organization is a bureaucracy and has its unique size, complexity, organization, goals, missions, and administrative requirements. The varied and unique personalities throughout each organization add to the complexity of a unit’s operation with each cooperator. Each cooperating organization expects different services from the unit in support of its own missions.

**Typical Unit**

The response to a request for a description of a typical unit is always the same; there is no typical unit—each is unique. Each is shaped by the interface with its cooperators and the Cooperative Agreement, the services by the cooperators, the expertise and the personalities of cooperating faculty and state-agency personnel, and the personalities of the Service leadership. These interfaces and the local laws and traditions give each unit its unique character.

**State Agency Support**

The state-agency cooperators support units in several ways. The most visible and sometimes most valuable support is the annual cash contribution to cover basic operational expenses. In addition, states commonly contribute funds for research that is of special interest to them. Frequently, states also provide part-time employment for students who work on specific projects, housing near field sites, and vehicles or other equipment for use by student researchers or unit personnel involved in specific projects.

The nature and extent of state participation, including base contributions and research funding, vary widely. The difference reflects variation in the philosophy of the decision makers in the state agencies, the kind and amount of research expertise in the state organization, and the differences in state laws or agency regulations. The key to a productive relation between the unit and the state cooperator, however, is not based entirely on the level of monetary contribution by the state. Working relations between the unit and the state personnel may be close because of mutual interests in issues or species or groups of species, irrespective of the level of funding by the state. The willingness of state biologists to work closely with unit personnel and students is highly variable, can make a major difference in relations between the state and the unit, and can affect the productivity of the unit. The relations between the unit and the state cooperator may influence acceptance of unit students in agency jobs, or even the students’ interests in agency positions in the state where the students were educated.

**University Support**

The university cooperator has the greatest influence on day to day unit operations and affects morale, philosophy, and support. Unit leaders and assistant leaders function as university faculty (teacher-researcher-administrator) for much of their daily activities. In general, the more productive units are well-integrated into the university system. The unit must maintain