

National Park Ranger Survey



Department of Conservation and Land Management W.A.

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**A SURVEY OF NATIONAL PARK
RANGERS IN WESTERN AUSTRALIA
NOVEMBER 1985**

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SUMMARY

1. General

A questionnaire form was developed and used to obtain information from nearly all National Park Supervisors and Rangers. The report produced briefly describes these staff and presents their views on several personnel and park-related matters. Information of a similar kind was also obtained from a representative group of Administrative and Management staff.

2. The Rangers' Role

A model Ranger role was constructed, using 11 different duty areas, to indicate the general direction of staff preferences. According to this outcome, in the Rangers' view, less time should be spent on routine servicing and maintenance with more time being allocated to educational services for the public, work connected with the parks' natural resources and staff training.

As distinct from the amount of time allocated to each of the 11 duties, those considered by the Rangers as most central to their work were public education, the control of the public in the parks, and natural resource work. Administrative functions, work contacts outside the parks and the construction of park improvements were considered by the Rangers to be relatively less important to their role.

3. Skills and Knowledge for the Job

A list of 42 Ranger-type work skills and areas of knowledge, placed in eight groups according to type, were ranked for importance. The kinds of skills and knowledge rated most highly by the Rangers related to safety and security, the use, care and maintenance of equipment, care of the parks' natural resources and public aspects.

The 42 items were also ranked by the Rangers according to future training priorities, the greatest perceived needs here being in the areas of natural resource work, park planning and research, safety and security and the public.

The staff indicated a preference for training that would provide them with a sound conceptual background for their work rather than practical-type skills alone.

4. Aspirations

A high proportion of the Rangers involved aspire eventually to being in charge of their own park or even several parks. Very few indicated an interest in straight office work or moving to a new area of employment.

Park work tends to be stable with an average employment period of over seven years. The implications of this for career planning, in conjunction with the creation of career opportunities, are considerable.

5. Staff Mobility

The Rangers indicated their interest in transferring to a new park (1) for experience only, (2) for promotion and (3) for training purposes. Whilst most interest was expressed in transfers accompanied by promotion there was also strong interest shown in a shift that would bring residential training opportunities. A significant number of staff indicated they were "not interested" in moving which in many cases may have meant they were unable to move for personal reasons.

6. In-Service Training

Asked to indicate their personal interest in undertaking either residential or correspondence forms of training (two options for each) the Rangers gave best ratings for a certificate-level correspondence course followed by a combined study-and-work residential programme. There was no clear preference for one form of training (correspondence or residential) over the other. At least 16% of the staff had no interest (or would be unable to participate) in the options presented.

When given a wider choice of training options and asked which they would most like the Department to support, the Rangers indicated short-term (about 2 weeks) in-service training first, followed by residential training, local workshops and lastly training by correspondence. The Administrative and Management group also placed short-term in-service courses first.

7. Staff Comments

Chapter 3 of the report presents a collection of views expressed by the staff outside the constraints of the questionnaire items. It provides a valuable account as well as a frame of reference for the remainder of the report.

ACKNOWLEDGEMENT

Many staff, well over 100, within the Department contributed to the survey. Assistance came from many quarters including the Policy and Planning, Administrative and Finance, Training, Personnel, Research, Mapping and Publications sections.

In the early stages of the survey visits were made to Field Officers and National Park Rangers in three regions. Following this were the design of the questionnaire (with outside assistance from the Australian Bureau of Statistics), the pilot-testing of the form with Rangers from two Parks, the data collecting itself involving some 90 staff, typing of all kinds and finally the data processing, undertaken with much help at the Research Section.

At every stage not only everyone's assistance but also the very positive and friendly way in which it was given was much appreciated. To all the people who lent a hand so readily along the way my sincere thanks.

FOREWORD

During the survey I had the pleasure of visiting several National Parks and over the period either met or spoke with the majority of National Park Rangers. Essentially they are individualists, similar to the traditional farmer, who have learnt to rely very much upon themselves. They are independent and resourceful, much attached to their parks and their work.

Doubtless the Rangers' characteristics I saw were fashioned, in many cases at least, working on farms, in trades and in various other work places prior to their park employment. They were selected for their present work as good all-rounders and in the somewhat isolated and austere circumstances of the parks none of these qualities was wasted.

The creation of the Department of Conservation and Land Management earlier this year began a new era for National Parks in Western Australia. Those at the top of the Department continue to face the task of deciding the best ways to manage the parks using the most efficient and effective means. It has still to be decided exactly how the present park work force should be trained, structured, distributed and otherwise shaped to serve the direction the Department wants to take.

For the Rangers the advent of the new Department brought fundamental organisational changes requiring adjustments, and with this the inevitable threat of change. There has been anxiety, for example regarding their future careers and the effect of possible new competition for senior positions. Industrial awareness and cohesion has grown. At the same time the positive aspects of the Department's inception have also been realised by many of the Rangers with others beginning to appreciate better the potential advantages of the change as time has past.

A foremost need of the Rangers at present is dependable knowledge regarding their future careers. A revised classification system, to provide a career-planning base, is a first requirement along with role specification and training geared to fit them for new work demands. Clear policies and procedures covering transfers, promotions, job rotation and like matters are also needed. Mobile Rangers in particular should receive attention directed at the differences between them and Resident Rangers - for example in relation to preparation for employment, roles, classification and career opportunities.

In the process of change it will be most important that the Rangers are consulted and otherwise involved. Their acquired knowledge and skills along with good common-sense give them much to contribute. It will also be important to bear in mind the chief sources from which they currently derive their work satisfaction and motivation - such things for example as the practise of past trade and other acquired skills, the sense of independence and self reliance they derive from working and solving problems on their own, from the pride they take in 'their' parks and the high standards they set themselves and will expect anyone else to maintain. It must be seen to that the personal qualities they have brought to their work in the past are not neglected.

The Department will continue to need in its parks staff who are essentially self-reliant and resourceful. There will continue to be testing work of all kinds - emergencies, lone patrols, and similar situations to try the personal abilities and commitment of those involved. In its present park staff the Department has sound materials with which to build.

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CHAPTER 1

INTRODUCTION

The present study was undertaken in response to a request made earlier this year by the Executive Director of the Department, Dr Syd Shea. This was shortly after the inception of the new Department and the amalgamation of three separate staff bodies including the National Park Rangers.

As envisaged, the study had two purposes, the first being to obtain additional information about the National Park Staff, especially in regard to their work aspirations and related matters. The second and complementary objective was to gain more knowledge about the views of the staff on various park issues. This input would then be available for use in future policy-making and planning exercises, for example, formal role specification, training course design, recruitment and career development, intended to benefit the National Park system as a whole.

The focus of the report is very much on the National Park Ranger. It is presented as a report of the staff, not on the staff, and is essentially descriptive rather than interpretative. Inevitably the information presented is of a general kind and does not convey the different shades of opinion held individually by the rangers or their varying situations.

The survey also sought input from a selected group of Administrative and Management staff with responsibilities for National Parks. This group's responses, used collectively, proved valuable in broadening the study's perspective and indicating a position outside that of the Rangers'. Perhaps it should be mentioned at this point that in the areas covered no substantial differences were found between the two groups' positions.

Both groups, the Administrative and the Management staff and the Rangers, responded positively to the survey as gauged by a high level of questionnaire forms returned. In regard to the Rangers' data and within the limits of such studies, the information reported may be regarded as representative of the group as a whole.

CHAPTER 2

METHODOLOGY

The first step, which established the underpinnings and directions for the study, was the gathering together of background information. This entailed discussions with members of the Department's Policy Directorate and other officers as well as referral to relevant reports and files. To obtain information about actual park work and conditions the author visited parks and met with Supervisors, Rangers and Management staff in the Northern Forest, Central Forest and South Coast Regions. Telephone discussions with park staff and officers were also used to help fill out the background picture from which the questionnaire form used in the study was produced. Communication, with the Ranger staff in particular, was also ongoing.

The questionnaire form (Appendix 1) has main sections dealing with the Rangers' role, work skills, aspirations, mobility and training. It was produced with the considerable assistance of various officers, including the Director of National Parks, Mr Chris Haynes, with past experience and knowledge in the area. The Australian Bureau of Statistics also provided valuable assistance. When the form was nearing its final stage it was tested with a pilot group of 13 staff at the Yanchep National Park and Matilda Bay Reserve and then finally drafted.

Preceded by information designed to prepare the staff for what was coming, the questionnaire was printed and ready for distribution by the end of July. Initially it was sent to all current Supervisors and Rangers and then to the Administrative and Management staff who were asked to complete designated parts of the form only. There was a total of 81 park staff of whom 78 were available to participate. Of these some 90% responded, providing 70 Supervisor and Ranger records for processing.

The small group of Administrative and Management staff was chosen on the basis of their being officers with involvement in the operation of the National Parks. They were included in order to provide the study with representative data outside the immediate park sphere. From these, 18 returns were received or nearly all of those who were asked.

Processing of the data was organised by Mr Dave Ward, Research Officer with the Department, whose contribution was unstinting. Each questionnaire form yielded 193 information pieces processed by micro computer.

CHAPTER 3

STAFF COMMENT

Many of the staff involved took the opportunity to return additional written comments with their questionnaires and following is a selection of those comments most pertinent to the scope of the survey. In most cases they are comments made by the Rangers although one or two remarks by the Administrative and Management staff have also been included.

Rather than making a precis of the comments they have been included as written. They should be regarded as "essential reading" as they reflect something of the personal qualities of the Rangers - their concerns, realism and positive interest in their work - and provide a frame of reference for the formal data analyses that follow.

1. Role Considerations

1.1 General

"Rangers duties should be heavily biased towards environmental park work, visitor education etc, and less towards park servicing (camp sites, toilets, rubbish etc.)."

"The duties Rangers perform should be more on the ecology side of National Parks and move away from construction. There should be the opportunity for every Ranger to have an input into his job. As I have stated some Grade 4 Rangers have high qualifications"

"A Ranger should be able to concentrate more on the tourists in his park, i.e. guided tours, lectures and slide shows on attractions of the park. In some parks this is already done by Rangers, at night after they have finished their daily rounds."

"It now seems to be a most opportune time to redirect and train Rangers for their role in the new Department. It is time for Rangers to be professional and provide services in land management under the twin banners of conservation and recreation".

"Especially in remote areas ... the Ranger in charge should be more involved in decision making in the management of the park. The Resident Ranger knows the park, its problems, the local politics etc."

"I would not like to see excessive changes made to the role of Rangers in the way of overemphasis on educational or professional achievement. This could alienate the Ranger from the public."

"I am aware that many of the activities in some of the parks have been inherited over time and may not now be in keeping with park management. These should be investigated with the object of phasing these activities out in time."

"My idea of a Ranger is someone practical, but not necessarily having a high academic standard (e.g. botanist, biologist). I think T.A.E. standard should suffice. Park planning and administration should come from a specialist area."

"National Park Rangers' work would be far more interesting and satisfying if more time could be spent engaged in survey, statistics and research of flora and fauna in their park for the purpose of conservation and protection. Information gained from this type of study could be included in brochures for public education."

1.2 Ancillary Staff

"I think it is probably time that help in the form of park workers (not Rangers) were employed to carry out the regular jobs such as rubbish removal, toilet cleaning, etc. and also be available to help with developmental jobs that are going on almost all the time. These people should be employed locally. This would leave the Rangers with more time to carry out public relations, interpretation, research work, administration etc.... At the same time there is still a need for the Rangers to carry out some of this work, particularly in the early years of their employment so they are better able to service the needs of the park as they attain promotion to more senior positions."

"There is insufficient time for Rangers to become involved in any activities other than those related to park maintenance. The employment of locals as maintenance workers is essential."

"Maintenance crews could be used to enable Rangers to have more public time, though their use would relate to the type, size and location of the park."

"National Parks should have maintenance employees and Rangers. Maintenance employees' duties should be rubbish collecting, toilet cleaning, small repairs etc. Rangers duties should be to do park patrols and public relations work. Casual employees should be employed for service needs i.e. ticket selling, caves and boat trips etc. Major works programmes should be tendered for by outside contractors".

1.3 Hours of Work

"Most Rangers, because of their dedication to their job and their love of the land they are working for, work many more hours than they get paid for. I am sure that those who do work so long and hard are not objecting but I think it is probably time that help in the form of park workers (was made available)."

"I presume by now you have found that Rangers in general are keen and dedicated conservationists. Some to the point of being workaholics"

"Most Rangers work too many hours leaving limited time off for the family."

1.4 Time Spent in Driving

"(He) travels approximately 2,000 km each fortnight which, at an average speed of 50 km/h means approximately 3 and a half hours of driving every working day."

"I do know that I spend a large amount of time driving but this cannot be reduced if I am to service all areas of the park. Only more men would reduce this."

2. Transfers

"The position of promotions in parks is something I feel has to be looked at. 'John Forest' is a bit different in that we have to supply our own housing. For this reason the transfer system does not fit in very well with the Rangers here. To be penalised for this reason is unjust and when qualifications which the Grade 4 Rangers have here are noted.... I believe we all aspire for some promotion and (some) are doing courses to better our chances in our own time."

"I would like to see the promotion system changed. A Ranger should be promoted on his work record, attitude, service, experience and qualifications and not a transfer system which appears to be being in the right place at the right time...."

"It is my opinion that a Mobile should be able to transfer to a Resident position after serving five years without loss of rank. In the long term I believe Mobiles should be drawn from the normal Ranger intake and undergo the same training as Resident Rangers."

"Considerable thought should be given to Ranger transfers. At present there are situations where families are boarding their children due to park isolation and there are instances where Rangers are based close to education centres who have no schooling problems (i.e. no family or children have left home)."

3. Training

3.1 General

"A more formalised training scheme should be implemented to cover all aspects concerning all areas in which a Ranger works, e.g. could have a cadetship scheme such as the ex-Forestry Department had. A trainee Ranger from age 18 perhaps."

"I would agree that future Rangers need to be more professional in aspects of park management. A prescribed course akin to forestry cadetships or type of diploma course of 1 to 2 years, such as they have in some other States, is the path I envisage future Rangers to follow."

"I would like to participate in a full or part-time course that would achieve a certificate recognised throughout land management agencies in this country. However I would have to weigh the circumstances such as possible separation from my family etc. before undertaking such study."

"A training programme for Rangers is long overdue. The public looks upon us for answers to their questions. A well informed, trained Ranger is an asset to himself, the Department, the public and most importantly to the longevity of our parks."

"I feel that a suitable training scheme should be adopted with a view to achieving an associate diploma as a minimum - perhaps along the lines of the Riverina course. This should be without prejudice to the existing Rangers. In-service training should be encouraged."

"I would prefer a part-time study and work course rather than full-time - I feel theory and practice could be more beneficial especially if family life is involved."

"I do believe that the public require Rangers to have a high degree of training in natural history and associated topics. For too long a lot of Rangers have had to give unqualified opinions and speculative hypotheses on subjects they know very little about."

"At present there is some concern amongst Rangers regarding 'training' that is conducted at areas of great distance from their parks, e.g. safety school at Busselton, 1985, where Rangers came from Albany, Stirling Ranges, Esperance etc. Their concern is the pressure placed on the parks and their families through these extended periods of absence by the Ranger."

"When arranging training for staff, I feel that some consideration should be given to staffing the parks when that training calls for the staff to be absent from the parks during normal working time."

"I would like to see a basic two-year training course which would suit youngsters for either forest officers, reserve officers or park Rangers. Officers could specialise later, they could be interchangeable...."

"Short-term courses should be used as bridging for present Rangers."

"Establish National Park training in the best natural workshops to do that training (i.e. park based in a regional setting)."

3.2 Correspondence Courses

"It is my belief that it is almost impossible for a Ranger to take on correspondence type training. As already stated most Rangers work long hours and even when home and not officially working they are on-call to the public and their park... Also emergencies such as fires, searches and rescuing people's cars from bogs etc. can claim the Ranger's time, so the Ranger can rarely programme his work to allow the amount of time required to carry out correspondence lessons."

"From my own and other Rangers' experience in one and two-man parks it becomes very difficult to set aside regular periods for study."

"I am of the opinion that the most cost-efficient method of training is by correspondence with a period of 1 month intense training, not two 2-week programmes."

"Already there is very limited time off with the family."

"Correspondence courses are a last resort."

3.3 Multi-courses

"I do not believe the above alternatives (training forms) are mutually exclusive. I would like to see a combination of alternatives offered, i.e. a correspondence course together with in-service training and local workshops."

3.4 Making Use of Ranger Skills

"I suggest you use the specialist skills of the Rangers for in-service courses."

CHAPTER 4

STAFF DESCRIPTION

1. National Park Supervisors and Rangers

1.1 General

Information was supplied by 70 of the National Park Ranger workforce, 90% of all Supervisors and Rangers in a position to participate at the time the survey was conducted. Below is a statistical description of these participants.

1.2 Geographical Location and Grades

The Parks where the Supervisors and Rangers work were divided arbitrarily into those in the more distant northern regions (Kimberley, Pilbara and Gascoyne), those in the nearer and southern areas (Greenough, Central Forest, Southern Forest and South Coast Regions), and "Metropolitan" Parks within easy reach of Perth (Northern Forest and Metropolitan Regions). It was supposed that remoteness (or alternatively accessibility to Perth) might make significant differences in certain respects.

In terms of their classification or grade, the staff were distributed geographically as shown in Table 1.

TABLE 1: RANGER GRADES & GEOGRAPHICAL LOCATION

RANGER GRADES	GEOGRAPHICAL LOCATION OF PARK			TOTAL
	NORTH	SOUTH	METRO- POLITAN	
Supervisors	-	1	2	3
Resident 1	4	8	4	16
" 2	-	9	1	10
" 3	-	7	3	10
" 4	-	-	17	17
Mobile 1	2	3	1	6
" 2	7	1	-	8
TOTAL	13	29	28	70
%	19	41	40	100

Apart from the three Supervisors, there were 53 Resident Rangers and 14 Mobile rangers. Nine of the 13 North area respondents were Mobile Rangers.

1.3 Age and Length of Service

At least 70% of the Supervisors and Rangers could be considered well experienced, having been in this field of work for five or more years (Table 2). Again, the group was well distributed in terms of age, 36 to 40-year olds forming the largest of the four age groups considered.

TABLE 2: STAFF AGES & LENGTH OF SERVICE

AGE	LENGTH OF SERVICE (years)				Total	%
	-5	5-10	11-15	16+		
-36	3	10	-	-	13	19
36-45	6	12	7	1	26	37
46-54	6	7	3	-	16	23
55+	6	4	-	5	15	21
Total	21	33	10	6	70	
%	30	47	14	9		100

On a classification or grade basis the Supervisors, as might be expected, formed the oldest and longest-serving group. The Grade 4 Ranger group contained both younger and less-experienced staff as well as some of the oldest and longest-serving members. Compared with the average the Mobile Rangers formed a somewhat older group.

1.4 Time at Present Location and Length of Time at Present Level

Not including the Mobile Rangers, 84% of the staff had been in the same location for one or more years, 50% for 3 years. Nine rangers had been at the same park for 6 or more years.

As shown in Table 3, 56% of the total group had held the same classification or grade for three years or more. Although not discussed in detail here, such information should be particularly useful to those involved in the classification and career development areas.

TABLE 3: RANGER GRADES & LENGTH OF TIME AT PRESENT LEVEL

TIME AT PRESENT LEVEL (years)						
RANGER GRADE		-1	1-2	3-5	6+	Total
Supervisor		-	2	1	-	3
Resident	1	1	4	7	4	16
"	2	-	3	5	2	10
"	3	1	4	4	1	10
"	4	3	4	7	3	17
Mobile	1	1	-	3	2	6
"	2	4	4	-	-	8
TOTAL		10	21	27	12	70
%		14	30	39	17	100

1.5 Length of Employment

In order to learn more about how long Rangers remain in this area of work, data was obtained on all such staff in W.A. who had ceased work after 1980 - a period of 5 years 7 months.

The group of 26 had worked as Rangers for an average of 7.8 years. For Resident and Mobile Rangers the figures were 8.7 years and 6.1 years respectively.

Applying these figures to the total of 81 Supervisors and Rangers employed in W.A. at the time of the survey, an average loss of about five staff a year would be expected, including two Mobile Rangers. At the same rate a complete turnover of a staff of 81 would take about 18 years which gives an indication of the stability and longevity of such a workforce. If in fact such is the case then not only is in-service training highly desirable but as an investment it should also be well worthwhile.

The average commencement age of the 26 previous staff was 43.1 years which may mean that future Rangers, if recruited younger, would stay even longer in the work.

2. Administrative and Management Staff

The 18-strong representative group of Administrative and Management staff added a valuable viewpoint as well as breadth to the survey. The group comprised seven Administrative officers and 11 Management staff. Most (9) of the latter number were located within the three forest regions.

CHAPTER 5

PARK DESCRIPTION

1. Manning Levels

Supervisors and Rangers in the study were located at 30 different parks throughout the State. Table 4, which does not include Mobile Rangers, shows that a large majority of the Parks (20 out of 30) were manned by only 1 Resident Ranger.

TABLE 4: PARK MANNING LEVELS

	Manning Level (Excluding Mobile Rangers)						Total
	1	2	3	4	5	6+	
Number of Parks so manned	20	4	4			2	30

2. Location

Six of the parks were situated in the North area, 16 in the South area and eight in what has been defined as the Metropolitan area.

It is also noted that 11 of the 30 parks were situated in the three forest regions (Northern, Central and Southern), leaving the majority of 19 located in other regions.

CHAPTER 6

ROLES

1. Present Role

With this part of the questionnaire the Supervisors and Rangers were asked to indicate how they currently spread their work time over 11 designated work areas. The question was not how they would choose how to allocate their work time or whether they were satisfied with the present situation regarding their role but simply how they estimated they presently spent their work time. The estimates obtained were in the main based on recall although a small number of the group went back over their work diaries to obtain a more objective picture.

The Administrative and Management staff were asked how they thought the Rangers distributed their work time over the 11 listed areas.

FIGURE 1 Present Role of Supervisors (Supervisors' estimates)

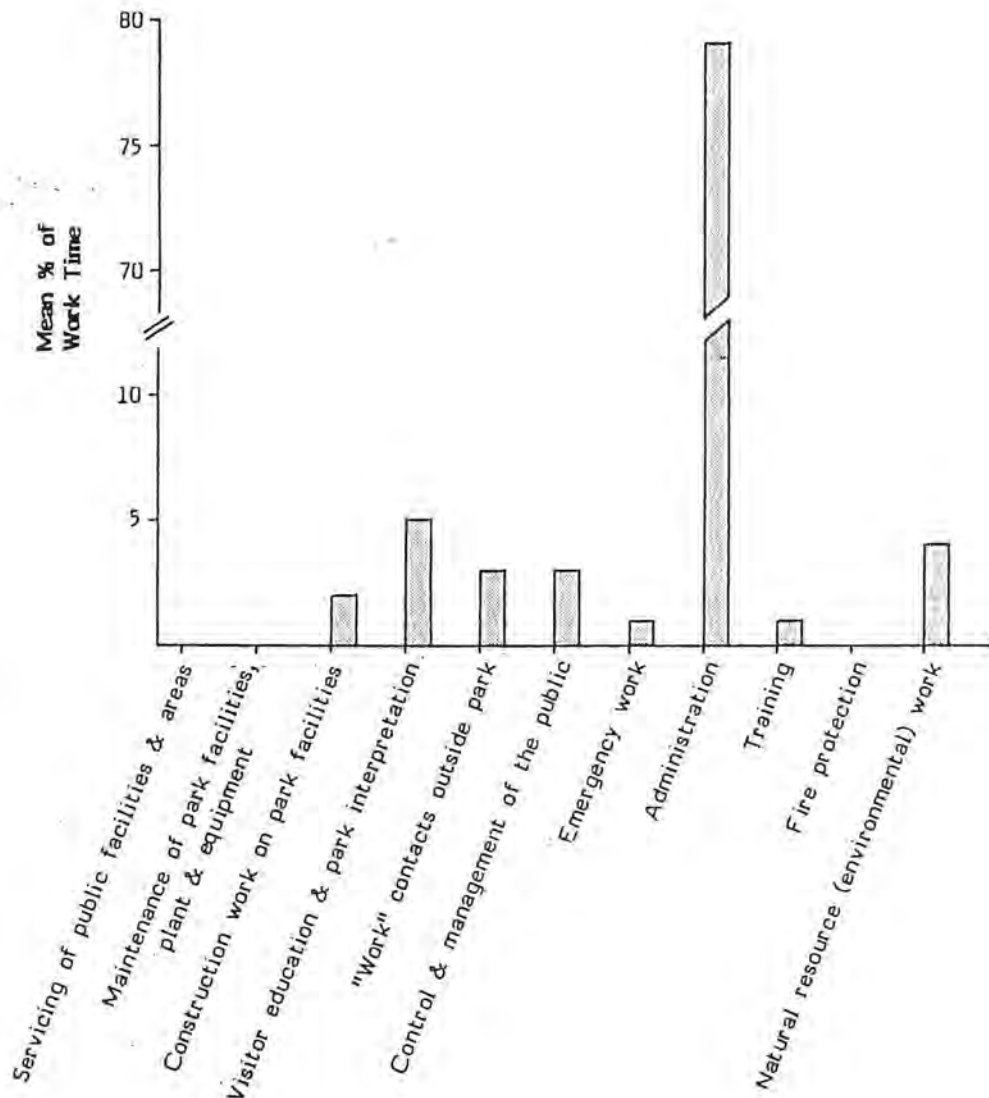
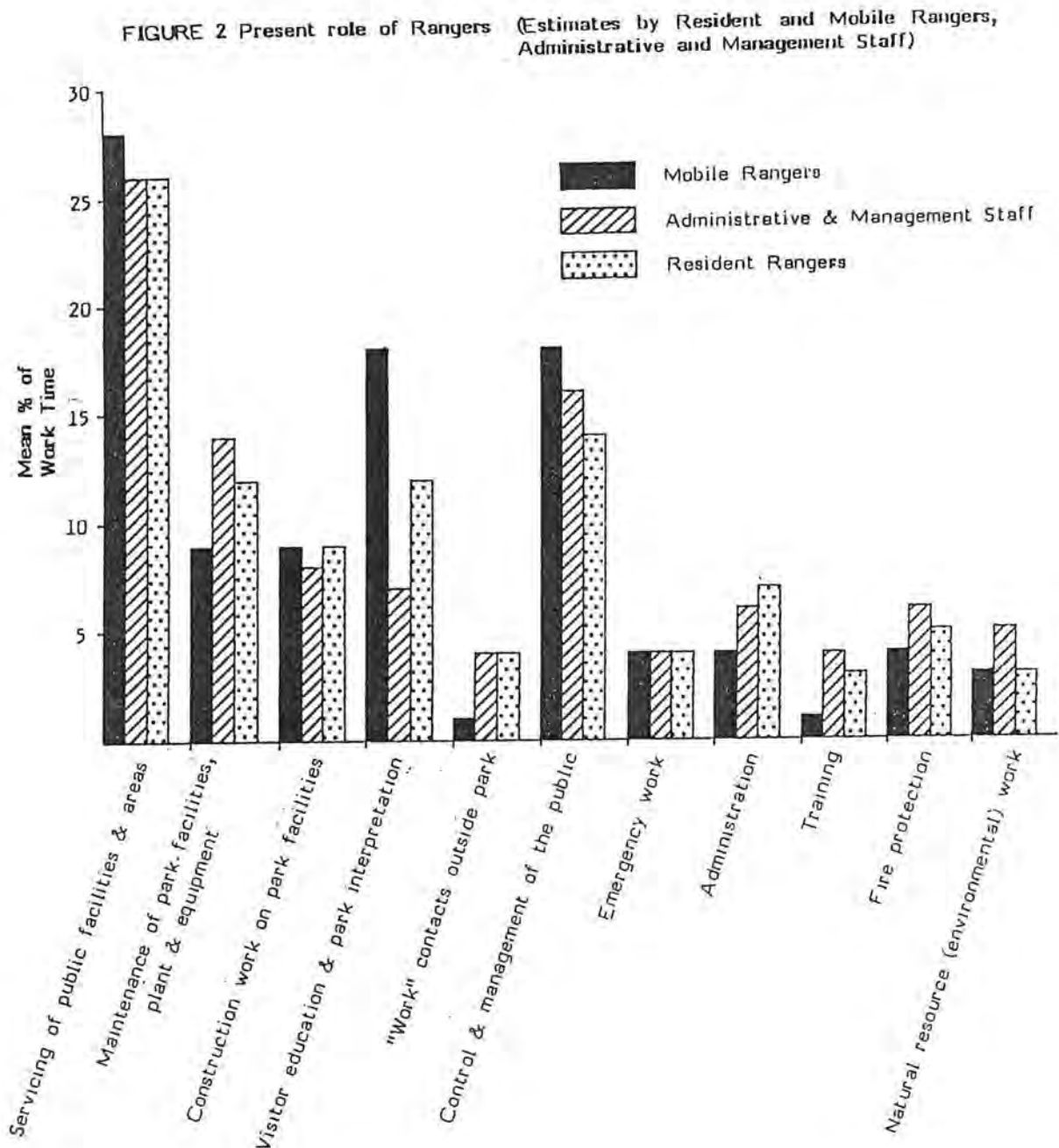


Figure 1 illustrates the time estimates provided by the three Supervisors while Figure 2 shows those of the Resident Rangers, Mobile Rangers and the Administrative and Management group.



The Supervisors' work distribution, which differs significantly from the others', indicates an almost exclusively administrative role. Very little of their time, as shown, is currently being spent on public contact including public education and public relations.

The figures obtained for Rangers from the different sources (Figure 2) were very similar suggesting that in fact they represent a fair picture of the Ranger's role as it is today, allowing for individual role variations.

The amount of time shown to be spent in general on routine clean-up jobs is quite considerable (about 26%) with little time, on the other hand, being allocated to environmental matters (natural resource work) in the parks and possibly less time than might have been expected to visitor contact and visitor education.

The data obtained also indicate that for Rangers in the Metropolitan area (so defined), which by the way covers all Grade 4 Rangers, the average time spent on routine servicing work could be more like 33% or higher compared with the average figure of 26% for Resident Rangers.

The biggest apparent difference between the Resident and Mobile Rangers, according to the data, is the time spent on visitor education where overall the Mobile Rangers reported a figure of 18% compared with 12% for the Resident group. Presumably this reflects the tourist and holiday-maker flow which the Mobile Rangers follow and the work pattern which has consequently evolved for these staff.

Given that the Administrative and Management staff were not asked to distinguish between grades of Rangers, their ratings approximated very closely to the overall pattern with one noticeable difference only. That is that their estimate of time spent on visitor education was comparatively lower.

2. Preferred Role

2.1 "Model" role

The Supervisors and Rangers were here asked how they would prefer to allocate their working time between the same list of duties. The Administrative and Management staff were asked simply how they would like to see the Rangers spend their time on the tasks.

Close agreement on the time distributions was again reached between the Resident Rangers, Mobile Rangers and the Administrative and Management groups (Figure 3).

These three sets of data were combined to obtain a basic or model role for the National Park Ranger which on the face of it would be generally acceptable to the three groups involved (Table 5). This is not to diminish the possible significance of one or two departures from the middle figures, particularly those of the Mobile Rangers.

FIGURE 3 Preferred Role for Rangers
(by Resident Rangers, Mobile Rangers,
Administrative and Management Staff)

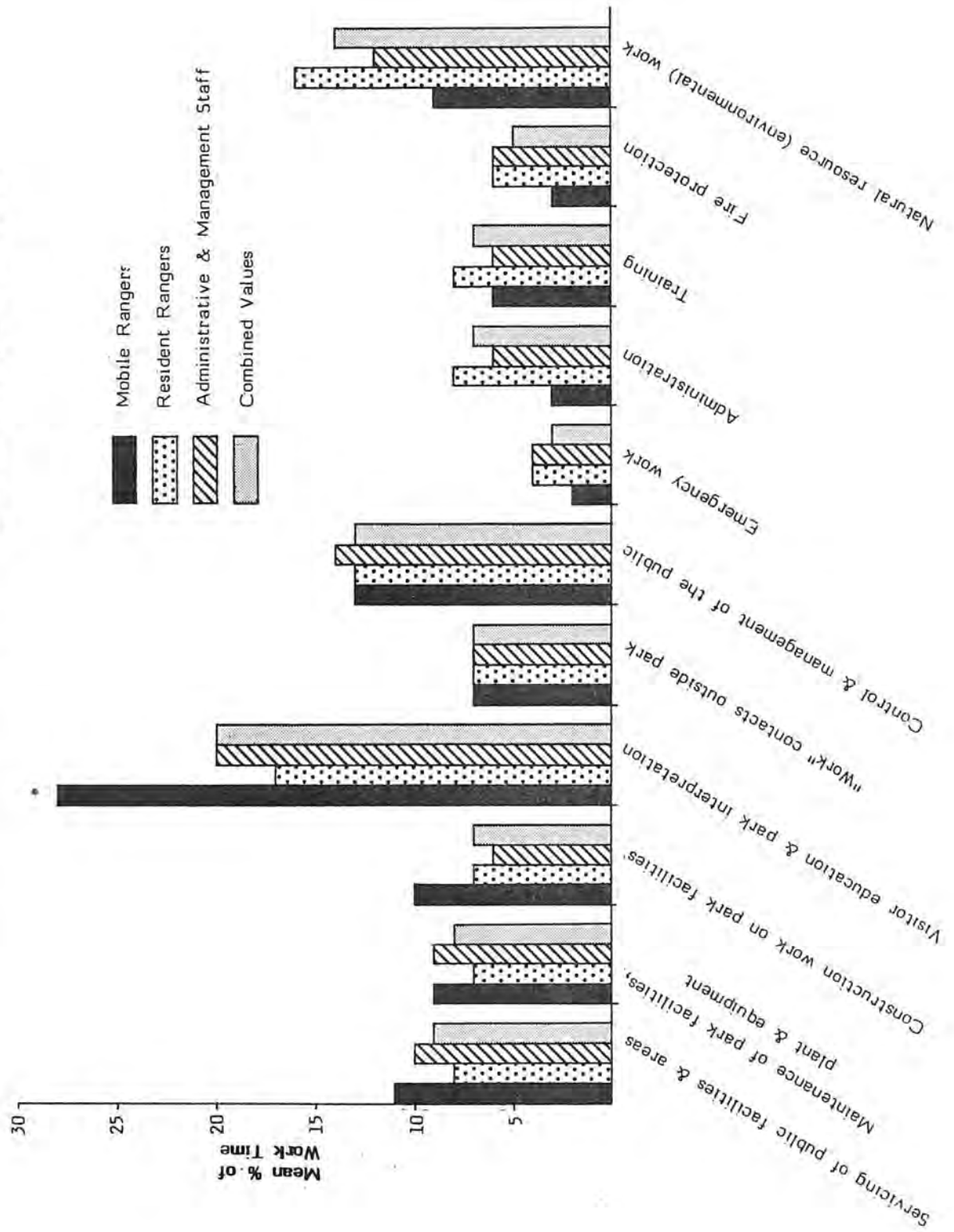


TABLE 5: PREFERRED BASIC ROLE FOR NATIONAL PARK RANGERS
The combined views of the Rangers, Administration and Management Staff.

Questionnaire Item No.	RANGER DUTIES	Allocation of Work Time (%)
8.	<u>Servicing of public facilities and areas.</u> Includes rubbish collection, toilet cleaning, cleaning of barbecue areas, camp sites etc, firewood provision, mowing lawns and care of gardens, swimming pool, golf course, etc.	9
9.	<u>Maintenance of park facilities, plant and equipment.</u> Includes painting, repairs to buildings, signs, rubbish bins, barbecues, road and parking area up-keep, vehicle, plant and equipment servicing.	8
10.	<u>Construction work on park facilities.</u> Includes extensions and upgradings (e.g. re-roofing) as well as new constructions such as paths, fences, picnic areas, road works, water supply provision.	7
11.	<u>Visitor education and park interpretation.</u> Includes providing information to visitors by means of informal conversation, answering questions, talking to groups of tourists and children, conducting tours, providing brochures and other educational or interpretative material.	20
12.	<u>"Work" contacts outside park.</u> Includes attending local public meetings, participating in public affairs, speaking to local organisations, visiting neighbours, liaising with Local Government officials, other Government and non-Government organisations.	7
13.	<u>Control and management of the public.</u> Includes collection of fees, ticket sales, law enforcement in relation to dogs, shooters, off-road vehicles, misuse by campers etc, foot and vehicle patrols to keep checks on the public.....	13
14.	<u>Emergency work.</u> Including wild-fire fighting, also search and rescue work, first aid, car accidents, emergency repairs etc.	3
15.	<u>Administration.</u> Includes office and paper work, accounts, accident reports, monthly reports, visitor records, correspondence, staff rosters, banking etc.	7
16.	<u>Training.</u> Time spent in learning e.g. In-service field courses, seminars, workshops, correspondence courses.....	7
17.	<u>Fire protection.</u> (not wild fire fighting) Includes construction and maintenance of firebreaks, prescribed burning, fuel level assessment.	5
18.	<u>Natural resource (environmental) work.</u> Includes helping to collect information on natural aspects of the Park - observing, recording, reporting; rehabilitation work - erosion control, replanting; noxious weed and vermin control; advising and assisting in the preparation of plans and programmes for the preservation and improvement of the park environment.	14

A general comparison of the present and preferred data profiles obtained for the Rangers indicates:

- (a) Those categories allocated less time in the preferred role were -
 - Servicing of public facilities and areas (Item 8).
 - Maintenance of park facilities, plant and equipment (Item 9).
- (b) Categories given more time in the preferred role were -
 - Visitor education and park interpretation (Item 11).
 - Work contacts outside the park (Item 12).
 - Training (Item 16).
 - Natural resource (environmental) work (Item 18).
- (c) Categories with little or no change -
 - Construction work on park facilities (Item 10).
 - Control and management of the public (Item 13).
 - Emergency work (Item 14).
 - Administration (Item 15).
 - Fire protection (Item 17).

2.2 Roles Preferred at Different Staff Levels

Figure 4 shows how the Supervisors and Rangers at different grades would prefer to allocate their work time in terms of the duties listed. There is little or no point in commenting here on these profiles. They should, however, be of value in future work on this subject.

3. Relative Importance of the Role Components

In order to gauge how important to the Ranger's role the various duties listed were perceived to be, as distinct from how much time is or should be allocated to them, respondents were asked to rate each duty as "essential", "important", or "less important". Supervisors and Rangers were asked to answer in terms of the importance of the tasks to their own work. The Administrative and Management group were asked somewhat more generally for their perceptions of the relative importance of each work area.

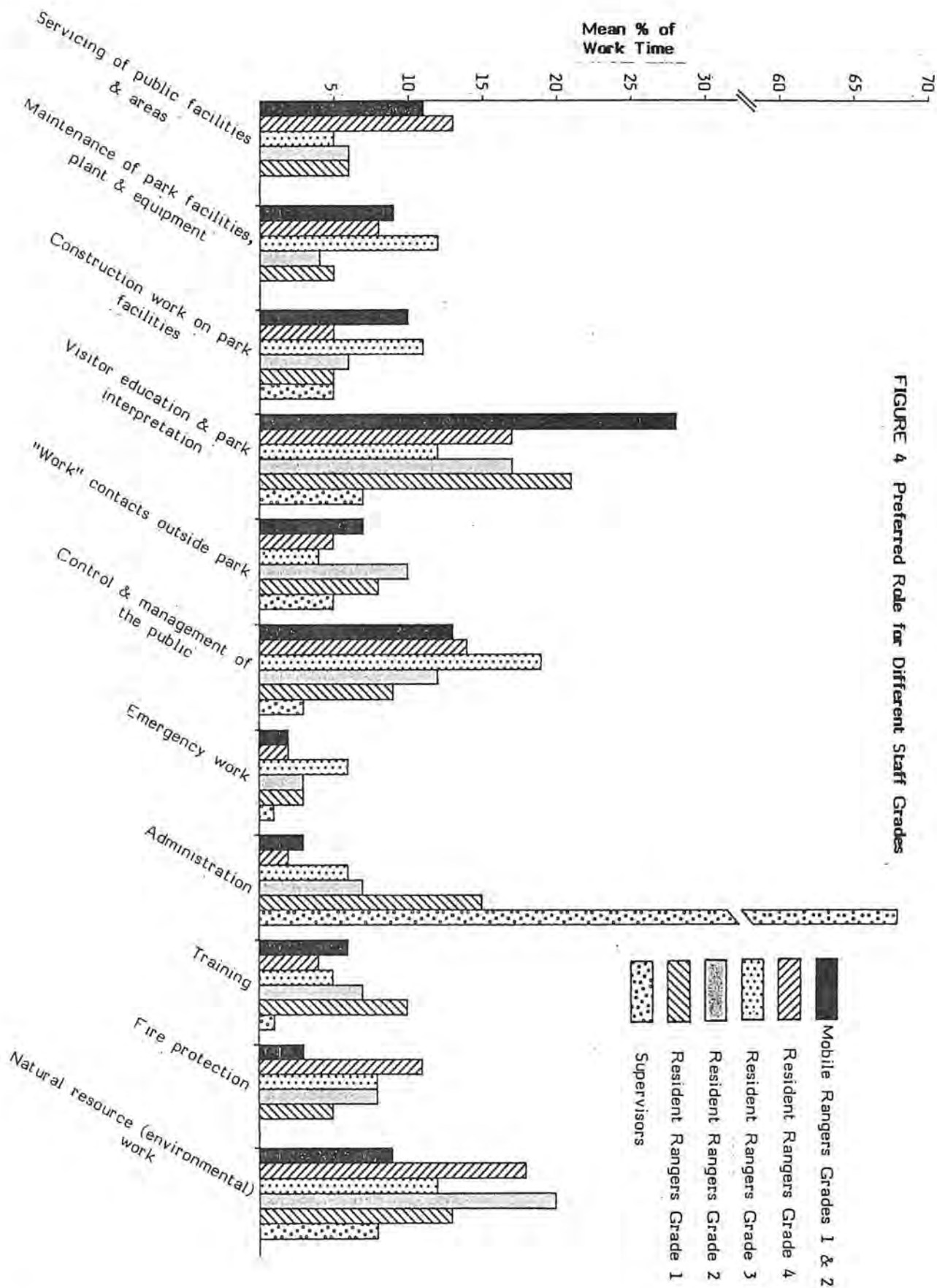
The duties rated most central to their role by the Rangers (Resident and Mobile) were -

- Visitor education and park interpretation (Item 11),
- Control and management of the public (Item 13),
- Natural resource (environmental) work (Item 18).

Those duties considered relatively less important to the Ranger's role were -

- Administration (Item 15).
- "Work" contacts outside the park (Item 12).
- Construction work on park facilities (Item 10).

FIGURE 4 Preferred Role for Different Staff Grades



Routine clean-up tasks (Item 8) and general maintenance work (Item 9) received low ratings but not the lowest this probably reflecting a recognition of the necessary nature of such work which, for the present at least, is performed by the Rangers. It is emphasised that the importance attributed to the different items as indicated here is relative only.

For the Administrative and Management group the more important tasks for the Rangers were -

Visitor education and park interpretation (Item 11).
Emergency work (Item 14).
Control and management of the public (Item 13).

Their "less important" scores went to -

Construction work on park facilities (Item 10).
Servicing of public facilities and areas (Item 8).
Maintenance of park facilities, plant and equipment (Item 9).

The reliability of the results in this section may have suffered from ambiguity in the instructions regarding how the word "important" should be applied. Nevertheless, two significant and apparently valid observations are made; firstly, that for all the groups the most important Ranger function was visitor education and park interpretation. (This item was also allocated the highest proportion of work time (20%) in the preferred or model-role profile).

Secondly, although allocated the least amount of time (3%) in the preferred-role profile, emergency work was regarded as one of the most important duties for which Rangers are responsible (4th overall). In the past the Rangers have demonstrated their value in emergency situations and their readiness to assist around the clock. Often they are the only ones available who can help.

CHAPTER 7

SKILLS AND KNOWLEDGE FOR THE JOB

1. General

A list of 42 work-related skills and knowledge areas was derived from the skills the Rangers currently need for their work and those which they might require in a more complex role in the future. The items were clustered together in eight sub-groups according to subject matter. For analysis purposes they were further divided, arbitrarily, into what were labelled Manual, Applied and Theoretical fields according to their apparent "physical" or "academic" nature in relation to park work. (Definition - Appendix 3).

2. Importance

2.1 Overview

The Supervisors and Rangers were asked, in the first place, to indicate the relative importance of the skills and areas of knowledge to their present work. Similarly, the Administrative and Management staff were asked to rate the items according to their perceived importance in terms of the Ranger's role.

For the Supervisors and Rangers as a whole, the eight clusters or sub-groups of items were rated in order of importance to the task as follows:

1. Safety and security.
2. Vehicles and equipment (use, care and maintenance).
3. Care of natural resources and material culture.
4. Public aspects (education, control, etc.).
5. Planning and research.
6. Administration and management.
7. Manual skills (carpentry, plumbing, painting, etc.)
8. Horticulture.

Agreement was generally high amongst the Ranger sections. The Administrative and Management staff also had similar views in terms of the perceived order of importance of the sub-groups, the principal difference being that "Public aspects" was placed second after "Safety and security".

2.2 More Physical or Mental?

With regard to the Manual-Applied-Theoretical scale, Park staff and the Administrative and Management group rated the "Applied" items first in order of importance followed by the "Theoretical" and then "Manual" items.

It is important to avoid reading too much into this data especially since the three groups of items are not categorically separate. Nevertheless the results suggest that the Rangers place high importance on work skills and areas of knowledge that do require an elaborated conceptual background. It lends weight to the view that they see their appropriate role as one based on knowledge and abilities rather than upon a collection of acquired practical skills.

2.3 Individual Items

Table 6 shows how the Supervisors and Rangers together rated each of the 42 tasks in order of importance.

3. Present Levels of Ability

For this section the respondents were asked to rate each of the 42 skills and knowledge items according to their own perceived level of ability (in relation to their present work). Three rating options were provided to allow the respondent to indicate whether he regarded the skill or knowledge area as new and unfamiliar, whether he had some ability or else adequate ability in the area. Previous employment and training were expected to produce significant individual differences in how the items were scored.

Without going into too much detail it is worth noting that in general terms levels of confidence in the eight skill areas showed an inverse relationship to the level of importance assigned to these item groups in the preceding section.

4. Training Priorities - Course Content

4.1 General

The Supervisors and Rangers were next asked to indicate their preferences for future training by selecting 10 first-preference and 10 second-preference items from the 42 items listed. Compared with the previous two sections, this was a more future-oriented segment of the "work skills and knowledge" part of the questionnaire.

First preferences were to indicate those areas where the respondent would like training as soon as possible, second preferences would indicate areas of training to be addressed at a later stage. Presumably many of the Rangers would have had in mind the skills and areas of knowledge they would need to equip them for the future and a more complex role. The results of this section should therefore be particularly useful in the development of future training programmes for these staff.

TABLE 6: IMPORTANCE OF "WORK SKILLS AND KNOWLEDGE" ITEMS IN RANKED ORDER OF IMPORTANCE - Supervisors and Rangers

Ranked Order No.	ITEM	Ranked Order No.	ITEM	Ranked Order No.	ITEM
1.	Fire fighting	15.	Liaison with local community	29.	Tractor driving and implements
2.	Work safety	16.	Report writing	30.	Heritage conservation
3.	First aid	17.	Natural sciences	31.	Time management
4.	Four-wheel vehicle driving	18.	Planning and programming in parks	32.	Welding
5.	Care and maintenance of vehicles, plant and equipment	19.	Personnel management	33.	Liaison with Aboriginal communities
6.	Search and rescue	20.	Weed and vermin control	34.	Knowledge of Aboriginal cultures
7.	Public control and law enforcement	21.	Natural history	35.	Painting
8.	Impact of public on parks	22.	Landscaping	36.	Carpentry
9.	Fire protection	23.	Mechanics	37.	Plumbing
10.	Rehabilitating degraded areas	24.	Data collection and storage systems	38.	Concrete work
11.	Public education and park interpretation	25.	Administrative methods	39.	Sheet/metal work
12.	Wildlife conservation methods	26.	Public speaking	40.	Care of native gardens
13.	Chainsaw use	27.	Organisation and management	41.	Bricklaying
14.	Public recreation	28.	Research methods	42.	Nursery work

4.2 Areas of Most Need

Figure 5 illustrates how the first and second training preferences were recorded in terms of the eight sub-groups. The lists below present the sub-groups in ranked order (according to the priority ratings received).

<u>First Priority</u> (Ranked order)	<u>Second Priority</u> (Ranked order)
Care of natural resources and material culture	Public aspects
Safety and security	Planning and research
Planning and research	Care of natural resources and material culture
Public aspects	Administration and management
Administration and management	Safety and security
Horticulture	Horticulture
Vehicles and equipment	Vehicles and equipment
Manual	Manual

Two observations in respect to this outcome are, firstly that the first and second priority lists are complementary. The top five items of the first list are the same five items of the second list, although in a different order, indicating the sustained interest in these areas of training. Secondly, these first five areas of training gained significantly more support, on both lists, than the remaining three areas.

4.3 First Priorities - Individual Items

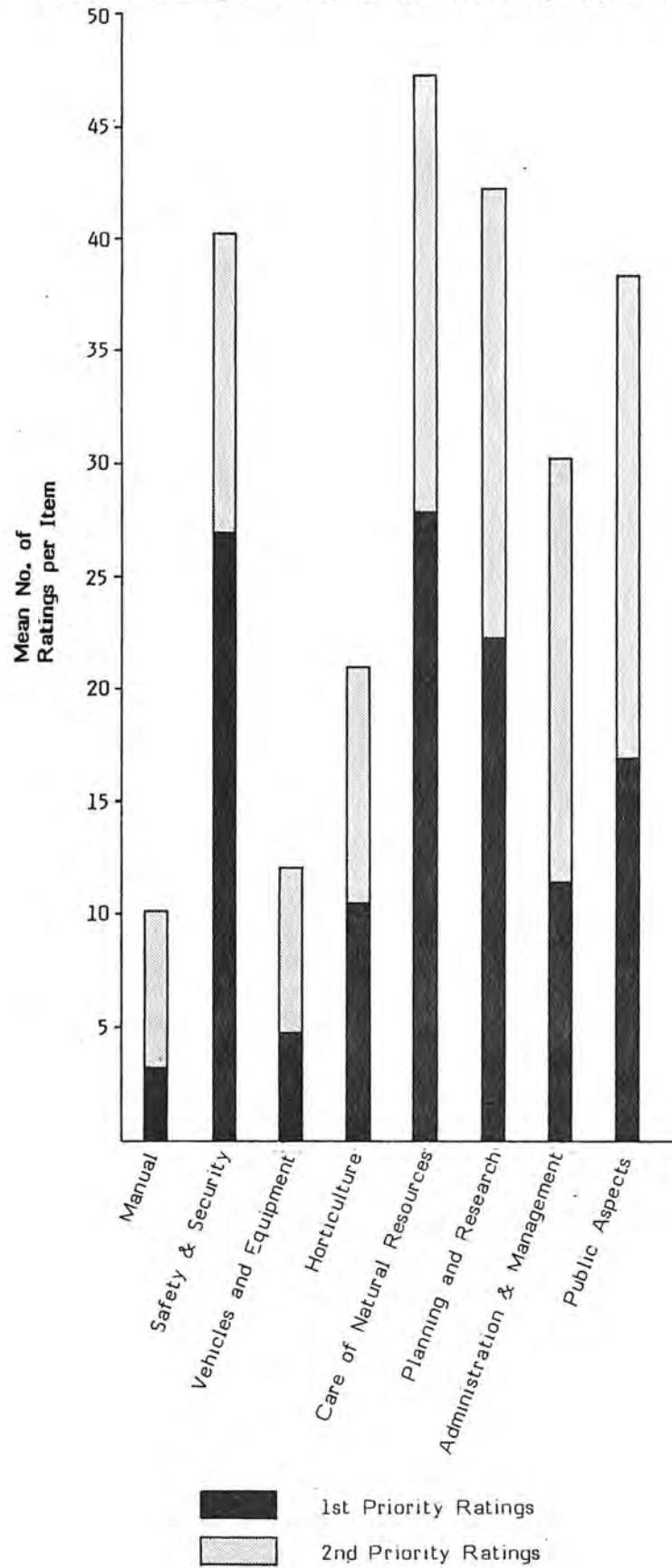
Table 7 shows how the Supervisors and Rangers distributed their first-priority training ratings for the 42 skill and knowledge items. The items are in ranked order.

Note that the numbers of ratings varies markedly. The ten highest-rated items scored 22 first-priority votes or more whilst the last 10 received a score of three or less. These results appear to indicate clearly where the Rangers would like to see emphasis placed in their future training.

4.4 At What Level?

To obtain some indications of the academic level of training the Rangers require, an analysis was made of the items in terms of their "physical" and "academic" component. (The rationale for this analysis is outlined at the start of the Chapter.)

FIGURE 5 Training Priorities for Item sub Groups (by all Park Staff)



**TABLE 7: TRAINING PRIORITIES - "WORK SKILLS AND KNOWLEDGE" ITEMS
RANKED ACCORDING TO THE NUMBER OF FIRST PRIORITY RATINGS
RECEIVED - Supervisors and Rangers**

ITEM	No. of Ratings	ITEM	No. of Ratings	ITEM	No. of Ratings
Natural sciences	47	Personnel management	19	Liaison with Aboriginal communities	9
Wildlife conser- vation	45	Heritage conser- vation	17	Mechanics	8
Search and rescue	37	Public recreation	17	Welding	7
Natural history	36	Impact of public on parks	16	Nursery work	7
Planning & program- ming in parks	31	Knowledge of Aboriginal culture	16	Carpentry	3
First aid	30	Public speaking	15	Bricklaying	3
Public control & law enforcement	30	Care of native gardens	14	Steel/metal work	3
Rehabilitating degraded areas	26	Oranisation and management theory	14	Four-wheel vehicle driving	3
Research methods	25	Administrative methods	13	Tractor driving and implements	3
Fire fighting	22	Data collection & storage systems	11	Care & mainten- ance of vehicles, plant & equipment	3
Fire protection	22	Weed & vermin control	10	Time management	2
Public education and park interpretation	22	Chain saw use	10	Plumbing	1
Landscaping	20	Liaison with local community	10	Concrete work	1
Work safety	19	Report writing	9	Painting	0

In summary, the skill and knowledge items the Supervisors and Rangers chose first for further training were predominately of the Applied and Theoretical kind. The percentage ratings for the three were -

Skill Category	First Priority	Second Priority
	%	%
Theoretical	39	41
Applied	45	43
Manual	16	16

These results are consistent with how the Rangers independently rated the importance of the same groups of items.

CHAPTER 8

STAFF ASPIRATIONS

1. General

In this part of the questionnaire the Supervisors and Rangers were asked concerning their work aspirations using a series of eight options as follows:

1. Working outdoors in a park but not in charge.
2. Being in charge of a park, or park section more or less on your own.
3. Being in charge of a park, or park section, with others to supervise.
4. Supervising several parks, or sections (with a high level of paper work).
5. Working in an office.
6. Moving about the state as a Mobile Ranger.
7. Working in another area of employment.
8. I will be retired.

Firstly the staff were asked to indicate which option they would choose to have in two years' time (assuming they would have the opportunity), secondly which option they would choose ten years hence.

2. Where To in Two Years Time?

Strong interest was shown in being in charge of a park (options 2 and 3) - a situation desired by 74% of respondents. This interest was spread generally across the grades but to a lesser extent with Mobile Rangers. A significant proportion of these staff wished to be still in their present role in two years.

Rangers under 46 years of age showed somewhat 'higher' aspirations (preferring option 3) than did the older respondents who elected more for being in charge of smaller parks (option 2) although there were exceptions. There was almost no interest (2 out of 70) shown in 'working in an office' (option 5) and none reported wanting to change to another area of employment in the two-year period.

3. In Ten Years' Time

Looking to ten years hence there is an upward movement in preferences towards more authority and more responsibility. Interestingly there was also relatively more interest shown in Mobile Ranger work, from both Resident and Mobile staff, including four Resident Rangers.

Results shown in Table 8 indicate a strong interest by the Rangers in -

- a. Remaining involved in actual park work (i.e. options 1, 2, 3, 4, 6).
- b. In Upward mobility.

There was little interest shown generally in office work and almost none in moving to another work area. Regarding retirement, the figures obtained from the 70 staff indicate an expected loss from the workforce of about 4% in two years, around 14% in ten years' time.

TABLE 8: POSITIONAL PREFERENCES TWO AND TEN YEARS HENCE - Supervisors and Rangers.

Note: Percentage figures do not include those staff who expect to be retired by the time stated.

WORK OPTIONS	Staff Preferences			
	In 2 years		In 10 years	
	Total Scores	%	Total Scores	%
1. Working outdoors in a park but not in charge	4	6	0	0
2. Being in charge of a park, or section more or less on your own.	25	37	12	20
3. Being in charge of a park, or park section, with others to supervise.	28	42	13	22
4. Supervising several parks, or sections (with a high level of paperwork).	3	5	22	37
5. Working in an office.	2	3	2	3
6. Moving about the state as a Mobile Ranger.	5	7	9	15
7. Working in another area of employment.	0	0	2	3
8. I will be retired.	3	-	10	-

CHAPTER 9

STAFF MOBILITY

1. General

The purpose of this section of the questionnaire was to allow the Supervisors and Rangers a chance to indicate their current preparedness to transfer from one park to another. Obviously this factor has implications for transfer planning and staff deployment generally, for the rotation of positions, for higher-acting experience and the like. Potentially, the data gathered also has implications for training-programme design, promotional systems and career-path planning.

In essence the Supervisors and Rangers were asked to consider three transfer situations,

1. A transfer for the purpose of obtaining broader experience,
2. For promotion,
3. For the purpose of attending a full or part-time study course over one to two years.

Mobile Rangers were asked to assume the three transfer situations would mean moving to a residential position. The levels of interest in each case were recorded on a four point scale ranging from "very interested" through to "not interested".

2. Transferring for Experience

Overall, 48% of respondents indicated some interest in this proposition. However, and importantly, 37% of the resident staff indicated they would not be interested in moving with another 15% of them unsure.

Of the four age groups studied, the younger Rangers were least sure about moving whilst predictably the eldest group had least interest in transferring simply to broaden their experience.

3. Transfers with Promotion

An overall 75%, including Mobile Rangers, indicated an interest in transferring to a new position when this brought promotion. Again, this left a significant proportion of the staff not interested or unsure.

4. Transfers for Training

All told 63% of the respondents indicated an interest in moving to a new location for training purposes. If future training programmes for the staff do not involve staff relocation then this result is academic. If such a scheme is contemplated, however, there could be about 28% of the staff concerned who would not be willing or able to participate, at least not if it meant transferring to a new location.

**TABLE 9: INTEREST LEVELS FOR THREE TRANSFER PROPOSITIONS -
Supervisors and Rangers**

LEVEL OF INTEREST	Transfer Proposition		
	For experience only %	For promotion %	For training %
Very interested	20	41	40
Interested	28	34	23
Unsure	15	9	9
Not interested	37	16	28

Table 9 provides a comparison of the overall results obtained for each transfer proposal and hence a guide to the Rangers' attitudes and positions on the subject. In many cases 'not interested' in moving may mean 'not able' but for whatever reason at least 16% of the staff involved fell within this category for each of the options with another 9% at least unsure.

CHAPTER 10

IN-SERVICE TRAINING

The aim of this section was to learn from the Rangers their views regarding future training and the forms this should take. The section thus has most relevance to the structural side of future training programmes although parts of it are also relevant to course content (Chapter 7, part 4).

1. Prior training

Information was sought regarding both pre-service and in-service training already undertaken by the staff. Although not analysed in detail for this report, a possible use of the pre-service data would be as an aid in determining future recruitment criteria. The present Rangers have a multi-faceted work and training past which no doubt contributes significantly to their all-round abilities.

As for in-service training, about half of the staff reported having attended from none to three past courses with the other half listing four such courses or more. In terms of geographical areas the reported in-service training was distributed as follows:

Area	No. of Rangers	Mean No. of Courses per Ranger
North	13	2.3
South	29	5.4
Metropolitan	28	3.8

Most of the staff in the North area at the time of the survey were Mobile Rangers for whom in-service training courses are presumably harder to organise.

2. Residential and Correspondence Courses

Four ways of undertaking training, by means of residential and correspondence programmes, were presented and the Rangers asked regarding their personal interest in each, from "very interested" to "not interested". The training options presented were -

1. A scheme that would provide for full time training (say over 1 to 2 years) at about your present salary level.
2. A training scheme that would provide for part-time work along with part-time study (say over 2 years) at about your present salary level.

3. A correspondence course at a tertiary level with some paid study time.
4. A correspondence course at an internal, certificate level with some paid study time.

Most interest was shown in the fourth option, a certificate-level correspondence course, followed by a combined work-and-study programme, tertiary-level correspondence and lastly full-time training (Table 10).

TABLE 10: INTEREST LEVELS FOR RESIDENTIAL AND CORRESPONDENCE TRAINING OPTIONS - Supervisors and Rangers

INTEREST LEVEL	COURSE OPTIONS			
	Residential		Correspondence	
	Full Time study %	Combined study & work %	Tertiary level %	Certificate level %
Very Interested	26	32	19	24
Interested	22	31	35	48
Unsure	13	10	18	12
Not interested	39	27	28	16

As the figures show, even with the least popular option (full-time study), 48% of the respondents indicated a positive interest, this figure rising to 72% for the most-favoured programme.

There was no clear preference for correspondence courses over residential ones (or vice versa) even though the two kinds offer very different types of training. Secondly, when divided into geographical locations, the North-area group, even though the most remote, showed less interest than staff in the South and Metropolitan areas in correspondence courses.

In view of the fact that it would require being relocated at a different park, which a correspondence course would not, the combined work-study training programme attracted a high general interest level, the "very interested" score of 32% being the highest obtained at this level. Apparently, from the Ranger's point of view, this form of training is well worth considering. The 27% who indicated "no interest" in this option could have had particular reasons for not moving quite apart from their attitude to the particular type of training.

3. Types of Training Preferred

In this section the Rangers were asked to place in priority order four types of training according to which they would personally like to see the Department support. The four options were -

1. A full or part-time training course (requiring attendance over 1 or 2 years).
2. Correspondence courses.
3. Short term (about 2 weeks) in-service training courses held at main centres.
4. Local field days, workshops and seminars lasting 1 or 2 days.

This section thus provided a wider range of alternatives compared with the two types of training (residential and correspondence) presented in the previous section. Because of this the results may be found more useful for future planning purposes.

Short-term in-service training courses attracted most support with correspondence courses last in terms of priority (Table 11).

TABLE 11: PRIORITY RATINGS FOR DIFFERENT FORMS OF TRAINING - Supervisors and Rangers

FORMS OF TRAINING				
PRIORITY ORDER	Full or part-time residential %	Correspondence %	Short-term in-service %	Local field days, workshops, etc. %
1	30	13	39	18
2	14	15	45	26
3	16	36	13	35
4	40	36	3	21

The short-term course result, 84% of first and second preferences combined, is highly supportive both in its own right and when compared with the other options. This endorsement was spread across all Ranger grades and age groups.

A bi-model distribution of ratings obtained for the residential training course is interesting. Firm support for this option came from Grade 4 Rangers and the 36 to 45 year-olds. On the other hand it drew particularly low ratings from the 46 to 54 year-old group. The large differences in opinion regarding this training mode suggest that whilst it may well suit up to around 40% of the staff there are as many or more for whom it is unattractive. From the Rangers' point of view, longer-term residential courses should thus not be developed as the only available training mode (if at all). It would have been interesting if this option had been split into the two separate alternatives of part-time and full-time residential courses. Possibly the former would have fared better if it had been presented on its own.

Local field days and workshops were not well supported, receiving mostly middle-ground ratings, indicating a lack of strong view one way or the other.

The correspondence option obtained 72% of its ratings at third and fourth-priority levels. Those groups who gave particularly low ratings for this option included the Grade 4 and Mobile Rangers, staff in the 36 to 45 year-old age range, and staff in the Metropolitan area.

The Administrative and Management staff also rated this part of the questionnaire. Their results showed highest rankings overall for short-term in-service training courses (option 3) with a second preference for local field days and seminars. Correspondence courses gained no firm support. As with the Rangers, but possibly for quite different reasons, there was again a clear division of opinion regarding the priority of longer-term residential training.

APPENDIX 1

The "Questionnaire" Form

DEPARTMENT OF CONSERVATION AND LAND MANAGEMENT OF W.A.

NATIONAL PARK RANGER SURVEY

Questionnaire

Instructions

Please read carefully before you begin.

1. You are invited to participate in this survey for all Park Rangers in W.A. However, you are not obliged to do so.

If you have any doubts about this, or about confidentiality, please contact me, David Greenhill (phone 09/3676333). If you are then still unsure about filling in any part of the questionnaire, please complete the first page (including your name) and as much of the remainder as you feel you can.

Remember, there are no right or wrong, good or bad answers to any of the questions. Also, the answers you give are in no way binding. They don't commit you in any way.

2. You have been sent two copies of the questionnaire form one of which is for you to keep for your own reference. Please return the other as soon as you have completed it, preferably within a week, in the enclosed, addressed envelope.

Early returns will help. Please ensure your name is on the form you return so we know that yours is back.

3. Not all questions will apply equally to all Rangers but do the best you can. Also, changes are occurring, as a result of the formation of the Department, which already extend to the National Parks. The situation is thus somewhat uncertain. Again, you can do no more than read the questions carefully and answer them to the best of your knowledge.

4. Allow about 2 hours to complete the questionnaire and try to ensure you will be free of interruptions during this time. Don't rush. It may seem rather long but it isn't as bad as it looks and care is important.

5. You may need a ruler to use as a guide when working across the page as some of the pages contain quite a number of boxes (squares). It is also suggested that you use a pencil and rubber for making alterations.

6. PLEASE READ THE WHOLE QUESTIONNAIRE THROUGH AT LEAST ONCE BEFORE STARTING. Then read each question again as you come to it and be sure you know what it means. Where there is more than one column on a page, tackle one column only at a time.

7. If you run into any difficulties, please phone me straight away.

Thank you,

David Greenhill
for EXECUTIVE DIRECTOR

July 24, 1985

IDENTIFICATION

[illegible]

2. DATE OF BIRTH day month year

(name of park or block)

3. PRESENT LOCATION

4. TITLE/GRADE SUPERVISOR ☐ {
RESIDENT RANGER GRADE ☐ 1 ☐ 2 ☐ 3 ☐ 4 { Please tick or circle
MOBILE RANGER GRADE ☐ 1 ☐ 2 { the correct box for you.

5. DATE COMMENCED WITH N.P.A./C.A.L.M. Month
Year

6. HOW LONG HAVE YOU BEEN AT YOUR PRESENT LOCATION
(THIS LAST TIME)?

Years	Months
<input type="text"/>	<input type="text"/>

7. HOW LONG HAVE YOU HAD YOUR PRESENT TITLE/GRADE?

Years	Months
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RANGER DUTIES

INSTRUCTIONS: The following section is about the work Park Rangers do. Some of the tasks are similar, or overlap so please read through the descriptions of all tasks thoroughly before you start so as to be clear about what each item means. Also, please complete one column at a time and use pencil in case you want to alter your answers.

- IN COLUMN 1. We ask you about how much time you actually spent in the last 12 months performing each task. Please make an estimate in percentage terms for each task. If you have been a Ranger or at your present level for less than 12 months make an estimate for this shorter period. If no time was spent on a particular task write NIL.
- IN COLUMN 2. We ask you how much time you would have preferred to spend on each task. Again write NIL if applicable.
- IN COLUMN 3. We ask you to rate how important each task is to your work now (i.e. regardless of the amount of time allocated to it).

RANGER DUTIES	Column 1.	Column 2.	Column 3.		
	% of working time actually spent in the last 12 months	% of time I would rather have spent	Importance of task to your work now.		
	Your figures should total <u>100%</u>	Your figures should total <u>100%</u>	Please tick one box only for each task.		
8. Servicing of public facilities and areas. Includes rubbish collection, toilet cleaning, cleaning of barbecue areas, camp sites etc, firewood provision, mowing lawns and care of gardens, swimming pool, golf course etc.....%%	Essential <input type="checkbox"/>	Important 1. <input type="checkbox"/> 2. <input type="checkbox"/>	Less Important 3. <input type="checkbox"/>
9. Maintenance of park facilities, plant and equipment. Includes painting, repairs to buildings, signs, rubbish bins, barbecues, road and parking area up-keep, vehicle, plant and equipment servicing.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
10. Construction work on park facilities. Includes extensions and upgradings (e.g. re-roofing) as well as new constructions such as paths, fences, picnic areas, road works, water supply provision.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
11. Visitor education and park interpretation. Includes providing information to visitors by means of informal conversation, answering questions, talking to groups of tourists and children, conducting tours, providing brochures and other educational or interpretive material...%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
12. "Work" contacts outside park. Includes attending local public meetings, participating in public affairs, speaking to local organisations, visiting neighbours, liaising with Local Government officials, other Government and non-Government organisations.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
13. Control and management of the public. Includes collection of fees, ticket sales, law enforcement in relation to dogs, shooters, off-road vehicles, misuse by campers etc, foot and vehicle patrols to keep checks on the public.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
14. Emergency work. Including wild fire fighting, also search and rescue work, first aid, car accidents, emergency repairs etc.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
15. Administration. Includes office and paper work, accounts, accident reports, monthly reports, visitor records, correspondence, staff rosters, banking etc.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
16. Training. Time spent in learning e.g. In-Service field courses, seminars, workshops, correspondence courses.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
17. Fire protection. (not wild fire fighting) Includes construction and maintenance of firebreaks, prescribed burning, fuel level assessment.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
18. Natural resource (environmental) work. Includes helping to collect information on natural aspects of the Park - observing, recording, reporting; rehabilitation work - erosion control, replanting; noxious weed and vermin control; wild-fire control and conservation; advising and assisting in the preparation of plans and programmes for the preservation and improvement of the park environment.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>
19. Other - please specify.....%%	<input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/>

WORK SKILLS AND KNOWLEDGE

INSTRUCTIONS:

A range of skills and areas of knowledge, some more familiar to you than others, are listed below. In this section you are asked about the importance of each item for you and about developing your skills. Please read right through the list before you start and then complete one column at a time.

IN COLUMN 1. We ask you to rate how important it is that you have the skills or areas of knowledge for your present work.

IN COLUMN 2. We ask you to indicate the extent of your skill or knowledge in each area, i.e. whether the work area is fairly new and unfamiliar to you, whether you have acquired some knowledge in the area but not enough, or whether you have sufficient ability in the area for your present work.

IN COLUMN 3. Please mark up to 10 boxes with a '1' to indicate the areas where you would like to gain more skill or knowledge as a first priority; then mark up to 10 boxes with a '2' to indicate the areas you would like to learn more about at a later stage (second priority).

Remember: First priority areas mark with a '1' (10 only)

Second priority areas mark with a '2' (10 only)

All other boxes remain blank

PLEASE NOTE: THIS SECTION COVERS TWO PAGES.

	Column 1.	Column 2.	Column 3.
WORK SKILLS AND KNOWLEDGE AREAS	Importance of skill or knowledge to <u>your present work</u> .	Extent of your own skill or knowledge.	Preferences for extending your skills and knowledge.
PRACTICAL SKILLS	Please tick one box only for each item.	Please tick one box only for each item.	Please place a '1' in 10 boxes for first preference, a '2' in 10 boxes for second preference.
<u>Manual</u>	Essential Important Less Important	New Area (unfam.) Some ability Adequate ability	
20. Carpentry.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
21. Plumbing.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
22. Welding.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
23. Painting.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
24. Mechanics.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
25. Bricklaying.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
26. Steel/metal work.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
27. Concrete work.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
<u>Safety & Security</u>			
28. First aid	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
29. Fire fighting.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
30. Search and rescue.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
31. Work safety	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
<u>Vehicles & Equipment</u>			
32. Four wheel vehicle driving.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
33. Tractor driving and implements...	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
34. Chainsaw use.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
35. Care and maintenance of park vehicles, plant & equipment.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
<u>Horticulture</u>			
36. Care of native gardens.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>
37. Nursery work.....	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/> 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3.	<input type="checkbox"/>

CONTINUED OVER

CONTINUED OVER

CONTINUED OVER

WORK SKILLS AND KNOWLEDGE (cont...)

WORK SKILLS AND KNOWLEDGE AREAS	Column 1.			Column 2.			Column 3.
	Importance of skill or knowledge to <u>your present</u> work.			Extent of your own skill or knowledge.			Preferences for extending your skills and knowledge.
CARE OF NATURAL RESOURCES & MATERIAL CULTURE							
	Please tick one box only for each item.			Please tick one box only for each item.			Please place a '1' in 10 boxes for first preference, a '2' in 10 boxes for second preference. Enter a 1, 2 or leave blank
	Essential	Important	Less Important	New Area (unfamiliar)	Some ability	Adequate ability	
38. Natural history.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
39. Natural sciences (e.g. botany, geology, etc.).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
40. Heritage conservation (e.g. archeological sites, historical buildings).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
41. Wildlife conservation methods.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
42. Landscaping (trails, buildings etc.).....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
43. Fire protection (mosaic burning etc.)....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
44. Rehabilitating degraded areas.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
45. Weed and vermin control.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
PLANNING & RESEARCH							
46. Planning & programming in parks - theory.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
47. Data collection and storage systems.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
48. Research methods - surveying, mapping, statistics, photographic interpretation..	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
ADMINISTRATION & MANAGEMENT							
49. Organisation & management theory.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
50. Administration methods - e.g. stock control, record keeping, accounts, etc...	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
51. Personnel management - employment conditions, staff supervision, leadership, etc.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
52. Report writing.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
53. Time management.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
PUBLIC ASPECTS							
54. Public recreation.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
55. Education and interpretation.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
56. Impact of the public on parks.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
57. Control and law enforcement.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
58. Liaison with local community and neighbours.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
59. Liaison with Aboriginal communities.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
60. Knowledge of Aboriginal cultures.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>
61. Public speaking.....	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/>

POSITIONS, TRANSFERS AND TRAINING

INSTRUCTIONS:

The following section is about what you think and want regarding a number of matters - type of work, transferring to other parks and training. Please remember that your answers are not binding on you in any way and place you under no obligation whatsoever.

TYPE OF POSITION PREFERRED

- IN COLUMN 1. We ask you to indicate the type of position you would most like to have two years from now (assuming you had the opportunity). You may already be in this preferred position.
- IN COLUMN 2. We ask you to indicate the type of position you would most like to have 10 years from now (assuming you had the opportunity). Again you may already be in this preferred position.

TYPE OF POSITION	Column 1. Preferred position 2 years from now.	Column 2. Preferred position 10 years from now.
	Please tick <u>one</u> box only.	Please tick <u>one</u> box only.
Working outdoors in a park but not in charge.	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Being in charge of a park, or park section more or less on your own.	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Being in charge of a park, or park section, with others to supervise.	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Supervising several parks, or sections (with a high level of paperwork).	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Working in an office.	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Moving about the state as a mobile ranger.	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.
Working in another area of employment.	<input type="checkbox"/> 7.	<input type="checkbox"/> 7.
I will be retired.	<input type="checkbox"/> 8.	<input type="checkbox"/> 8.

TRANSFERS

Positions vary greatly among Rangers regarding their preparedness to transfer because of different personal circumstances, for example family, age and so forth. The following questions ask about your views on transferring. Answers given are not binding in any way. (Also, of course, the Department still needs at times to make unilateral transfer decisions even though it tries to accommodate preferences).

INSTRUCTIONS:

Please indicate how interested you would be in transferring to and taking up residence in another park in the following circumstances if an opportunity for this became available in the next month or two. Assume that the park to which you would transfer would suit you and your family. Mobile Rangers should also take into account that the transfers would be to residential positions.

Please tick one box only for each statement				
	Very interested	Interested	Unsure	Not interested
63. A transfer, at the same level, for the purpose of obtaining broader experience.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
64. A transfer that would provide wider experience as well as moving up to the next level.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
65. A transfer that would give you a better chance of attending a full or part-time study course for Rangers over the next year or two.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Please note that the Department has so far made no final decisions regarding future training plans for park Rangers. This last statement is therefore hypothetical.

POSITIONS, TRANSFERS AND TRAINING (cont...)

TRAINING

There are always difficulties when people already working, perhaps for many years, consider taking up further training. For many or most, anything like full-time study or even correspondence courses are out of the question. At the same time training can improve or extend work capacity as well as work satisfaction.

The following questions are about training.

INSTRUCTIONS:

66. Past Courses

Please list below any relevant training courses, other than Departmental in-service courses, you have undertaken since leaving school (e.g. apprenticeship, night school, correspondence classes), before or since becoming a Ranger. If none write NIL.

Name or Type of Course & Qualification (Other Than In-Service Courses)	Year Commenced	Please indicate with a "C" if course completed, an "S" if still studying

67. In-Service Courses

Please list below in-service training courses you have attended since becoming a Ranger.
If none write NIL.

Name of Course	Year of Training

POSITIONS, TRANSFERS AND TRAINING (cont...)

Future courses: Here you are asked to indicate your present views about different types of training. Please note, however, that the Department has so far made no final decisions regarding future training plans for Park Rangers and that some of the following is therefore hypothetical.

In this next part several of the various ways of undertaking study are presented. Each, in varying amounts, requires time and effort. You are asked to indicate how interested you are in seeing each of these types of training developed for your own possible benefit.

Please tick one box for each scheme

	Very Interested	Interested	Unsure	Not Interested
68. A scheme that would provide for full-time training (say over 1-2 years) at about your present salary level.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
69. A training scheme that would provide for part-time work along with part-time study (say over 2 years) at about your present salary level.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
70. A correspondence course at a tertiary level with some paid study time.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
71. A correspondence course at an internal, certificate level, with some paid study time.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

In the next section you are asked to indicate in order of priority the type of training you personally would like to see the Department consider and support in the future (i.e. decide your preferences according to how each one suits you). Please place a number in each box, a '1' for the training you would like to see given most emphasis through to a '4' for the type of training that least attracts or suits you.

72. Four forms of training:-

Please number each box according to the emphasis you would like to see each form of training given in the Department's future plans.

A full or part-time training course (requiring attendance over 1 or 2 years).	<input type="checkbox"/> 1.
Correspondence courses.	<input type="checkbox"/> 2.
Short-term (about two weeks) in-service training courses held at main centres.	<input type="checkbox"/> 3.
Local field days, workshops and seminars lasting one to two days.	<input type="checkbox"/> 4.

Please remember that the Department has made no final decisions regarding future training plans for Park Rangers.

C O M M E N T S

In the space below you are invited to comment as you wish on any aspect or issue covered by the survey - e.g. What you think is wrong with what Rangers do, what's right, what changes would you suggest? This sort of information can be used to assist the Department with its planning etc. Attach additional comments if you need more space.

Possibly there is something you would like to say by way of additional comment about the areas covered in the survey but not want to put this down in writing. In this case, please feel welcome to telephone me and make your contribution verbally. Immediate work-related matters, not about this survey, should of course be directed to senior staff in the normal way.

APPENDIX 2

Supplementary Questionnaire Instructions for Administrative and Management Staff

SUPPLEMENTARY INSTRUCTIONS

For use with the National Park Rangers' Questionnaire

The sections you are asked to complete and which have been highlighted are as follows:-

Section 1 - Ranger Duties Items 8-19. Columns 1, 2 & 3.

Column 1: You are asked to indicate how you think Rangers' time, on average, is currently being spread over 11 listed areas of work.

Column 2: You are asked to indicate how you would like to see Rangers' time distributed over the same area of work.

Column 3: You are asked to indicate your perceptions of the relative importance of the various work areas for the Ranger.

Section 2 - Work Skills and Knowledge Items 20-61 Column 1 ONLY

Column 1: You are asked to indicate how you view the relative importance of various listed skills and areas of knowledge to the Rangers' work; that is how important is it that Rangers have these skills in order to fulfill what for you is their appropriate role.

Section 3 - Training Item 72

Here you are asked to indicate the type of training you would like to see the Department consider and support for existing Rangers in the future. Four alternatives are listed to be ranked in priority order from '1' for the most preferred.

APPENDIX 3

VARIABLES - CATEGORIES AND DEFINITIONS

Details of variables used in the survey but not included on the Questionnaire Form.

1. Ranger Classification - Supervisor
Resident Ranger Grades - Grades 1, 2, 3, & 4.
Mobile Ranger - Grades 1, & 2.

2. Geographical Location of Manned Parks and Reserves

North Area - (Regions and Parks)	South Area - (Regions and Parks)	Metro. Area - (Regions and Parks)
<u>Kimberley</u> Geikie Gorge Winjana Gorge Tunnel Creek	<u>Greenough</u> Kalbarri Nambung Watheroo	<u>Northern Forest</u> Avon Valley John Forest Serpentine Walyunga Lesmurdie Yanchep
<u>Pilbara</u> Hamersley Range Millstream-Chichester		<u>Metropolitan</u> East Perth Cemetery Matilda Bay
<u>Gascoyne</u> Cape Range	<u>Central Forest</u> Cowaramup Block Leeuwin Block Yallingup Block Yalgorup	
	<u>Southern Forest</u> Walpole-Nornalup	
	<u>South Coast</u> Cape Arid Cape Le-Grand Fitzgerald River Torndirrup Porongurup Stirling Range Stokes William Bay	

3. Age Categories

Under 36 years
36-45 years
46-54 years
Over 55 years.

4. Length of Service

Under 5 years
5-10 years
11-15 years
Over 16 years.

5. Time at Present Location (National Park)

Under 1 year
1-2 years
3-5 years
over 6 years.

6. Length of Time at Present Title/Grade Level

Under 1 year
1-2 years
3-5 years
Over 6 years.

7. Manual, Applied and Theoretical Fields for the "Work Skills and Knowledge" Items

The 42 items were arbitrarily divided into three categories depending upon whether they had a greater practical or greater academic component. The former were called "Manual" (14 item), those with a somewhat higher academic requirement "Applied" (14 times) and those requiring most thinking and least doing were termed "Theoretical" (14 items). The dimension so constructed roughly corresponds with the trade-academic training continuum.

Questionnaire item numbers for the three fields.

<u>Manual</u>	<u>Applied</u>	<u>Theoretical</u>
20	28	38
21	31	39
22	36	40
23	37	46
24	41	47
25	42	49
26	43	50
27	44	51
29	45	53
30	48	54
32	52	56
33	55	58
34	57	59
35	61	60

APPENDIX 4

List of Participants

Francis	Ainsworth	David	Lamont
Trevor	Anderson	Martin	Lloyd
Jack	Andrews	Ian	Maher
John	Arkey	Ross	McDougall
William	Badcock	Ian	McGill
Cecil	Barrow	David	Milne
Philip	Bastion	Keith	Moon
Michael	Batchelor	Karl	Mucjanko
Norman	Bentley	Noel	Nannup
Bruce	Bond	Rory	Neal
Trevor	Bone	Robert	Newlands
Ken	Borland	Michael	Newton
Alan	Briggs	Allan	O'Farrell
David	Briggs	Terry	Passmore
Barry	Cartledge	Richard	Pemberton
Ronald	Chandler	Stephen	Quain
John	Clarke	Garry	Quin
Bradley	Cockman	Tony	Raven
Mary	Colreavy	Robert	Rickman
Keith	Cunningham	Lee	Rogers
Ronald	Davis	James	Rose
Chris	Done	Cameron	Schuster
George	Duxbury	Jack	Shaddick
Walter	Edgecombe	Ronald	Shimmon
Jim	Edwards	Antony	Smith
Ernest	Fagan	Jim	Smith
William	France	Trevor	Smith
Kenneth	Gibbs	Ian	Solomon
Harrison	Gorringe	Steven	Strachan
Phillip	Gray	Wayne	Taylor
Robert	Hagan	Robert	Taylor
Terry	Hales	Keith	Tressider
Terry	Harrington	Roger	Underwood
Roy	Harris	Alan	Walker
Chris	Hart	Rex	Walker
Chris	Haynes	Ronald	Waterhouse
Greg	Heberle	John	Watson
Ian	Herford	Lawrence	Wells
Joseph	Hill	John	Wheeler
Keith	Hockey	Bernard	White
Ronald	Hollands	James	Wolfenden
Kevin	Holmwood		
Maxwell	Host		
Kevin	Hughes		
Lance	Jackson		
Peter	Jeffs		
Steve	Keelan		
Geoffrey	Keen		
Karl	Kelers		
Keith	Kickett		
Robert	Klok		