

Hui 'Āina Momona Training Program Employer/Employee Survey Summary 2017



Who participated in the survey:

- 154 total survey participants
- Gender: 60% (89) Female, 40% (60) Male
- *Race: 50% (73) White/Caucasian
 - 45% (65) Native Hawaiian
 - 30% (43) Asian
 - 12% (17) Other
 - 8% (11) Other Indigenous/Pacific Islander
 - 5% (7) Hispanic/Latino
 - 1% (1) Black/African American
- Highest Level of Education:
 - 40% (61) Bachelor's degree, 42% (63) Master's degree, 11% (17) PhD
- Position within organization:
 - 44% (68) Top level (CEO, Director, Manager, Supervisor)
 - 33% (51) Mid level (Staff: Education & Outreach, Admin. Support or Grants, Field & Technical)
 - 6% (10) Interns, Volunteers
 - 16% (25) Other
- 85 different organizations
- *Participants represented organizations across multiple sectors:
 - 47% (72) Nonprofit
 - 37% (57) Government
 - 29% (44) Conservation Organization
 - 27% (42) Native Hawaiian and/or Other Indigenous Org/Group
 - 25% (39) Educational Institution
 - 25% (38) Community-based Organization
 - 11% (17) Private Landowner
 - 9% (14) Other

Mission of Organizations:

The mission statements provided are all related to natural and/or cultural resource management. They range from focus on feeding communities to scientific research to recreational benefits to conservation. The most common language used to describe organizational goals include the following: educate, protect, manage, conserve, preserve, restore, sustain, help, empower, mālama, and research with respect to land/'āina,

communities, resources, culture, watersheds, ahupua'a, water, youth/keiki, ecosystems, oceans, forests, and kūpuna.

*Main Activities:

- 53% (81) Education
- 52% (80) Restoration
- 50% (77) Community Engagement
- 39% (59) Invasive Species Management

*Main Resources of Focus:

- 47% (72) Watersheds
- 40% (61) Forests
- 39% (59) Cultural Sites
- 39% (59) Plants
- 32% (49) Agricultural Lands

*Top Training Needs Identified:

	Individual	Organizational
Business & Economics	56% (76) Grant Writing 53% (72) Environmental Economics 46% (63) Nonprofit Management 40% (55) Social Entrepreneurship	42% (58) Grant Writing 27% (37) Finances & Accounting
Community & Org. Development	58% (83) Strategic Planning 51% (74) Leadership 44% (64) Conflict Resolution & Mediation	64% (62) Leadership 56% (54) Conflict Resolution & Mediation
Environmental Science	58% (82) Watershed Science 55% (78) Native Species 51% (73) Invasive Species	66% (57) Native Species 63% (55) Invasive Species 62% (54) Watershed Science 56% (49) Monitoring & Surveys of Resource Health
Hawaiian Culture	80% (115) Land Stewardship (Ahupua'a & Konohiki Management) 69% (98) Hawaiian Cultural Protocol	74% (70) Hawaiian Cultural Protocol 72% (68) Land Stewardship (Ahupua'a & Konohiki Management) 63% (60) Hawaiian History 59% (56) Hawaiian Language
Law & Policy	68% (97) Environmental Policy 62% (88) Land Use & Planning 61% (87) Native Hawaiian Rights Law	68% (60) Environmental Policy 63% (55) Native Hawaiian Rights Law 58% (51) Land Use & Planning

Resource Management	70% (96) GIS & Mapping 57% (78) Restoration 55% (76) Data Analysis 517% (70) Data Management	78% (68) GIS & Mapping 68% (59) Data Management 66% (57) Data Analysis 63% (55) Restoration
Social Science	69% (90) Indigenous Knowledge 66% (87) Community Engagement & Organizing 49% (64) Education & Curriculum Development	80% (67) Indigenous Knowledge 68% (57) Community Engagement & Organizing 54% (45) Education & Curriculum Development
Sustainability	61% (82) Climate Change 46% (61) Fishpond Restoration 43% (58) Food Security	59% (48) Climate Change 51% (42) Renewable Energy 48% (39) Agriculture

Key Takeaways:

- **Recruitment of qualified personnel can be difficult:** 64% (68) find it "difficult" or "very difficult". Some explanations for this include: a general lack of interest in natural resource management jobs, much of the work is in remote areas and therefore undesirable, and difficulty finding qualified applicants who will accept the lower pay for this type of work.
- **Retention can be easy** (36% - 37), particularly if personnel are from the area and invested in the long-term wellbeing of the place and community, if good wages and benefits are offered, and if employees are driven by their passion. **Retention can equally be difficult** (36% - 37) due to factors such as the high cost of living, low pay, and burnout from government bureaucracy. Applicants who are qualified tend to be from the mainland and eventually leave due to Hawai'i's high cost of living or move on to higher paying jobs in the private sector.
- There is **value and need for employees with on-the-ground, hands-on experience** over theoretical knowledge yet job promotion is often based on degrees (State & Federal positions). When asked what they look for in new hires, people responded: experience, performance, passion for the type of work, and commitment to place and people.
- When hiring, organizations seek applicants with **knowledge and practical skills relevant to Hawaiian ecosystems; an understanding of, sensitivity to, and respect for Hawaiian cultural values, knowledge, and science; good people skills; and good character**, including a positive attitude, integrity, ha'aha'a (humility), strong work ethic, and commitment to place and community.
- There is Interest in furthering education in natural and cultural resource management in Hawai'i through **relevant courses** (individuals – 90%, organization – 87%) and a **graduate certificate program** (individuals – 69%, organization – 60%).

- Preferred education delivery: **Field-based** (outdoor, hands-on, experiential learning opportunities) was most frequently ranked as "very preferable", followed by an **Online** format which allows students to individually log on at flexible times, then **Cohort**, wherein a group of students enter the program, take all courses and finish together.
- Preferred times for delivery of an educational program are in the **evenings** (57%), **full/half day workshops at the work place** (56%), **full/half day workshops in other locations** (52%), or on the **weekends** (42%).

Key Issues in the Future:

Of 137 responses:

- 57 mentioned **climate change**, including coral bleaching/loss, sea level rise, ocean warming, and drought
- 49 described issues with **invasive species** management
- 33 expressed concern about securing **funding**

Additional issues that were identified include:

- Capacity building and participation
- Land issues; e.g., erosion, desertification, access and rights
- Water issues; e.g., availability, quality, access and rights
- Sustainability in terms of food production and alternative energy, which are sometimes in competition with one another, considering land use issues
- Knowledge; e.g., having properly trained managers, public awareness, and cultural sensitivity

Final Thoughts on Needs:

- "Biocultural stewardship."
- "Community based non-profits that manage wahi pana are in GREAT need of academic & research partnerships, that provide the professor and students with real world problems they can solve in class, or as a project each semester."
- "Need more HANDS ON LEARNING; less lectures, papers and theory."
- "The ability for outer island students (i.e., not Oahu). Especially Kauai, Molokai, Maui, Niihau, Lanai students who want to pursue BA/S, MA/S or PhDs the ability to do so remotely."
- "Every elected official should be required to take these courses so that we (conservation professionals) don't have to explain to them why it's important."
- "I would love to know when courses are being offered so I could sign up."
- "**Make it happen.**"

***Denotes a "Select all that apply" question**