

Table 1.1.2. The Toolkit of a Good Professional Anthropologist

| <i>PERSPECTIVE (Our Core Approach)</i> | <i>METHODS (What We Own/Use—italicized if we own it)</i> | <i>SKILLS (How We Do It)</i> | <i>ANTHROPOLOGICAL ATTRIBUTES (Informs Use of Methods)</i> | <i>PROFESSIONAL ATTRIBUTES (Needed To Be Effective)</i> | <i>EXAMPLES OF APPLICATIONS (What We Do)</i> | <i>CHALLENGES (To Enhance Our Professionalism)</i> |
|---|---|---|--|---|--|--|
| Holistic | <i>Ethnography</i> | Finding themes and patterns | Ability to work in teams as collaborators | Ability to work in teams as collaborators | Time-limited, focused, product-oriented work | Engagement and disengagement |
| Systemic | <i>Interactive, systematic participation in observing</i> | Cultural brokering | Adaptability | Can-do orientation | Advocacy research | Social skills |
| Integrative | Structured, systematic observation | Translating | Advocacy orientation | Entrepreneurial | Analyst | Good work habits |
| Contextual | Analysis | Teaching | Approachability | Multidisciplinary orientation | Administration | Public relations |
| Comparative | Focus groups | Interpreting and presenting others' views | Multiple lenses | Understanding of qualitative methods | Policy making | Positive professional presentation of selves |
| Cross-cultural | Rapid assessments | Speaking and writing clearly | Flexibility | Business skills | Planning | Borders with other disciplines |
| People-oriented | Interviewing | Building trust | Risk-taker | Technology skills | Training | Lines/boundaries of our work |
| Relativistic | Evaluation | Storytelling | Good work habits | | Program services and research design | Fieldwork experience in all professional training |
| Emic and etic valuation | Testing analysis with informants | Narrating | Participatory | | Service provision | Disseminating our methods and outcomes |
| Recognition of complexity | Qualitative and quantitative research | Facilitating | Listening skills | | Therapy | Developing support networks |
| Focus on process | Iterative approach to research | Integrating disparate parts into a whole | Respectful | | Product R&D | |
| Collaborative | Secondary and archival research | Systematizing/using complex information | Learner | | Program evaluation | |
| We ask what the questions are before we ask for answers | Research design | Inductive and deductive reasoning | Curious, inquisitive | | Sales and marketing | |
| Theoretically informed | Data collection | Marketing ideas or projects | Nonjudgmental | | Teaching | |
| | Data management | | | | Mediation | |

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