

Cultural Resources Stewardship Training Needs Assessment

FINAL REPORT

CULTURAL RESOURCES PROGRAM MANAGER

(CULTURAL RESOURCE SPECIALIST)

INTEGRATED RESOURCES PROGRAM MANAGER

(RESOURCE MANAGEMENT SPECIALIST)



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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FINAL REPORT

CULTURAL RESOURCES PROGRAM MANAGER (CULTURAL RESOURCE SPECIALIST)
INTEGRATED RESOURCES PROGRAM MANAGER (RESOURCE MANAGEMENT SPECIALIST)

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 **Cultural Resources Program Managers** and **Integrated Resources Program Managers**. More specifically, this study was designed to accomplish the following objectives:

1. To determine the perceptions of **Cultural Resources Program Managers** and **Integrated Resources Program Managers** 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 **Cultural Resources Program Managers** and **Integrated Resources Program Managers** 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.

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. Nine (9) **Entry Level Cultural Resources Program Managers**, five (5) **Developmental Level Cultural Resources Program Managers**, 35 **Full Performance Level Cultural Resources Program Managers**, and 44 **Full Performance Integrated Resources Program Managers**, in NPS parks, offices, and centers were asked to participate in this study.

Development of the Survey Instrument. Essential competencies identified for **Cultural Resources Program Managers** and **Integrated Resources Program Managers** 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, A-3, A-5 and A-7.

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 **Cultural Resources Program Managers** and **Integrated Resources Program Managers** in September 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 3 questionnaires for **Entry Level Cultural Resources Program Managers**, 4 questionnaires for **Developmental Level Cultural Resources Program Managers**, 25 questionnaires for **Full Performance Level Cultural Resources Program Managers**, and 27 questionnaires for **Full Performance Level Integrated Resources Program Managers** 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:

Entry Level	=	33.3%
Developmental Level	=	80.0%
Full Performance Level	=	58.1%
(Cultural Resources Managers)		
Full Performance Level	=	77.1%
(Integrated Resources Managers)		

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

CULTURAL RESOURCES PROGRAM MANAGERS – ENTRY LEVEL

Profile of Respondents. Two of the three (67%) respondents were women. The average age of respondents was slightly over 48 years of age. They had completed over 18 years of formal education. See Appendix A-2 for information pertaining to academic degrees held by **Entry Level Cultural Resources Program Managers**.

All respondents were White. All of the respondents held the rank of GS-7. On average they had been employed by the National Park Service for 10 years, with slightly more than one year in their current positions (\bar{x} = 1.3 years).

Importance of Competencies. As can be seen in Table 1, respondents rated nine different competencies as having the greatest importance to them in their current positions. They were:

- (Q6) Basic knowledge of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.
- (Q9) Basic knowledge of the Service's cultural resource inventories and their use in the management of cultural resources.
- (Q12) Basic knowledge of the National Register of Historic Places criteria.
- (Q14) Basic working knowledge of and ability to use CRM-specific software such as the List of Classified Structures (LCS), Cultural Resource Bibliography, Archeological Sites Management Information System (ASMIS), Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).
- (Q18) Basic ability to participate in planning activities involving or affecting cultural resources.
- (Q21) Basic knowledge of planning policies and procedures (Director's Order No. 2, the Secretary of the Interior's Standards for Preservation Planning, 36 CFR 63, and 36 CFR 800).
- (Q25) Elementary ability to assess compliance issues and know when to request assistance from other cultural resources professionals in assessing effects on cultural resources.
- (Q26) Ability to draft clearly written professional products (e.g., non-complex National Register nominations, resource survey forms, short, and focused studies) in the incumbents' subject area.
- (Q27) Ability to work as a team member in the production of effective interpretation and education programs (e.g., brochures, exhibits, videos) to convey cultural resources stewardship information to the public.

Each of these competencies received a mean importance rating of 5.0 or higher on the 7-point scale. However, 5 of the 28 competencies posed to respondents were rated as relatively unimportant (< 4.0). They were:

- (Q1) Professional knowledge in at least one of the cultural resource subject matter areas gained through an academic degree program or its equivalent.
- (Q2) Ability to produce basic products in the individual's professional field (e.g., bibliographical essays, outline studies of limited scope, and small scale surveys).
- (Q11) Basic ability to accomplish research and conduct survey and inventory work in the area of the incumbent's discipline specialty.
- (Q23) Elementary ability to interpret NHPA and NEPA laws and their implementing regulations and programmatic agreements.
- (Q28) Ability to draft general correspondence related to cultural resource topics.

Perceived Level of Competency. Respondents reported feeling relatively competent regarding only 12 of the 28 competencies, rating these items as 5.0 or higher on the 7-point scale. They were:

- (Q2) Ability to produce basic products in the individual's professional field (e.g., bibliographical essays, outline studies of limited scope, and small scale surveys).
- (Q3) Knowledge of the mission and objectives of the National Park Service.
- (Q8) Basic knowledge of natural resource management issues and concerns as they affect or interface with cultural resources management.
- (Q9) Basic knowledge of the Service's cultural resource inventories and their use in the management of cultural resources.
- (Q10) Ability to participate in park cultural resource surveys and inventories.
- (Q12) Basic knowledge of the National Register of Historic Places criteria.
- (Q14) Basic working knowledge of and ability to use CRM-specific software such the List of Classified Structures (LCS), Cultural Resource Bibliography, Archeological Sites Management Information System (ASMIS), Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).
- (Q18) Basic ability to participate in planning activities involving or affecting cultural resources.
- (Q22) Basic knowledge and understanding of related cultural resources disciplines to the degree that helps ensure their proper consideration in the planning for cultural resources management and preservation.
- (Q25) Elementary ability to assess compliance issues and know when to request assistance from other cultural resources professionals in assessing effects on cultural resources.
- (Q26) Ability to draft clearly written professional products (e.g., non-complex National Register nominations, resource survey forms, short, and focused studies) in the incumbents' subject area.
- (Q27) Ability to work as a team member in the production of effective interpretation and education programs (e.g., brochures, exhibits, videos) to convey cultural resources stewardship information to the public.

Conversely, they rated six (6) items as areas where they did not perceive themselves to be highly competent. Each item below was rated as less than 4.0.

- (Q6) Basic knowledge of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.

- (Q15) Basic knowledge about treatment philosophy, methods and practices for the types of cultural resources managed in a park.
- (Q19) Basic ability to participate in planning activities involving or affecting cultural resources.
- (Q20) Ability to apply and integrate the principles of Section 106 and 110 of the National Historic Preservation Act (NHPA) into the planning process at its earliest stages.
- (Q21) Basic knowledge of planning policies and procedures (Director's Order No. 2, the Secretary of the Interior's Standards for Preservation Planning, 36 CFR 63, and 36 CFR 800).
- (Q24) Basic ability to prepare or coordinate the preparation of Assessment of Actions Having Effect on Cultural Resources Forms and their supporting documentation.

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 1 provides a ranking of essential competencies producing the largest “I-C gaps.” Only four competencies produced gaps in excess of 1.0. They were, in order of magnitude:

- (Q15) Basic knowledge about treatment philosophy, methods and practices for the types of cultural resources managed in a park.
- (Q6) Basic knowledge of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.
- (Q21) Basic knowledge of planning policies and procedures (Director's Order No. 2, the Secretary of the Interior's Standards for Preservation Planning, 36 CFR 63, and 36 CFR 800).
- (Q24) Basic ability to prepare or coordinate the preparation of Assessment of Actions Having Effect on Cultural Resources Forms and their supporting documentation.

In contrast, analyses related to 16 competencies produced positive gaps between the importance of a competency and how well prepared respondents perceived themselves to be. That is, respondents rated their competency relative to these items as being higher than its perceived importance. Moreover, eight of these items had positive “gaps” of 1.0 or higher. They were:

- (Q2) Ability to produce basic products in the individual's professional field (e.g., bibliographical essays, outline studies of limited scope, and small scale surveys).
- (Q11) Basic ability to accomplish research and conduct survey and inventory work in the area of the incumbent's discipline specialty.

- (Q10) Ability to participate in park cultural resource surveys and inventories.
- (Q27) Ability to work as a team member in the production of effective interpretation and education programs (e.g., brochures, exhibits, videos) to convey cultural resources stewardship information to the public.
- (Q22) Basic knowledge and understanding of related cultural resources disciplines to the degree that helps ensure their proper consideration in the planning for cultural resources management and preservation.
- (Q26) Ability to draft clearly written professional products (e.g., non-complex National Register nominations, resource survey forms, short, and focused studies) in the incumbents' subject area.
- (Q25) Elementary ability to assess compliance issues and know when to request assistance from other cultural resources professionals in assessing effects on cultural resources.
- (Q8) Basic knowledge of natural resource management issues and concerns as they affect or interface with cultural resources management.

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

**Table 1. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager - Entry Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q15. Basic knowledge about treatment philosophy, methods and practices for the types of cultural resources managed in a park.	4.333	1.528	3.000	2.646	-1.333
Q06. Basic knowledge of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.	5.000	2.000	3.667	2.082	-1.333
Q21. Basic knowledge of planning policies and procedures (Director's Order No. 2, the Secretary of the Interior's Standards for Preservation Planning, 36 CFR 63, and 36 CFR 800).	5.000	1.732	3.667	2.082	-1.333
Q24. Basic ability to prepare or coordinate the preparation of Assessment of Actions Having Effect on Cultural Resources Forms and their supporting documentation.	4.667	1.155	3.667	2.082	-1.000
Q20. Ability to apply and integrate the principles of Section 106 and 110 of the National Historic Preservation Act (NHPA) into the planning process at its earliest stages.	4.000	2.000	3.333	2.309	-0.667
Q12. Basic knowledge of the National Register of Historic Places criteria.	5.667	2.309	5.000	2.000	-0.667
Q13. Ability to draft National Register documentation, including narrative, bibliography, photographs, and maps for a non-complex resource.	4.667	2.517	4.333	2.082	-0.333
Q05. Basic knowledge of federal cultural resource legislation, including the National Historic Preservation Act of 1966 and the National Environmental Policy Act of 1969; the Secretary of the Interior's Standards, and National Park Service cultural resource management policies and guidelines.	4.333	2.309	4.000	2.646	-0.333
Q17. Ability to draft scopes of work for the procurement of professional cultural resources management services.	4.333	2.082	4.000	1.732	-0.333

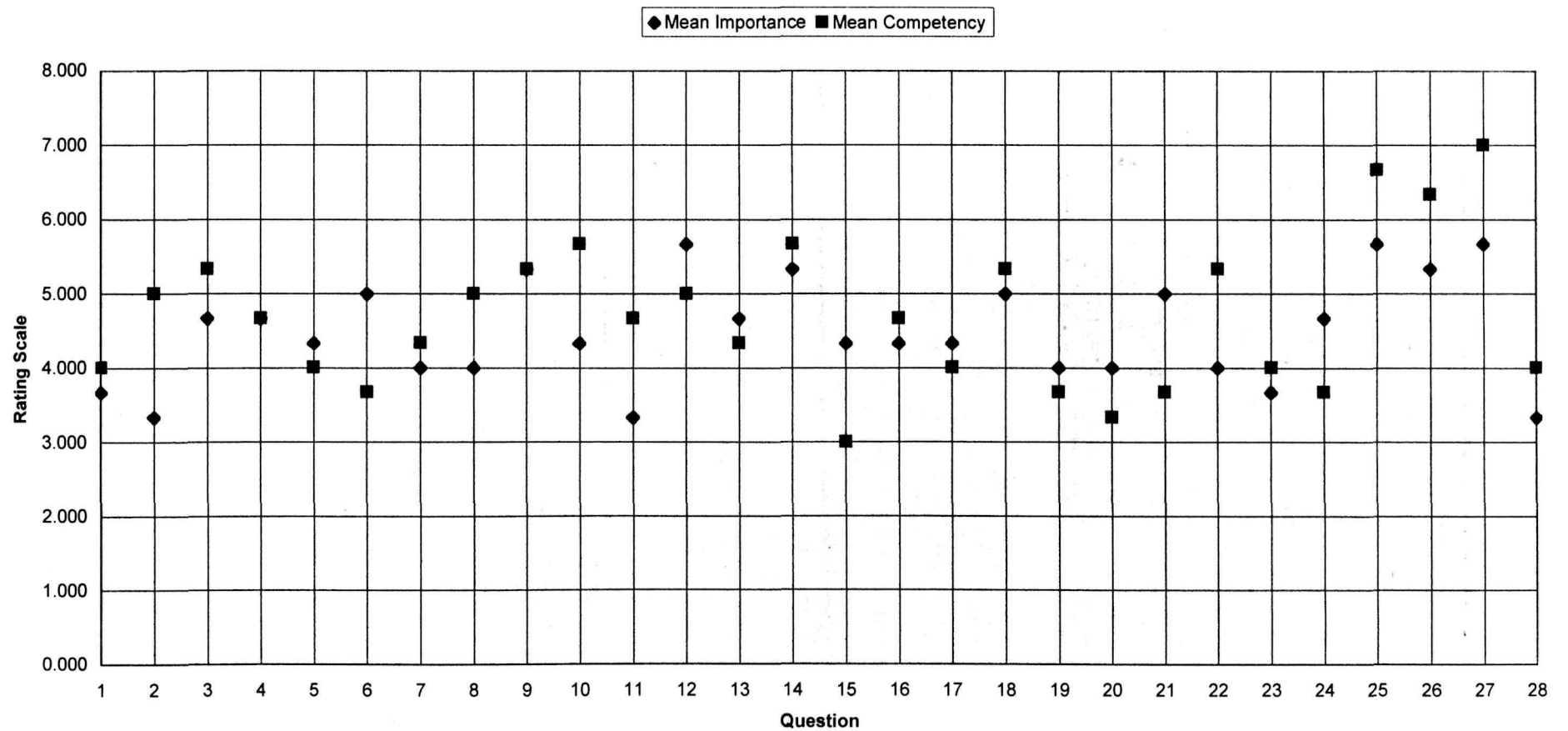
**Table 1. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager - Entry Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q19. Basic ability to participate in planning activities involving or affecting cultural resources.	4.000	2.646	3.667	2.082	-0.333
Q04. Basic knowledge of historic preservation history and philosophy.	4.667	0.577	4.667	2.309	0.000
Q09. Basic knowledge of the Service's cultural resource inventories and their use in the management of cultural resources.	5.333	2.082	5.333	1.155	0.000
Q01. Professional knowledge in at least one of the cultural resource subject matter areas gained through an academic degree program or its equivalent.	3.667	2.887	4.000	1.732	0.333
Q23. Elementary ability to interpret NHPA and NEPA laws and their implementing regulations and programmatic agreements.	3.667	2.887	4.000	3.000	0.333
Q07. Basic knowledge of the Service's various cultural resource disciplines and their roles and capabilities in cultural resource management undertakings.	4.000	1.000	4.333	2.082	0.333
Q18. Basic ability to participate in planning activities involving or affecting cultural resources.	5.000	2.000	5.333	2.082	0.333
Q14. Basic working knowledge of and ability to use CRM-specific software such the List of Classified Structures (LCS), Cultural Resource Bibliography, Archeological Sites Management Information System (ASMIS), Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).	5.333	2.082	5.667	1.155	0.333
Q16. Basic knowledge of contracting requirements and procedures.	4.333	2.082	4.667	3.215	0.333
Q03. Knowledge of the mission and objectives of the National Park Service.	4.667	2.517	5.333	2.887	0.667
Q28. Ability to draft general correspondence related to cultural resource topics.	3.333	0.577	4.000	1.000	0.667

**Table 1. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager - Entry Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q08. Basic knowledge of natural resource management issues and concerns as they affect or interface with cultural resources management.	4.000	2.000	5.000	3.464	1.000
Q25. Elementary ability to assess compliance issues and know when to request assistance from other cultural resources professionals in assessing effects on cultural resources.	5.667	1.528	6.667	0.577	1.000
Q26. Ability to draft clearly written professional products (e.g., non-complex National Register nominations, resource survey forms, short, and focused studies) in the incumbents' subject area.	5.333	1.538	6.333	1.155	1.000
Q22. Basic knowledge and understanding of related cultural resources disciplines to the degree that helps ensure their proper consideration in the planning for cultural resources management and preservation.	4.000	2.646	5.333	1.528	1.333
Q27. Ability to work as a team member in the production of effective interpretation and education programs (e.g., brochures, exhibits, videos) to convey cultural resources stewardship information to the public.	5.667	2.309	7.000	0.000	1.333
Q10. Ability to participate in park cultural resource surveys and inventories.	4.333	1.155	5.667	0.577	1.333
Q11. Basic ability to accomplish research and conduct survey and inventory work in the area of the incumbent's discipline specialty.	3.333	1.155	4.667	1.155	1.333
Q02. Ability to produce basic products in the individual's professional field (e.g., bibliographical essays, outline studies of limited scope, and small scale surveys).	3.333	2.082	5.000	0.000	1.667

Figure 1. Cultural Resources Stewardship Training Gap Analysis
Cultural Resources Program Manager - Entry Level



CULTURAL RESOURCES PROGRAM MANAGERS – DEVELOPMENTAL LEVEL

Profile of Respondents. A majority of respondents was female (75%). The average age of respondents was 47 years of age. Most had completed 16.5 years of formal education. See Appendix A-4 for information pertaining to academic degrees held by **Developmental Level Cultural Resources Program Managers**.

All respondents were White and an equal number held the ranks of GS-9 and GS-11. They had been employed by the National Park Service for slightly more than 11 years. They had been in their current positions for slightly more than seven years.

Importance of Competencies. As can be seen in Table 2, respondents rated eight 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:

- (Q1) Ability to identify need for and/or procure studies and inventories needed to support cultural resources management programs.
- (Q2) Ability to apply federal cultural resources legislation, the Secretary of the Interior's Standards, and National Park Service cultural resources management policies and guidelines to preservation planning and projects.
- (Q3) Ability to apply National Register of Historic Places criteria to data gathered through inventory and survey.
- (Q5) Ability to recognize the interrelationships of all resource management disciplines such as museum services, archeology, cultural landscapes, building preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resources preservation projects and goals.
- (Q11) Ability to actively participate in planning teams dealing with the preservation of cultural resources.
- (Q12) Ability to negotiate compliance agreements with state historic preservation officers and the Advisory Council on Historic Preservation.
- (Q13) Ability to work with State Historic Preservation Officers and the Advisory Council on Historic Preservation in developing agreements to resolve cultural resource management issues.
- (Q14) Ability to assess cultural resource issues and know when to request assistance from other cultural resource professionals in assessing effects on cultural resources.

Five items were rated as being relatively unimportant (i.e., less than 4.0). They were:

- (Q15) Ability to prepare and deliver effective talks and papers on historical or preservation issues.
- (Q17) Ability to develop effective learner-centered objectives, agendas, presentations, and activities for training events.
- (Q18) Ability to organize, coordinate, or direct the logistical aspects of training courses.
- (Q19) Ability to present training over a wide range of issues in the area of cultural resource management.
- (Q20) Skill in using a variety of training techniques, as appropriate, including lectures, open or directed discussions, question/answer sessions, media presentations, individual and group exercises, and field studies.

Perceived Level of Competency. Respondents reported feeling highly competent regarding four of the 20 competencies, rating these items as 6.0 or higher on the 7-point scale. They were:

- (Q2) Ability to apply federal cultural resources legislation, the Secretary of the Interior's Standards, and National Park Service cultural resources management policies and guidelines to preservation planning and projects.
- (Q11) Ability to actively participate in planning teams dealing with the preservation of cultural resources.
- (Q12) Ability to negotiate compliance agreements with state historic preservation officers and the Advisory Council on Historic Preservation.
- (Q13) Ability to work with State Historic Preservation Officers and the Advisory Council on Historic Preservation in developing agreements to resolve cultural resource management issues.

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

- (Q7) Ability to maintain effective liaison with Native American groups and other traditional groups.
- (Q15) Ability to prepare and deliver effective talks and papers on historical or preservation issues.
- (Q16) Progressive expansion of entry level skills to convey to the public an understanding and appreciation of cultural resources stewardship through interpretation/education programs.

- (Q17) Ability to develop effective learner-centered objectives, agendas, presentations, and activities for training events.
- (Q18) Ability to organize, coordinate, or direct the logistical aspects of training courses.
- (Q19) Ability to present training over a wide range of issues in the area of cultural resource management.
- (Q20) Skill in using a variety of training techniques, as appropriate, including lectures, open or directed discussions, question/answer sessions, media presentations, individual and group exercises, and field studies.

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

- (Q7) Ability to maintain effective liaison with Native American groups and other traditional groups.
- (Q1) Ability to identify need for and/or procure studies and inventories needed to support cultural resources management programs.
- (Q16) Progressive expansion of entry level skills to convey to the public an understanding and appreciation of cultural resources stewardship through interpretation/education programs.

Each of these competencies produced a gap in excess of 1.0. Only two (2) competencies produced a positive gap where the relative importance was exceeded by the perceived level of preparedness. They were:

- (Q8) Ability to develop partnerships for the accomplishment of cultural programs.
- (Q18) Ability to organize, coordinate, or direct the logistical aspects of training courses.

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

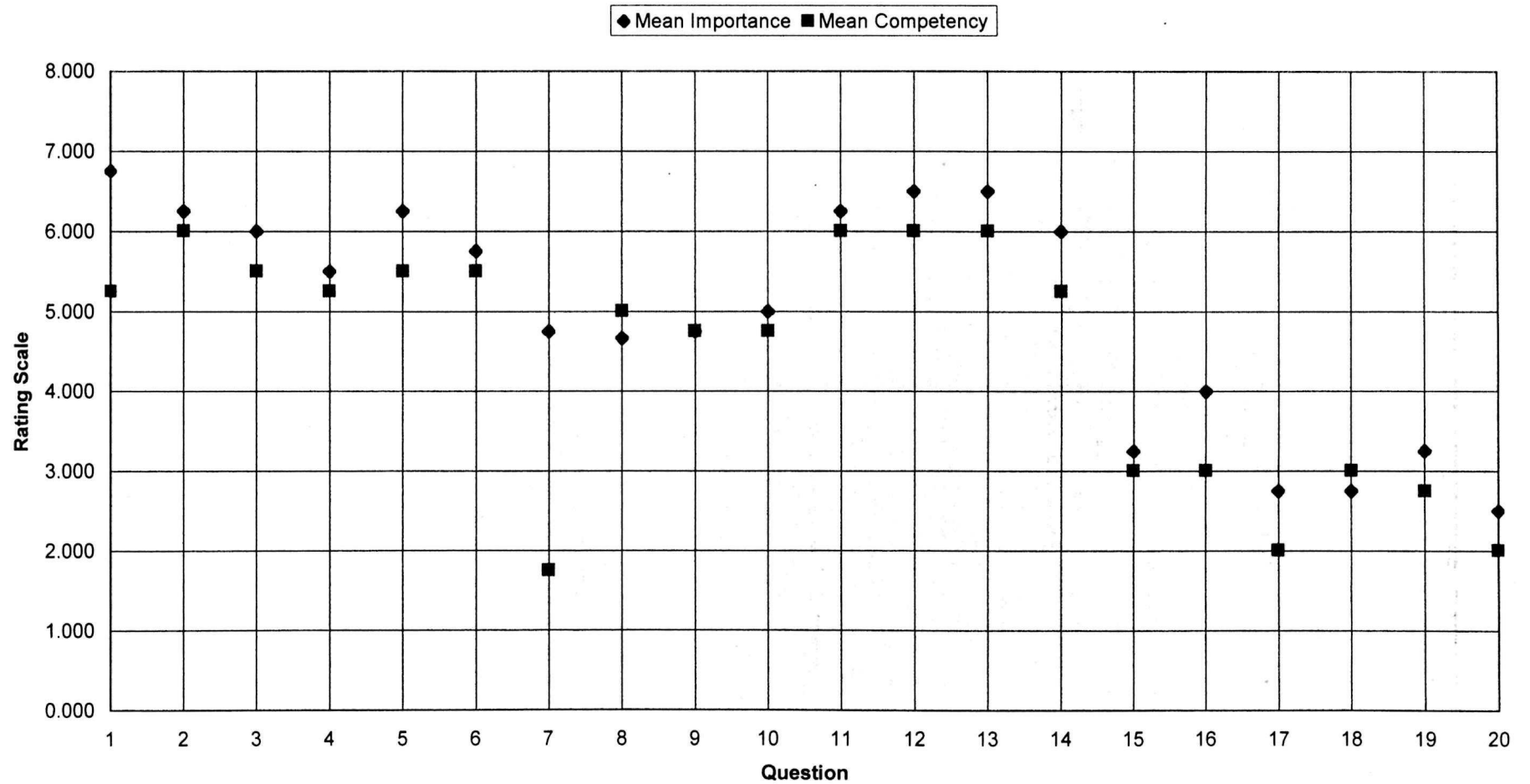
**Table 2. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager – Developmental Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q07. Ability to maintain effective liaison with Native American groups and other traditional groups.	4.750	1.258	1.750	2.062	-3.000
Q01. Ability to identify need for and/or procure studies and inventories needed to support cultural resources management programs.	6.750	0.500	5.250	1.708	-1.500
Q16. Progressive expansion of entry level skills to convey to the public an understanding and appreciation of cultural resources stewardship through interpretation/education programs.	4.000	0.817	3.000	2.160	-1.000
Q05. Ability to recognize the interrelationships of all resource management disciplines such as museum services, archeology, cultural landscapes, building preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resources preservation projects and goals.	6.250	0.500	5.500	0.577	-0.750
Q14. Ability to assess cultural resource issues and know when to request assistance from other cultural resource professionals in assessing effects on cultural resources.	6.000	0.000	5.250	1.258	-0.750
Q17. Ability to develop effective learner-centered objectives, agendas, presentations, and activities for training events.	2.750	1.258	2.000	1.633	-0.750
Q03. Ability to apply National Register of Historic Places criteria to data gathered through inventory and survey.	6.000	1.414	5.500	1.291	-0.500
Q12. Ability to negotiate compliance agreements with state historic preservation officers and the Advisory Council on Historic Preservation.	6.500	1.000	6.000	0.817	-0.500
Q13. Ability to work with State Historic Preservation Officers and the Advisory Council on Historic Preservation in developing agreements to resolve cultural resource management issues.	6.500	1.000	6.000	0.817	-0.500

**Table 2. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager – Developmental Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q19. Ability to present training over a wide range of issues in the area of cultural resource management.	3.250	1.708	2.750	1.893	-0.500
Q20. Skill in using a variety of training techniques, as appropriate, including lectures, open or directed discussions, question/answer sessions, media presentations, individual and group exercises, and field studies.	2.500	1.291	2.000	1.633	-0.500
Q02. Ability to apply federal cultural resources legislation, the Secretary of the Interior's Standards, and National Park Service cultural resources management policies and guidelines to preservation planning and projects.	6.250	0.500	6.000	0.817	-0.250
Q04. Ability to collaborate with other cultural resource specialists to develop alternative treatments for cultural resources and assessing the impacts of treatments.	5.500	1.291	5.250	1.258	-0.250
Q06. Ability to assist in directing a program of cultural resources management.	5.750	1.893	5.500	1.000	-0.250
Q10. Ability to prepare the cultural resource component of a less complex park's resources management plan.	5.000	2.160	4.750	3.202	-0.250
Q11. Ability to actively participate in planning teams dealing with the preservation of cultural resources.	6.250	0.957	6.000	0.817	-0.250
Q15. Ability to prepare and deliver effective talks and papers on historical or preservation issues.	3.250	1.708	3.000	2.160	-0.250
Q09. Ability to prepare discipline specific information related components of scopes of work and cooperative agreements for the accomplishment of cultural resource projects.	4.750	1.893	4.750	0.957	0.000
Q18. Ability to organize, coordinate, or direct the logistical aspects of training courses.	2.750	1.258	3.000	2.160	0.250
Q08. Ability to develop partnerships for the accomplishment of cultural programs.	4.667	2.309	5.000	0.817	0.333

Figure 2. Cultural Resources Stewardship Training Gap Analysis
Cultural Resources Program Manager - Developmental Level



CULTURAL RESOURCES PROGRAM MANAGERS – FULL PERFORMANCE LEVEL

Profile of Respondents. Of the 25 **Full Performance Cultural Resources Program Managers** who responded to the survey, 12 were female (48%) and 13 were male (52%). The average age of respondents was almost 48 years of age (\bar{x} = 47.8 years). They had completed over 18 years of formal education. See Appendix A-6 for information pertaining to academic degrees held by **Full Performance Cultural Resources Program Managers**.

The overwhelming majority of respondents was White (95.8%). One respondent indicated he/she was Asian/Pacific Islander and one respondent failed to mark this response on their survey instrument. Respondents ranged in rank from GS-7 (4%) to GS-14 (8%); however, the largest groups of respondents were GS-11's (32%) or GS-12's (36%). They had been employed by the National Park Service for slightly more than 16 years. They had been in their current positions for almost six years (\bar{x} = 5.6 years).

Importance of Competencies. As can be seen in Table 3, respondents rated six different competencies as having the greatest importance to them in their current positions. They were:

- (Q1) Ability to act as principal advisor in the management of park cultural resources.
- (Q2) Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.
- (Q10) Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.
- (Q11) Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.
- (Q14) Ability to direct diverse and complex programs of cultural resource management.
- (Q22) Ability to produce complex, clearly written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.

Each of these competencies received a mean importance rating of 6.0 or higher on the 7-point Importance Scale. Conversely, none of the competencies posed to respondents was perceived to be relatively unimportant (i.e., less than 4.0).

Perceived Level of Competency. Respondents reported feeling relatively competent regarding 11 of the 24 competencies, rating these items as 5.0 or higher on the 7-point scale. They were:

- (Q1) Ability to act as principal advisor in the management of park cultural resources.
- (Q2) Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.
- (Q3) Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.
- (Q5) Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.
- (Q7) Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Service-wide cultural resource management problems.
- (Q10) Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.
- (Q11) Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.
- (Q13) Ability to develop and manage work plans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.
- (Q14) Ability to direct diverse and complex programs of cultural resource management.
- (Q17) Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.
- (Q22) Ability to produce complex, clearly written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.

On the other hand, respondents reported feeling significantly less competent regarding their “Knowledge of the application of GIS technology, automatic methods of data collection...” (Q6), the “Ability to lead complex training situations...” (Q24), or their

“Ability to maintain liaison with Native Americans and other traditionally associated groups” (Q21). As can be seen in the third column of Table 3, each of these competencies received a mean competency rating of less than 4.0 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.” Four competencies produced gaps in excess of 1.0. They were, in order of magnitude:

- (Q1) Ability to act as principal advisor in the management of park cultural resources.
- (Q6) Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management.
- (Q21) Ability to maintain liaison with Native Americans and other traditionally associated groups.
- (Q2) Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.

Figure 3 presents a graphic depiction of the gaps between importance and competency assigned to each item.

**Table 3. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager – Full Performance Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q01. Ability to act as principal advisor in the management of park cultural resources.	6.440	1.083	5.200	2.062	-1.240
Q06. Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management.	4.833	1.239	3.640	1.680	-1.193
Q21. Ability to maintain liaison with Native Americans and other traditionally associated groups.	5.120	1.856	3.960	2.300	-1.160
Q02. Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.	6.480	0.770	5.480	1.358	-1.000
Q12. Knowledge of funding sources for cultural resources management both within and outside the National Park Service.	5.833	1.167	4.880	1.333	-0.953
Q16. Ability to prepare cooperative agreements for the accomplishment of complex cultural resource programs involving one or more universities or national organizations.	5.417	1.316	4.520	2.104	-0.897
Q04. Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).	5.333	1.373	4.440	1.734	-0.893
Q08. Skill in using computer applications for cultural resources management data analysis, manipulation, and presentation.	4.875	1.329	4.040	1.925	-0.835

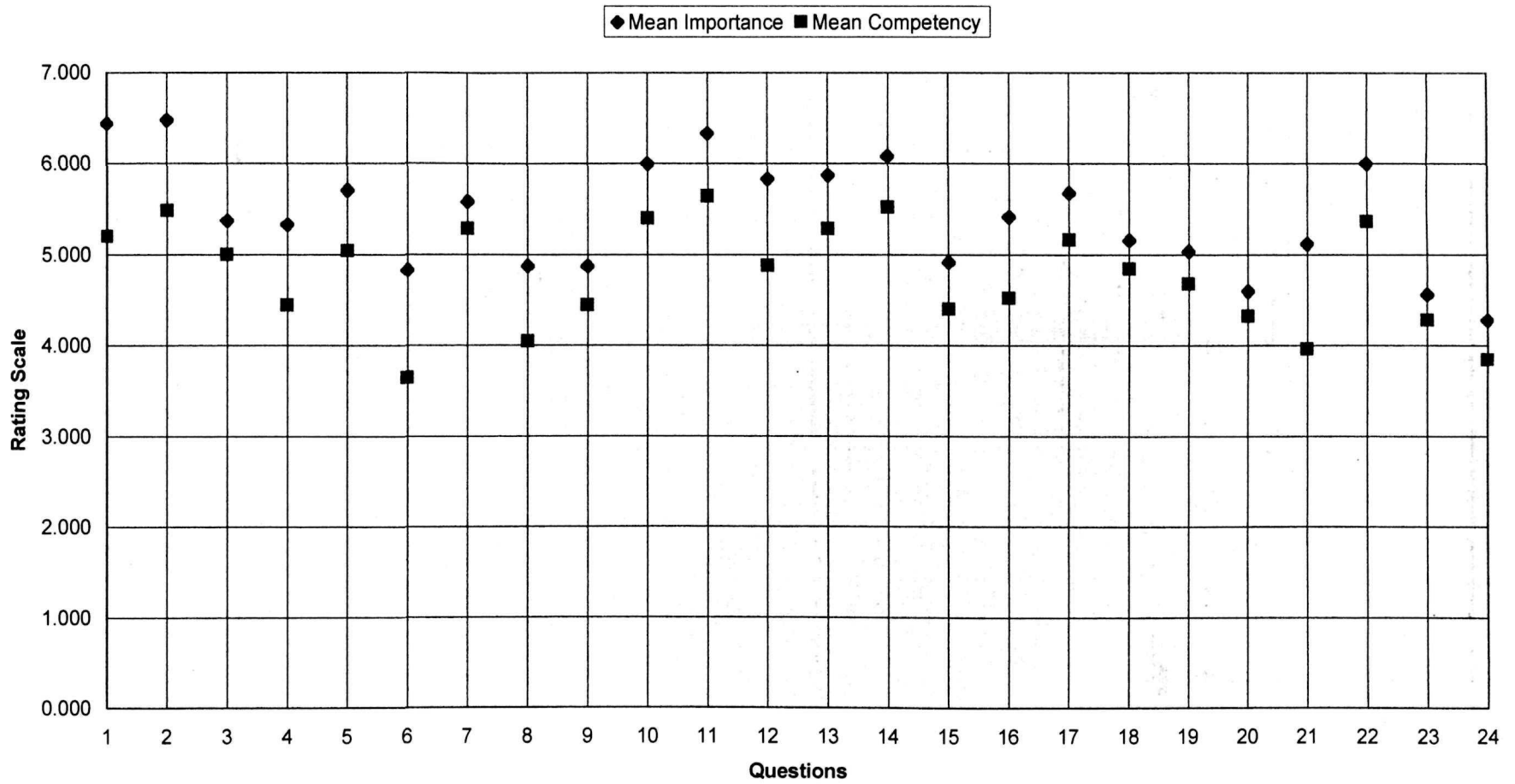
**Table 3. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager – Full Performance Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q11. Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.	6.333	0.817	5.640	1.440	-0.693
Q05. Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.	5.708	0.859	5.040	1.513	-0.668
Q22. Ability to produce complex, clearly written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.	6.000	1.118	5.360	1.578	-0.640
Q10. Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.	6.000	1.142	5.400	1.384	-0.600
Q13. Ability to develop and manage work plans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.	5.875	1.329	5.280	1.487	-0.595
Q14. Ability to direct diverse and complex programs of cultural resource management.	6.083	1.501	5.520	1.531	-0.563
Q17. Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.	5.680	1.030	5.160	1.951	-0.520
Q15. Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.	4.917	1.692	4.400	2.236	-0.517

**Table 3. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Cultural Resources Program Manager – Full Performance Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q24. Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.	4.280	1.400	3.840	2.340	-0.440
Q09. Extensive knowledge of preservation treatments and preservation maintenance methods and practices.	4.875	1.329	4.440	1.635	-0.435
Q03. Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.	5.375	1.408	5.000	1.658	-0.375
Q19. Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Service-wide policies and guidelines.	5.040	1.457	4.680	1.701	-0.360
Q18. Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies.	5.160	1.434	4.840	1.724	-0.320
Q07. Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Service-wide cultural resource management problems.	5.583	1.248	5.280	1.487	-0.303
Q20. Ability to develop and negotiate Service-wide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.	4.600	1.848	4.320	2.135	-0.280
Q23. Knowledge and ability to develop training programs to support Service-wide cultural resource management and preservation programs.	4.560	1.734	4.280	2.132	-0.280

Figure 3. Cultural Resources Stewardship Training Gap Analysis
Cultural Resources Program Manager - Full Performance Level



INTEGRATED RESOURCES PROGRAM MANAGERS – FULL PERFORMANCE LEVEL

Profile of Respondents. Twenty-seven **Full Performance Integrated Resources Program Managers** responded to the survey. Males outnumbered females by almost 2 to 1. One respondent failed to mark this response on his/her survey instrument. The average age of respondents was slightly less than 45 years of age (\bar{x} = 44.96 years). They had completed 17 years of formal education. See Appendix A-8 for information pertaining to academic degrees held by **Full Performance Integrated Resources Program Managers**.

Most respondents were White (92%), but one respondent was Hispanic and one was of Asian/Pacific Islander origin. Two of the respondents reported having a disability.

Respondents' rank generally ranged from GS-11 (29.6%) to GS-12 (33.3%) to GS-13 (33.3%), even though one was a GS-9. They had been employed by the National Park Service for 16 years. They had been in their current positions for five years.

Importance of Competencies. As can be seen in Table 4, respondents rated 10 different competencies as having the greatest importance to them in their current positions. They were:

- (Q1) Ability to act as principal advisor in the management of park cultural resources.
- (Q2) Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.
- (Q5) Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.
- (Q10) Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.
- (Q11) Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.
- (Q12) Knowledge of funding sources for cultural resources management both within and outside the National Park Service.
- (Q13) Ability to develop and manage work plans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.
- (Q14) Ability to direct diverse and complex programs of cultural resource management.
- (Q17) Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.

- (Q21) Ability to maintain liaison with Native Americans and other traditionally associated groups.

Each of these competencies received a mean importance rating of 5.0 or higher on the 7-point Importance Scale. Conversely, three competencies were perceived to be relatively unimportant (i.e., less than 3.5). They were:

- (Q9) Extensive knowledge of preservation treatments and preservation maintenance methods and practices.
- (Q23) Knowledge and ability to develop training programs to support Service-wide cultural resource management and preservation programs.
- (Q24) Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.

Perceived Level of Competency. In general, respondents did not report feeling highly competent regarding any of the 24 competencies. No item was rated 5.0 or higher on the 7-point scale. However, they reported feeling most competent regarding the following items:

- (Q10) Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.
- (Q11) Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.
- (Q17) Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.

On the contrary, respondents reported feeling relatively unprepared to perform eight competencies. They were:

- (Q3) Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.
- (Q15) Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.

- (Q18) Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies.
- (Q19) Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Service-wide policies and guidelines.
- (Q20) Ability to develop and negotiate Service-wide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.
- (Q22) Ability to produce complex, clearly written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.
- (Q23) Knowledge and ability to develop training programs to support Service-wide cultural resource management and preservation programs.
- (Q24) Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.

As can be seen in the third column of Table 4, each of these competencies received a mean competency rating of less than 3.2 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 4 provides a ranking of essential competencies producing the largest “I-C gaps.” Thirteen competencies produced gaps in excess of 1.0. They were, in order of magnitude:

- (Q19) Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Service-wide policies and guidelines.
- (Q12) Knowledge of funding sources for cultural resources management both within and outside the National Park Service.
- (Q14) Ability to direct diverse and complex programs of cultural resource management.
- (Q1) Ability to act as principal advisor in the management of park cultural resources.

- (Q20) Ability to develop and negotiate Service-wide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.
- (Q9) Extensive knowledge of preservation treatments and preservation maintenance methods and practices.
- (Q15) Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.
- (Q21) Ability to maintain liaison with Native Americans and other traditionally associated groups.
- (Q13) Ability to develop and manage work plans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.
- (Q2) Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.
- (Q5) Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.
- (Q3) Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.
- (Q4) Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).

Figure 4 presents a graphic depiction of the gaps between importance and competency assigned to each item.

**Table 4. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Integrated Resources Program Manager – Full Performance Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q19. Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Service-wide policies and guidelines.	4.296	2.233	2.444	2.063	-1.852
Q12. Knowledge of funding sources for cultural resources management both within and outside the National Park Service.	5.852	1.350	4.148	1.486	-1.704
Q14. Ability to direct diverse and complex programs of cultural resource management.	5.519	1.529	3.815	2.020	-1.704
Q01. Ability to act as principal advisor in the management of park cultural resources.	5.556	1.502	4.111	1.805	-1.445
Q20. Ability to develop and negotiate Service-wide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.	3.704	1.683	2.259	1.852	-1.444
Q09. Extensive knowledge of preservation treatments and preservation maintenance methods and practices.	3.444	1.476	2.037	1.581	-1.407
Q15. Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.	3.852	2.107	2.482	2.242	-1.370
Q21. Ability to maintain liaison with Native Americans and other traditionally associated groups.	5.259	1.831	3.889	1.423	-1.370
Q13. Ability to develop and manage work plans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.	5.482	1.529	4.222	1.649	-1.259
Q02. Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.	5.222	1.311	4.000	1.330	-1.222
Q05. Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.	5.111	1.528	3.926	1.592	-1.185

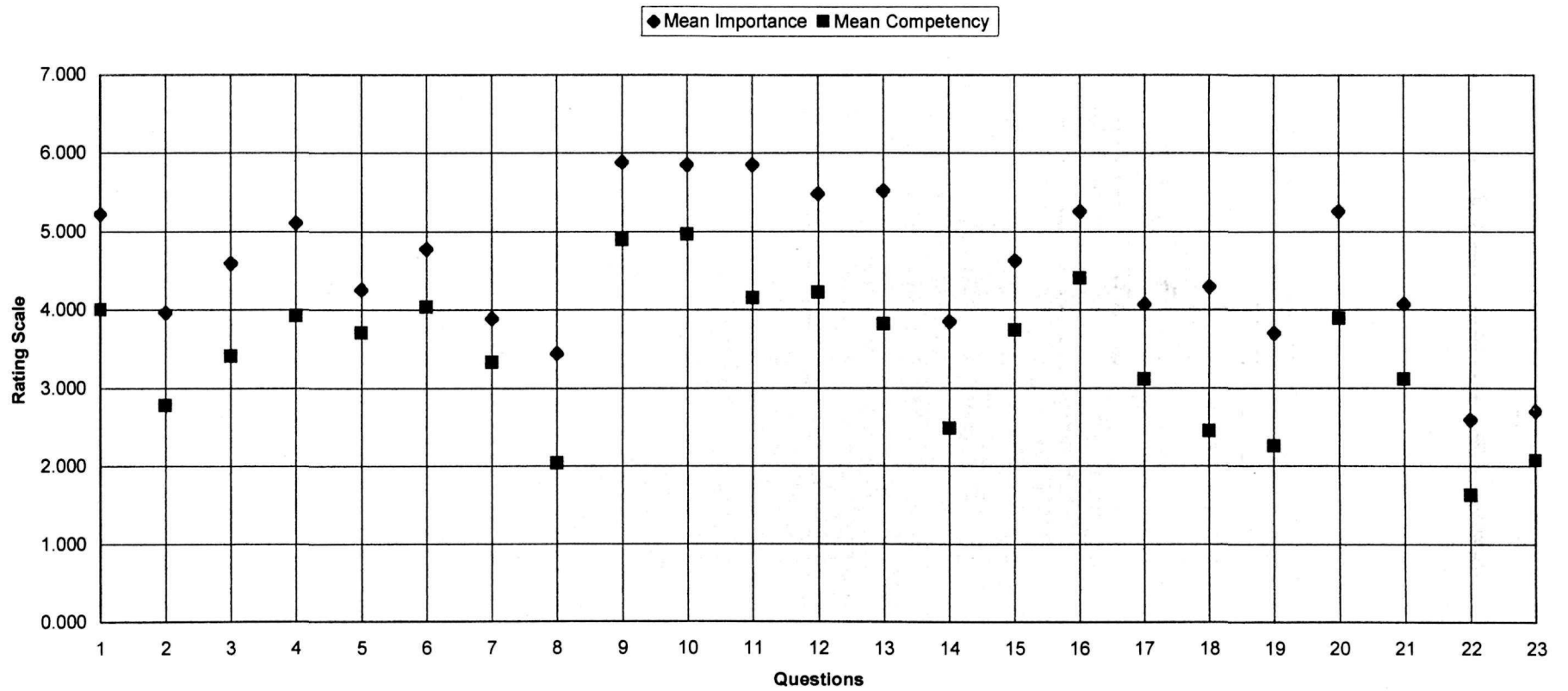
**Table 4. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Integrated Resources Program Manager – Full Performance Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q03. Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.	3.963	1.765	2.778	1.968	-1.185
Q04. Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).	4.593	1.279	3.407	1.309	-1.185
Q10. Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.	5.885	1.479	4.889	1.368	-0.996
Q23. Knowledge and ability to develop training programs to support Service-wide cultural resource management and preservation programs.	2.593	1.448	1.630	1.668	-0.963
Q18. Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies.	4.074	1.708	3.111	2.207	-0.963
Q22. Ability to produce complex, clearly written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.	4.074	1.900	3.111	2.359	-0.963
Q16. Ability to prepare cooperative agreements for the accomplishment of complex cultural resource programs involving one or more universities or national organizations.	4.630	1.757	3.741	2.087	-0.889

**Table 4. Cultural Resources Stewardship
Training Gap Analysis in Descending Order of Need
Integrated Resources Program Manager – Full Performance Level**

ITEMS RATED/QUESTIONS	MEAN IMPORTANCE	STANDARD DEVIATION	MEAN COMPETENCY	STANDARD DEVIATION	(I - C) GAP
Q11. Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.	5.852	1.486	4.963	1.629	-0.889
Q17. Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.	5.259	1.678	4.407	1.966	-0.852
Q07. Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Service-wide cultural resource management problems.	4.778	1.783	4.037	1.786	-0.741
Q24. Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.	2.704	1.637	2.074	1.960	-0.630
Q08. Skill in using computer applications for cultural resources management data analysis, manipulation, and presentation.	3.889	1.649	3.333	2.038	-0.556
Q06. Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management.	4.259	1.196	3.704	1.815	-0.556

**Figure 4. Cultural Resources Stewardship Training Gap Analysis
Integrated Resources Program Manager - Full Performance**



APPENDIX A-1

National Park Service Cultural Resources Stewardship Needs Assessment Cultural Resources Program Manager (Cultural Resource Specialist) Entry Level

“Cultural Resources Program Managers” (Interdisciplinary) work in a wide range of settings with varied program responsibilities and assignments. **Note:** The former occupational title - Cultural Resource Specialist - was changed to be consistent with NPS *Resources Careers*.

The work of employees in these positions is not that of discipline specialists, even though they hold academic degrees in cultural resource fields. **Note:** In some parks, employees in the position of Integrated Resources Program Manager (Resource Management Specialists), Interdisciplinary, carry out both cultural resources management and natural resources management responsibilities. Responsibilities for the Cultural Resources Program Manager, may include, but are not limited to:

- coordinating/accomplishing, as a *single staff person*, cultural resource management activities in a park;
- supervising, leading, or managing, as a *division chief or group leader*, cultural resource management programs, discipline specialists, or other cultural resources managers in a park, support office, or program center;
- working, as a *single staff person*, with a variety of cultural resources partnership programs in a support office or program center;
- working as a *planner*, in support offices and program centers.

Instructions: In the performance of your present job as a cultural resources program manager, how important are the following professional competencies? Please check the most appropriate response for each item.

Professional Discipline

- | | <i>Not Important</i> | | | | | | <i>Extremely Important</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. Professional knowledge in at least one of the cultural resource subject matter areas gained through an academic degree program or its equivalent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ability to produce basic products in the individual's professional field (e.g., bibliographical essays, outline studies of limited scope, and small scale surveys). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX A-1

Preservation Law, Philosophy, and Practice

- | | <i>Not Important</i> | | | | | | <i>Extremely Important</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Knowledge of the mission and objectives of the National Park Service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Basic knowledge of historic preservation history and philosophy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Basic knowledge of federal cultural resource legislation, including the National Historic Preservation Act (NHPA) of 1966 and the National Environmental Policy Act (NEPA) of 1969; the Secretary of the Interior's Standards, and National Park Service cultural resource management policies and guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Basic knowledge of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Basic knowledge of the Service's various cultural resource disciplines and their roles and capabilities in cultural resource management undertakings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Basic knowledge of natural resource management issues and concerns as they affect or interface with cultural resources management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Research and Inventory

- | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Basic knowledge of the Service's cultural resource inventories and their use in the management of cultural resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Ability to participate in park cultural resource surveys and inventories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Basic ability to accomplish research and conduct survey and inventory work in the area of the incumbent's discipline specialty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX A-1

	<i>Not Important</i>						<i>Extremely Important</i>
12. Basic knowledge of the National Register of Historic Places criteria.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
13. Ability to draft National Register documentation, including narrative, bibliography, photographs, and maps for a non-complex resource.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
14. Basic working knowledge of and ability to use CRM-specific software such the List of Classified Structures (LCS), Cultural Resource Bibliography, Archeological Sites Management Information System (ASMIS), Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Preservation, Treatment, and Maintenance							
15. Basic knowledge about treatment philosophy, methods and practices for the types of cultural resources managed in a park.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Program and Project Management							
-Contracting/Cooperative Agreements-							
16. Basic knowledge of contracting requirements and procedures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
17. Ability to draft scopes of work for the procurement of professional cultural resources management services.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
-Planning-							
18. Basic ability to participate in planning activities involving or affecting cultural resources.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

APPENDIX A-1

	<i>Not Important</i>						<i>Extremely Important</i>
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
19. Ability to apply and integrate the principles of Section 106 and 110 of the National Historic Preservation Act into the planning process at its earliest stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Basic knowledge of planning policies and procedures (Director's Order No. 2, the Secretary of the Interior's Standards for Preservation Planning, 36 CFR 63, and 36 CFR 800).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Basic knowledge and understanding of related cultural resources disciplines to the degree that helps ensure their proper consideration in the planning for cultural resources management and preservation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Compliance-							
22. Elementary ability to interpret NHPA and NEPA laws and their implementing regulations and programmatic agreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Basic ability to prepare or coordinate the preparation of Assessment of Actions Having Effect on Cultural Resources Forms and their supporting documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Elementary ability to assess compliance issues and know when to request assistance from other cultural resources professionals in assessing effects on cultural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and Communication							
25. Ability to draft clearly-written professional products (e.g., non-complex National Register nominations, resource survey forms, short, and focused studies) in the incumbents' subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- | | <i><u>Not Important</u></i> | | | | | | <i><u>Extremely Important</u></i> |
|---|-----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------|
| | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| 26. Ability to work as a team member in the production of effective interpretation and education programs (e.g., brochures, exhibits, videos) to convey cultural resources stewardship information to the public. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Ability to draft general correspondence related to cultural resource topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Training

- | | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 28. Ability to provide basic training to park staff on preservation philosophy, history, laws, regulations, policies, and guidelines. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

APPENDIX A-1

National Park Service Cultural Resources Stewardship Needs Assessment Cultural Resources Program Manager (Cultural Resource Specialist) Entry 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.

Instructions: Please look at the same list again. This time consider how you rate your overall preparation (all sources) for these aspects of being a cultural resources program manager. 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.

		<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
Professional Discipline									
29. Professional knowledge in at least one of the cultural resource subject matter areas gained through an academic degree program or its equivalent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7	
30. Ability to produce basic products in the individual's professional field (e.g., bibliographical essays, outline studies of limited scope, and small scale surveys).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7	
Preservation Law, Philosophy, and Practice									
31. Knowledge of the mission and objectives of the National Park Service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7	
32. Basic knowledge of historic preservation history and philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7	

APPENDIX A-1

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
	0	1	2	3	4	5	6	7
33. Basic knowledge of federal cultural resource legislation, including the National Historic Preservation Act (NHPA) of 1966 and the National Environmental Policy Act (NEPA) of 1969; the Secretary of the Interior's Standards, and National Park Service cultural resource management policies and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Basic knowledge of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Basic knowledge of the Service's various cultural resource disciplines and their roles and capabilities in cultural resource management undertakings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Basic knowledge of natural resource management issues and concerns as they affect or interface with cultural resources management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and Inventory								
37. Basic knowledge of the Service's cultural resource inventories and their use in the management of cultural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Ability to participate in park cultural resource surveys and inventories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Basic ability to accomplish research and conduct survey and inventory work in the area of the incumbent's discipline specialty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A-1

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
	0	1	2	3	4	5	6	7
40. Basic knowledge of the National Register of Historic Places criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Ability to draft National Register documentation, including narrative, bibliography, photographs, and maps for a non-complex resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Basic working knowledge of and ability to use CRM-specific software such the List of Classified Structures (LCS), Cultural Resource Bibliography, Archeological Sites Management Information System (ASMIS), Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preservation, Treatment, and Maintenance								
43. Basic knowledge about treatment philosophy, methods and practices for the types of cultural resources managed in a park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program and Project Management								
-Contracting/Cooperative Agreements-								
44. Basic knowledge of contracting requirements and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Ability to draft scopes of work for the procurement of professional cultural resources management services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Planning-								
46. Basic ability to participate in planning activities involving or affecting cultural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A-1

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
	0	1	2	3	4	5	6	7
47. Ability to apply and integrate the principles of Section 106 and 110 of the National Historic Preservation Act into the planning process at its earliest stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Basic knowledge of planning policies and procedures (Director's Order No. 2, the Secretary of the Interior's Standards for Preservation Planning, 36 CFR 63, and 36 CFR 800).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Basic knowledge and understanding of related cultural resources disciplines to the degree that helps ensure their proper consideration in the planning for cultural resources management and preservation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Compliance-								
50. Elementary ability to interpret NHPA and NEPA laws and their implementing regulations and programmatic agreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Basic ability to prepare or coordinate the preparation of Assessment of Actions Having Effect on Cultural Resources Forms and their supporting documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Elementary ability to assess compliance issues and know when to request assistance from other cultural resources professionals in assessing effects on cultural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and Communication								
53. Ability to draft clearly-written professional products (e.g., non-complex National Register nominations, resource survey forms, short, and focused studies) in the incumbents' subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A-1

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
	0	1	2	3	4	5	6	7
54. Ability to work as a team member in the production of effective interpretation and education programs (e.g., brochures, exhibits, videos) to convey cultural resources stewardship information to the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Ability to draft general correspondence related to cultural resource topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training								
56. Ability to provide basic training to park staff on preservation philosophy, history, laws, regulations, policies, and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A-1

Demographics

57. Age (years): _____

58. Gender: ☐ Female ☐ Male
1 2

59. Race/National Origin:

<input type="checkbox"/> American Indian or Alaskan Native 1	<input type="checkbox"/> Hispanic 2
<input type="checkbox"/> Black (Not of Hispanic Origin) 3	<input type="checkbox"/> Asian or Pacific Islander 4
<input type="checkbox"/> White (Not of Hispanic Origin) 5	<input type="checkbox"/> Other (Please Specify): 6

60. Do you have a disability? ☐ Yes ☐ No
1 2

61. Current GS level _____

62. Number of years served in the National Park Service? _____

63. Number of years in current position? _____

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

<12 12 13 14 15 16 17 18 18+

65. 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 _____

APPENDIX A-2

Respondents reported the following list of degrees.

CULTURAL RESOURCES PROGRAM MANAGER – ENTRY LEVEL

UNDERGRADUATE (B.S. & B.A.)

General Science	01
Geology	01
Anthropology/GIS	01

GRADUATE (M.S. & M.A.)

Biology	01
Earth Sciences	01

DOCTORATE (PH.D.)

Ecology/Evolutionary Biology	01
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APPENDIX A-3

National Park Service Cultural Resources Stewardship Needs Assessment Cultural Resources Program Manager (Cultural Resource Specialist) Developmental Level

“Cultural Resources Program Managers” (Interdisciplinary) work in a wide range of settings with varied program responsibilities and assignments. **Note:** The former occupational title - Cultural Resource Specialist - was changed to be consistent with NPS *Resources Careers*.

The work of employees in these positions is not that of discipline specialists, even though they hold academic degrees in cultural resource fields. **Note:** In some parks, employees in the position of Integrated Resources Program Manager (Resource Management Specialists), Interdisciplinary, carry out both cultural resources management and natural resources management responsibilities. Responsibilities for the Cultural Resources Program Manager, may include, but are not limited to:

- coordinating/accomplishing, as a *single staff person*, cultural resource management activities in a park;
- supervising, leading, or managing, as a *division chief or group leader*, cultural resource management programs, discipline specialists, or other cultural resources managers in a park, support office, or program center;
- working, as a *single staff person*, with a variety of cultural resources partnership programs in a support office or program center;
- working as a *planner*, in support offices and program centers.

Instructions: In the performance of your present job as a cultural resources program manager, how important are the following professional competencies? Please check the most appropriate response for each item.

Professional Discipline

1. Ability to identify need for and/or procure studies and inventories needed to support cultural resources management programs.
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Preservation Law, Philosophy, and Practice

2. Ability to apply federal cultural resources legislation, the Secretary of the Interior's Standards, and National Park Service cultural resources management policies and guidelines to preservation planning and projects.
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX A-3

Research and Inventory

3. Ability to apply National Register of Historic Places criteria to data gathered through inventory and survey.

Not Important

Extremely Important

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Preservation, Treatment, and Maintenance

4. Ability to collaborate with other cultural resource specialists to develop alternative treatments for cultural resources and assessing the impacts of treatments.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Program and Project Management

5. Ability to recognize the interrelationships of all resource management disciplines such as museum services, archeology, cultural landscapes, building preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resources preservation projects and goals.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

6. Ability to assist in directing a program of cultural resources management.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

7. Ability to maintain effective liaison with Native American groups and other traditional groups.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

-Contracting/Cooperative Agreements-

8. Ability to develop partnerships for the accomplishment of cultural programs.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

9. Ability to prepare discipline specific information related components of scopes of work and cooperative agreements for the accomplishment of cultural resource projects.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

APPENDIX A-3

	<i>Not Important</i>						<i>Extremely Important</i>
-Planning-							
10. Ability to prepare the cultural resource component of a less complex park's resources management plan.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
11. Ability to actively participate in planning teams dealing with the preservation of cultural resources.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
-Compliance-							
12. Ability to negotiate compliance agreements with state historic preservation officers and the Advisory Council on Historic Preservation.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
13. Ability to work with State Historic Preservation Officers and the Advisory Council on Historic Preservation in developing agreements to resolve cultural resource management issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
14. Ability to assess cultural resource issues and know when to request assistance from other cultural resource professionals in assessing effects on cultural resources.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Writing and Communication							
15. Ability to prepare and deliver effective talks and papers on historical or preservation issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
16. Progressive expansion of entry level skills to convey to the public an understanding and appreciation of cultural resources stewardship through interpretation/education programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

APPENDIX A-3

Training

- | | <i>Not Important</i> | | | | | | <i>Extremely Important</i> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| 17. Ability to develop effective learner-centered objectives, agendas, presentations, and activities for training events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Ability to organize, coordinate, or direct the logistical aspects of training courses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Ability to present training over a wide range of issues in the area of cultural resource management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Skill in using a variety of training techniques, as appropriate, including lectures, open or directed discussions, question/answer sessions, media presentations, individual and group exercises, and field studies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX A-3

National Park Service Cultural Resources Stewardship Needs Assessment Cultural Resources Program Manager (Cultural Resource Specialist) 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.

Instructions: Please look at the same list again. This time consider how you rate your overall preparation (all sources) for these aspects of being a cultural resources program manager. 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

	<i>N/A</i>	<i>Unprepared</i>								<i>Fully Competent</i>
	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7		
21. Ability to identify need for and/or procure studies and inventories needed to support cultural resources management programs.										

Preservation Law, Philosophy, and Practice

	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
22. Ability to apply federal cultural resources legislation, the Secretary of the Interior's Standards, and National Park Service cultural resources management policies and guidelines to preservation planning and projects.								

Research and Inventory

	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
23. Ability to apply National Register of Historic Places criteria to data gathered through inventory and survey.								

APPENDIX A-3

Preservation, Treatment, and Maintenance

24. Ability to collaborate with other cultural resource specialists to develop alternative treatments for cultural resources and assessing the impacts of treatments.

<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Program and Project Management

25. Ability to recognize the interrelationships of all resource management disciplines such as museum services, archeology, cultural landscapes, building preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resources preservation projects and goals.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

26. Ability to assist in directing a program of cultural resources management.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

27. Ability to maintain effective liaison with Native American groups and other traditional groups.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

-Contracting/Cooperative Agreements-

28. Ability to develop partnerships for the accomplishment of cultural programs.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

29. Ability to prepare discipline specific information related components of scopes of work and cooperative agreements for the accomplishment of cultural resource projects.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

-Planning-

30. Ability to prepare the cultural resource component of a less complex park's resources management plan.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

APPENDIX A-3

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
31. Ability to actively participate in planning teams dealing with the preservation of cultural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-Compliance-

32. Ability to negotiate compliance agreements with state historic preservation officers and the Advisory Council on Historic Preservation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
33. Ability to work with State Historic Preservation Officers and the Advisory Council on Historic Preservation in developing agreements to resolve cultural resource management issues.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
34. Ability to assess cultural resource issues and know when to request assistance from other cultural resource professionals in assessing effects on cultural resources.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Writing and Communication

35. Ability to prepare and deliver effective talks and papers on historical or preservation issues.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
36. Progressive expansion of entry level skills to convey to the public an understanding and appreciation of cultural resources stewardship through interpretation/education programs.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Training

37. Ability to develop effective learner-centered objectives, agendas, presentations, and activities for training events.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

APPENDIX A-3

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
	0	1	2	3	4	5	6	7
38. Ability to organize, coordinate, or direct the logistical aspects of training courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Ability to present training over a wide range of issues in the area of cultural resource management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Skill in using a variety of training techniques, as appropriate, including lectures, open or directed discussions, question/answer sessions, media presentations, individual and group exercises, and field studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A-3

Demographics

41. Age (years): _____

42. Gender: ☐ Female ☐ Male
 1 2

43. Race/National Origin:

<input type="checkbox"/> American Indian or Alaskan Native 1	<input type="checkbox"/> Hispanic 2
<input type="checkbox"/> Black (Not of Hispanic Origin) 3	<input type="checkbox"/> Asian or Pacific Islander 4
<input type="checkbox"/> White (Not of Hispanic Origin) 5	<input type="checkbox"/> Other (Please Specify): 6

44. Do you have a disability? ☐ Yes ☐ No
 1 2

45. Current GS level _____

46. Number of years served in the National Park Service? _____

47. Number of years in current position? _____

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

<12 12 13 14 15 16 17 18 18+

49. 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 _____

APPENDIX A-4

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

CULTURAL RESOURCES PROGRAM MANAGER – DEVELOPMENTAL LEVEL

UNDERGRADUATE (B.S. & B.ARCHITECTURE)

Architecture	01
Natural History/Parks	01
Anthropology	01
Sociology	01

APPENDIX A-5

National Park Service Cultural Resources Stewardship Needs Assessment Cultural Resources Program Manager (Cultural Resource Specialist) Full Performance Level

“Cultural Resources Program Managers” (Interdisciplinary) work in a wide range of settings with varied program responsibilities and assignments. **Note:** The former occupational title - Cultural Resource Specialist - was changed to be consistent with NPS *Resources Careers*.

The work of employees in these positions is not that of discipline specialists, even though they hold academic degrees in cultural resource fields. **Note:** In some parks, employees in the position of Integrated Resources Program Manager (Resource Management Specialists), Interdisciplinary, carry out both cultural resources management and natural resources management responsibilities. Responsibilities for the Cultural Resources Program Manager, may include, but are not limited to:

- coordinating/accomplishing, as a *single staff person*, cultural resource management activities in a park;
- supervising, leading, or managing, as a *division chief or group leader*, cultural resource management programs, discipline specialists, or other cultural resources managers in a park, support office, or program center;
- working, as a *single staff person*, with a variety of cultural resources partnership programs in a support office or program center;
- working as a *planner*, in support offices and program centers.

Instructions: In the performance of your present job as a cultural resources program manager, how important are the following professional competencies? Please check the most appropriate response for each item.

Professional Discipline

1. Ability to act as principal advisor in the management of park cultural resources. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Preservation Law, Philosophy, and Practice

2. Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

APPENDIX A-5

	<i>Not Important</i>						<i>Extremely Important</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

3. Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.

Research and Inventory

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

4. Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

5. Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

6. Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

7. Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Servicewide cultural resource management problems.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

8. Skill in using computer applications for cultural resources management data analysis, manipulation, and presentation.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

APPENDIX A-5

Preservation, Treatment, and Maintenance

9. Extensive knowledge of preservation treatments and preservation maintenance methods and practices.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

10. Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Program and Project Management

11. Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

12. Knowledge of funding sources for cultural resources management both within and outside the National Park Service.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

13. Ability to develop and manage workplans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

14. Ability to direct diverse and complex programs of cultural resource management.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

-Contracting/Cooperative Agreements-

15. Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

16. Ability to prepare cooperative agreements for the accomplishment of complex cultural resource programs involving one or more universities or national organizations.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

APPENDIX A-5

-Planning-

- | | <i>Not Important</i> | | | | | | <i>Extremely Important</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

-Compliance-

- | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Servicewide policies and guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Ability to develop and negotiate Servicewide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Ability to maintain liaison with Native Americans and other traditionally associated groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Writing and Communication

- | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 22. Ability to produce complex, clearly-written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Training

- | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 23. Knowledge and ability to develop training programs to support Servicewide cultural resource management and preservation programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

APPENDIX A-5

	<i>Not Important</i>						<i>Extremely Important</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7
24. Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.							

APPENDIX A-5

National Park Service Cultural Resources Stewardship Needs Assessment Cultural Resources Program Manager (Cultural Resource Specialist) 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.

Instructions: Please look at the same list again. This time consider how you rate your overall preparation (all sources) for these aspects of being a cultural resources program manager. 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

25. Ability to act as principal advisor in the management of park cultural resources.

<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Preservation Law, Philosophy, and Practice

26. Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

27. Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

APPENDIX A-5

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
Research and Inventory	0	1	2	3	4	5	6	7
28. Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Servicewide cultural resource management problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Skill in using computer applications for cultural resources management data analysis, manipulation, and presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preservation, Treatment, and Maintenance								
33. Extensive knowledge of preservation treatments and preservation maintenance methods and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A-5

Program and Project Management

35. Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

36. Knowledge of funding sources for cultural resources management both within and outside the National Park Service.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

37. Ability to develop and manage workplans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

38. Ability to direct diverse and complex programs of cultural resource management.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

-Contracting/Cooperative Agreements-

39. Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

40. Ability to prepare cooperative agreements for the accomplishment of complex cultural resource programs involving one or more universities or national organizations.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

-Planning-

41. Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

APPENDIX A-5

	<i>N/A</i>	<i>Unprepared</i>							
42. Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	

-Compliance-

43. Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Servicewide policies and guidelines.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

44. Ability to develop and negotiate Servicewide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

45. Ability to maintain liaison with Native Americans and other traditionally associated groups.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
--	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

Writing and Communication

46. Ability to produce complex, clearly-written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

Training

47. Knowledge and ability to develop training programs to support Servicewide cultural resource management and preservation programs.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

48. Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
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APPENDIX A-5

Demographics

49. Age (years): _____

50. Gender: ☐ Female ☐ Male
1 2

51. Race/National Origin:

<input type="checkbox"/> American Indian or Alaskan Native 1	<input type="checkbox"/> Hispanic 2
<input type="checkbox"/> Black (Not of Hispanic Origin) 3	<input type="checkbox"/> Asian or Pacific Islander 4
<input type="checkbox"/> White (Not of Hispanic Origin) 5	<input type="checkbox"/> Other (Please Specify): 6

52. Do you have a disability? ☐ Yes ☐ No
1 2

53. Current GS level _____

54. Number of years served in the National Park Service? _____

55. Number of years in current position? _____

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

<12 12 13 14 15 16 17 18 18+

57. 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 _____

APPENDIX A-6

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

CULTURAL RESOURCES PROGRAM MANAGER – FULL PERFORMANCE LEVEL

UNDERGRADUATE (B.S., B.A. & B.L.A.)

American Culture/Studies/ Social Science	03
Anthropology	05
Archeology	01
Architecture	02
Biology	02
Criminal Justice	01
Education	01
Engineering	01
Environmental Design	01
Geography	01
History	04
Landscape Architecture	01
Museum Studies	01

GRADUATE (M.S. & M.A.)

Architectural Engineering/Architecture	02
Anthropology/Archeology	10
Biology	01
Geography	01
Historic Preservation	02
History/American Civilization	05
Landscape Architecture	01
Planning	01

DOCTORATE (PH.D.)

American Civilization	01
Anthropology	01
History of Technology	01

APPENDIX A-7

National Park Service Cultural Resources Stewardship Needs Assessment Integrated Resources Program Manager (Resource Management Specialist) Full Performance Level

“Integrated Resources Program Managers” (Interdisciplinary) work in a wide range of settings with varied program responsibilities and assignments. **Note:** The former occupational title - Resource Management Specialist - was changed to be consistent with NPS *Resources Careers*. In some parks, employees in the position of Integrated Resources Program Manager (Resource Management Specialists), Interdisciplinary, carry out both cultural resources management and natural resources management responsibilities. This questionnaire focuses on the cultural resources management essential competencies that are applicable to your job.

Instructions: In the performance of your present job as an integrated resources program manager, how important are the following professional competencies? Please check the most appropriate response for each item.

Professional Discipline

1. Ability to act as principal advisor in the management of park cultural resources. ☐ ☐ ☐ ☐ ☐ ☐ ☐

Not Important

Extremely Important

Preservation Law, Philosophy, and Practice

2. Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources. ☐ ☐ ☐ ☐ ☐ ☐ ☐

3. Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership. ☐ ☐ ☐ ☐ ☐ ☐ ☐

APPENDIX A-7

Research and Inventory

- | | <i>Not Important</i> | | | | | | <i>Extremely Important</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Servicewide cultural resource management problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Skill in using computer applications for cultural resources management data analysis, manipulation, and presentation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Preservation, Treatment, and Maintenance

- | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Extensive knowledge of preservation treatments and preservation maintenance methods and practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX A-7

Program and Project Management

Not Important

Extremely Important

11. Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

12. Knowledge of funding sources for cultural resources management both within and outside the National Park Service.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

13. Ability to develop and manage workplans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

14. Ability to direct diverse and complex programs of cultural resource management.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

-Contracting/Cooperative Agreements-

15. Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

16. Ability to prepare cooperative agreements for the accomplishment of complex cultural resource programs involving one or more universities or national organizations.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

-Planning-

17. Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

APPENDIX A-7

	<i>Not Important</i>						<i>Extremely Important</i>
	1	2	3	4	5	6	7

18. Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies.

-Compliance-

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

19. Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Servicewide policies and guidelines.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

20. Ability to develop and negotiate Servicewide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

21. Ability to maintain liaison with Native Americans and other traditionally associated groups.

Writing and Communication

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

22. Ability to produce complex, clearly-written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.

Training

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

23. Knowledge and ability to develop training programs to support Servicewide cultural resource management and preservation programs.

APPENDIX A-7

	<i>Not Important</i>						<i>Extremely Important</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7
24. Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.							

APPENDIX A-7

National Park Service Cultural Resources Stewardship Needs Assessment Integrated Resources Program Manager (Resource Management Specialist) 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.

Instructions: Please look at the same list again. This time consider how you rate your overall preparation (all sources) for these aspects of being an integrated resources program manager. 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

	<u>N/A</u>	<u>Unprepared</u>						<u>Fully Competent</u>
25. Ability to act as principal advisor in the management of park cultural resources.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Preservation Law, Philosophy, and Practice

26. Extensive knowledge of laws, regulations, policies, and guidelines regarding the preservation and protection of cultural resources.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

27. Extensive knowledge of and ability to participate in the further development or revision of the goals, content, and functioning of National Park Service cultural resource programs, both internal and partnership.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

APPENDIX A-7

Research and Inventory

28. Extensive knowledge of the Service's cultural resource inventories, such as the List of Classified Structures (LCS), the Cultural Resources Bibliography (CRBIB), the Archeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI), the NPS Geographic Information System (GIS), and the Automated National Catalog System (ANCS+).

	<i>N/A</i>	<i>Unprepared</i>					<i>Fully Competent</i>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6
							7

29. Ability to use the data of the cultural resource inventories in the development and management of complex CRM planning and preservation undertakings.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

30. Knowledge of the application of GIS technology, automatic methods of data collection, analysis, and illustration to cultural resources management.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

31. Ability to collect, analyze, and synthesize scientific information from research, monitoring, resources management actions, and other sources of information to solve park, regional, and Servicewide cultural resource management problems.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

32. Skill in using computer applications for cultural resources management data analysis, manipulation, and presentation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

Preservation, Treatment, and Maintenance

33. Extensive knowledge of preservation treatments and preservation maintenance methods and practices.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

34. Ability to identify appropriate specialists to carry out complex scientific and cultural preservation, mitigation, and restoration projects.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7

APPENDIX A-7

Program and Project Management

35. Ability to recognize the interrelationships of all resource management disciplines such as museum management, archeology, cultural landscapes, historic architecture preservation, ethnography, and maintenance and to work within this divisional/discipline framework to accomplish cultural resource preservation projects and goals.

<i>N/A</i>	<i>Unprepared</i>						<i>Fully Competent</i>
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

36. Knowledge of funding sources for cultural resources management both within and outside the National Park Service.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

37. Ability to develop and manage workplans and schedules, scopes of work, cost estimates, and budget proposals and/or grants to justify funding requests and accomplish goals.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

38. Ability to direct diverse and complex programs of cultural resource management.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

-Contracting/Cooperative Agreements-

39. Ability to negotiate partnerships for the accomplishment of cultural programs that are regional or national in scope.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

40. Ability to prepare cooperative agreements for the accomplishment of complex cultural resource programs involving one or more universities or national organizations.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

-Planning-

41. Ability to develop or coordinate the development of cultural resource components of resource management plans in areas with diverse and complex cultural resources.

<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

APPENDIX A-7

	<i>N/A</i>	<i>Unprepared</i>						<i>Fully Competent</i>
	0	1	2	3	4	5	6	7
42. Ability to lead complex planning undertakings or manage the development of new or revised cultural resource planning policies and methodologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-Compliance-

43. Ability to apply extensive knowledge of compliance legislation and regulations to the development or revision of them and/or to develop implementing Servicewide policies and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7

44. Ability to develop and negotiate Servicewide programmatic agreements with State Historic Preservation Officers and the Advisory Council on Historic Preservation to resolve complex cultural resource issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7

45. Ability to maintain liaison with Native Americans and other traditionally associated groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7

Writing and Communication

46. Ability to produce complex, clearly-written, well-documented studies of publishable quality to support planning, preservation, management, and public interpretation of cultural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7

Training

47. Knowledge and ability to develop training programs to support Servicewide cultural resource management and preservation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7

48. Ability to lead complex training situations, which may include agendas with numerous topics and speakers; participants with different backgrounds or levels of knowledge, experience, and motivation; or courses of several days duration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7

APPENDIX A-7

Demographics

49. Age (years): _____

50. Gender: ☐ Female ☐ Male
1 2

51. Race/National Origin:

<input type="checkbox"/> American Indian or Alaskan Native 1	<input type="checkbox"/> Hispanic 2
<input type="checkbox"/> Black (Not of Hispanic Origin) 3	<input type="checkbox"/> Asian or Pacific Islander 4
<input type="checkbox"/> White (Not of Hispanic Origin) 5	<input type="checkbox"/> Other (Please Specify): 6

52. Do you have a disability? ☐ Yes ☐ No
1 2

53. Current GS level _____

54. Number of years served in the National Park Service? _____

55. Number of years in current position? _____

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

<12 12 13 14 15 16 17 18 18+

57. 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 _____

APPENDIX A-8

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

INTEGRATED RESOURCES PROGRAM MANAGER – FULL PERFORMANCE LEVEL

UNDERGRADUATE (B.S. & B.A.)

Anthropology	01	
Biology, Zoology, Chemistry	07	
Ecology, Forest Ecology, Forestry	06	
Environmental Interpretation	01	
Geography	01	
Journalism	01	
Natural Resources, Wildlife/Fisheries Biology	03	
Park Administration/Management	03	
Recreation/ tourism, Recreation Planning		02
Speech Education	01	

GRADUATE (M.S., M.A., & M.F.A.)

Anatomy/Physiology, Zoology	02
Anthropology	01
Environmental/Natural Resource Management	03
Geomorphology	01
Landscape Architecture	01
Plant/Wildlife Ecology	02
Wildland Fire Science	01
Wildland Recreation Mgt	01

DOCTORATE (PH.D.)

Neurophysiology	01
Plant Ecology	01

REFERENCES

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- Wright, B. A., N. D. Emerald, and C. L. Cox. 1999. Cultural Resources Stewardship Training Needs Assessment: Final Report Facility Manager/Chief of Maintenance. National Park Service - Stephen T. Mather Training Center: Harpers Ferry, West Virginia.