SNAMP Facilitating Collaborative Adaptive Management Workshop #1 notes

January 31st 2013 9:00 to noon - Auburn, February 14th, Oakhurst, CA May 28th 2009, 1:00 to 4:00 pm

In attendance:

Auburn:
Angela Avery – Sierra Nevada Conservancy
Mike Brenner – Natural Resource Cons. Service
Reuben Childress – Foothill Conservancy
Chris Dallas – Sierra Nevada Conservancy
Peter Hopkinson – UC Berkeley
Heidi Krolick – Stewardship Council
Kelly Larvie – CalFire
Lynn Lorenson – NCRCD
Gia Martynn – Plumas Co/FRCRM
Vanessa Parker-Geisman – Stewardship Council
Evan Smith – Natural Resource Cons. Service

Brittany Dyer – Yosemite Sequoia RC & D
Rebecca Garcia – USFS Sierra National Forest
Margarita Gordus – Cal Dept. of Fish & Wildlife
Jeannie Habben – Central Sierra Watershed Com.
Alex Kieritz– Kunak Wildlife Studies
Dave Martin – USFS Sierra National Forest
J.R. Matchett – US Geological Survey
Peggy Moore – US Geological Survey
Cheryl Moxley – Cal Dept. of Fish & Wildlife
Anae Otto – USFS Sierra National Forest
Caroline Petersen – Cal Dept. of Fish & Wildlife
Denise Tolmie – USFS Sierra National Forest
Mandy Vance – Sierra Nevada Conservancy

Oakhurst:
Kelley Aubushon – Cal Dept. of Fish & Wildlife
Elissa Brown – Sierra Nevada Conservancy
Joe Bridges – UC Berkeley Fisher team
Sandy Brinley – Oakhurst Chamber of Commerce
Bill Dodge – Calvin Crest Outdoor Ed. School

Both:
Kim Ingram – UC Cooperative Extension
Susie Kocher – UC Cooperative Extension
Anne Lombardo – UC Cooperative Extension
Kim Rodrigues – UC Cooperative Extension

I. Introduction: At both events, after group introductions, Kim Rodrigues oriented the groups to the goals of the workshop series: to improve communication and facilitation skills between natural resource managers and stakeholders, to increase the effectiveness and efficiency of the collaboration process, and to develop these skills in others for future involvement. The groups were given pre-surveys that will be mirrored by post-surveys at the end of workshop number 3.

Specifics goals of the first workshops:
- Define collaborative adaptive management and identify participants' role
- Define the objectives of essential facilitation - building agreement - defining and measuring success
- Understand environmental, economic, staffing, confidentiality, and scientific boundaries and constraints
- Understand the difference between content and process

Initial expectations of the participants of the workshops included:
- To learn the aspects of SNAMP that make it successful
- To gain tools and process information for effective collaboration

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- To understand the lines of authority and ownership
- To learn about AM timelines
- How AM works in regards to upcoming projects
- To be learn or be re-grounded in collaboration/facilitation skills – especially in conflict resolution
- To learn conflict management for contentious meetings
- To learn facilitation skills specifically for large groups
- To learn how to collaborate with different groups/agencies
- To learn how these skills can benefit my personal life

II. Defining Adaptive Management (AM): The groups discussed what adaptive management is and identified definitions including:

- Having all the stakeholders present
- Learn by doing – with monitoring to direct change
- New name to an old process
- Be willing to adjust opinions, an effect of learning
- Adjusting management to fill public's wants and needs
- Humor helps – use carefully
- Working together
- Sharing diverse concerns
- Exchanging information
- Diverse instrumentation with a common vision
- Chance to improvise
- Has a timeline
- Some authority for stakeholders with the potential to effect change
- Everyone needs to be able to provide valid input
- Needs to address emotional/human values – beyond the scientific
- Active listening
- Creates synergy – the end result $>$ the pieces
- Includes working with resource managers, decision makers, scientists and stakeholders
- It takes a lot of work – labor
- Changing to meet current conditions – current actions to alter future work
- It's a policy approach

The Auburn group was then broken up into pairs to discuss concerns that brought them to the workshop. They were asked to discuss the project and stakeholders.

Stakeholder Analysis: The Oakhurst group went over their definitions of "stakeholders" in a collaborative process. The key questions to ask are 'Who needs to be involved? Who is your public?' This is an on-going process that is never finished. Participants were asked to think broadly, early and often to find stakeholders. Participants said it was particularly difficult to involve downstream/urban/ or distant forest users, who may not even know they have a stake in forest planning. Involving these more distant stakeholders usually involves using different methods including multiple languages (Spanish, Hmong), webinars, and events at different times of the day and night.

Small groups brainstormed about how to involve stakeholders distant from a national forest. Suggestions included reaching out to existing groups that represent:
- Hmong
- Environmental interests
- Communities
- Outdoor gear companies
- Government– Board of Supervisors
- Agriculture
- Youth
- Sportsmans
- One day a year users

III. Objectives of essential facilitation: Next Kim led the groups through a discussion about when facilitation is appropriate and what its limitations are.

Meeting Roles:	**Used for:**

Meeting leader ⟷ Meeting participant   Simple problem solving

Meeting leader ⟶ Meeting participant   Sharing lots of information
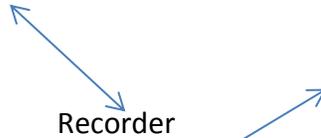
When the focus is on content

Recorder

Meeting leader ⟷ Facilitator   Complex problem solving

High conflict
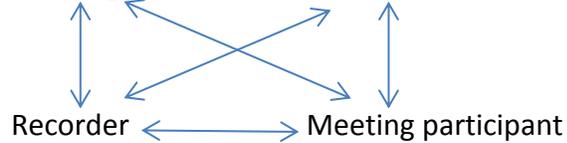
Recorder ⟷ Meeting participant   Large groups

When the meeting leader has a vested interest in the outcome

A key goal of facilitation is to build agreements within a group. To achieve this a facilitator should:

- Start with input – share facts
- Make a proposal
- Identify goals – where do you want to go?
- Ask for clarification – check for understanding
- Seek agreement

If agreement is not reached, then the proposal may be modified. A good way to start building agreement is to develop a set of ground rules together. Ground rules empower the facilitator to act when problems occur and helps the meeting to get back on track. The Oakhurst group listed these ground rules as useful:

- We will end on time/honor time commitments
- Limit any one person's time to talk
- Say it - say it once
- Be brief and concise – check in with the group
- Share the air
- Let one person speak at a time – keep a questions queue
- Listen and respect the opinions of others
- Focus on issues – not people or personalities
- Listen attentively – particularly to those whose views differ from yours
- Be present now

IV. Understanding constraints - environmental, economic, staffing, confidentiality, and scientific

Boundaries and constraints need to be identified upfront in order to identify opportunities for success. Are constraints flexible or negotiable? The Auburn group brainstormed potential boundaries and constraints and then broke into small groups to discuss what could be done to address these constraints:

- *Time and timelines* – Give plenty of advanced notice about the project
- *Money* – Have a reality check – if we don't have adequate funds, where are the possibilities for compromise? If you want it good and fast, it won't be cheap. If you want it fast and cheap, it won't be good. If you want it cheap and good, it will not be fast.
- *Decision making – does the input provided by participants really make a difference?* Make known what can and cannot be delegated; make clear how input will be used; show that you have listened to the input – does it have influence? have an independent check on the decision makers
- *Failure by partners/agencies to respond to proposals*. Encourage regular participation; encourage full disclosure; share all information; clearly state what is expected from the partners/agencies – what do you need their input on?
- *Different world views/experiences.* Find common goals; validate the differences; understand that some things will not be resolved
- *Staffing.* Identify staffing needs – who should participate and do they have the skill set needed; who will take over if staff is sick or leaves
- *Skills.* If you don't have the skill set needed, how will it be addressed – have a plan.
- *Inflexibility.* Prioritize, acknowledge constraints; ask if you can work with someone else
- *Tied to the past – this is how we've always done it…* Brainstorm new ways of doing things; educate and bring in new participants
- *Knowledge – do we have all of the info?* Provide a common understanding of terms/words used; ask what is needed and provide the information; do you need others to fill in the blanks; know that there are unknowns/unpredictability in many topics
- *Unrealistic expectations*. Go back to the original goal; identify the constraints and how they affect the goal; restate the proposal

Kim presented a schematic of successful collaboration including results, process and relationships. When all three work together a collaboration produces more successful results and outcomes.

Success =

Results   Process

Relationships
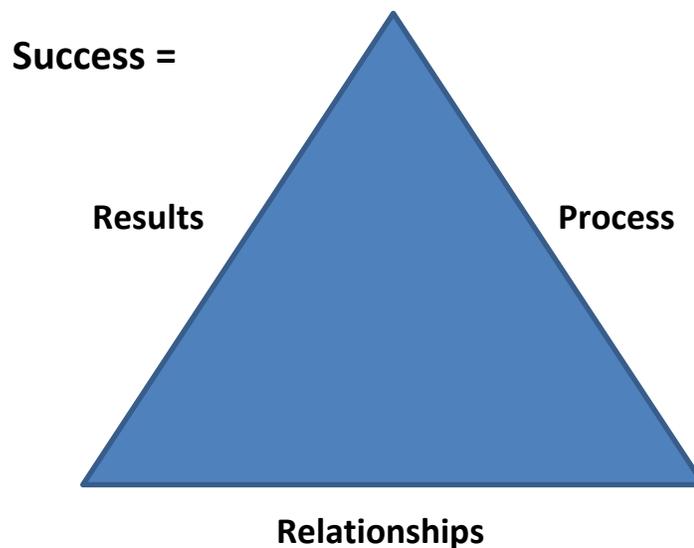
V. Content versus process: Participants were asked to identify problems that they had experienced in past meetings. They made a list and then were asked whether these problems were a result of process (p) or content issues (c) or both (b)?

- No goals, clear purpose or agenda – p
- Conversations go off topic/ People don't stick with the agenda – p
- Too tightly bound to agenda – p
- Too much worrying or over-focused on a particular item – p
- Talked to death with no actions or decisions/ only brainstorming – b
- No dates for action items/ focus on deliverables – b
- Unclear who is in charge – p
- Meeting leaders too enmeshed in the content - no facilitator – p
- No end time for meeting – p
- Too many goals in a meeting – p
- No balance between sharing, dialoging and resolving – b
- Unbalanced power within group – b
- Too many competing meetings – b
- Sleepy or unengaged participants – b
- No new people with fresh input – b

- Many levels of understanding of the problem in one meeting – p
- Incomplete stakeholders list – p
- Organizational strife shown – b
- Process out of sync with problem – p
- Process for how input is handled is unclear – p
- Poor preparation for the meeting – p
- Unhealthy snacks or no snacks – p
- Lack of accurate notes/recorder – p
- People's input not acknowledged – they check out – p
- Grandstanding/one person or view dominates – p
- Toxic/intransigent participants – b

Facilitation: The Oakhurst group developed a list of facilitation tips:

- Build meeting agendas collectively
- Always do introductions/affiliation/and ask a question about their expectations – this values participants' effort to get to the meeting
- Stay neutral
- Be clear about the roles and responsibilities in the group: assign a leader, facilitator, recorder,
- Guide others to express their opinions – keep a question queue
- Check in with the group often
- Define action items that surface and record them clearly
- When stuck, turn it back to the group; what do they want to do?
- Use the parking lot technique to defuse/validate/capture a future need
- Find activities to help build respect – find commonalities

VI. Wrap up: next steps and evaluation: The groups gave feedback on the workshops: what worked well and what could be better. Participants in Auburn said they like the informal setting and felt comfortable speaking up. They said the facilitator captured participants thoughts well, and were glad to be able to use real world examples. Improvements could be made in the room set up, by numbering the module pages, clarifying what is going to be covered in each workshop and being more precise with words in written material. In Oakhurst, participants like the room format, the positive energy of instructors using meta-lessons and stories, the group break outs, and the modeling of good facilitation. They said the materials, lack of cost and having the workshops be only half a day worked well. They suggested developing a facilitation checklist, a list of resources on facilitation for further reading, adding templates such as of different ground rules to the workbook, covering fewer subjects in more depth, and finding a way to cater the workshop to participants with different levels of skill in facilitation.

1-31-2013 Auburn CAM workshop

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Overall, I was satisfied with the instructor.	91%	9%			
The instructor was open to questions and concerns and was willing to adjust the program to meet needs.	91%	9%			
The instructor generated active discussion and involvment by participants.	82%	18%			
The instructo was organized and prepared.	82%	18%			
The instructor established a good learing environment.	80%	20%			
The instructor was knowledgeable in the workshop subject.	73%	27%			
This workshop provided practical/useful knowledge /skills that are immediately applicable to my job.	64%	36%			
I learned useful tools in how to build key agreements and ground rules.	64%	27%	9%		
This workshop was timely and relevent-it dealt with current issues.	45%	45%	9%		
I was given ample notice of the workshop dates and access to information prior to the workshop.	45%	45%	9%		
The workshop's learning objectives were clearly defined.	45%	36%	9%	9%	
This workshop provided me new information, ideas, methods and techniques.	36%	64%			
I gained insight into the definition and purpose of CAM.	27%	73%			
I have a greater understanding of constraints and how they effect the CAM process.	27%	73%			
I have learned to distinguish between content and process.	27%	36%	36%		
Information from the pre-workshop questionnaire was useful in guiding the days discussion.	20%	10%	40%	20%	10%
The workshop content was logically organized.	18%	73%	9%		
There was a good mix of teaching methods, formats, and audiovisuals that enabled me to learn.	18%	55%	9%	18%	
I had enough time to understand, learn, and integrate materials.	18%	45%	27%	9%	
This workshop was delivered in an effective way.	9%	82%		9%	
The training room was arranged so that it facilitated learning.	9%	45%	27%	18%	
The participant materials (handouts, binders) were useful.	9%	27%	27%	27%	9%

2-14-2013 Oakhurst CAM workshop

Overall, I was satisfied with the instructor. — 100%

The instructor established a good learing environment. — 100%

The instructor was knowledgeable in the workshop subject. — 100%

The instructor was open to questions and concerns and was willing to adjust the program to meet needs. — 92%, 8%

The instructor generated active discussion and involvment by participants. — 92%, 8%

The instructo was organized and prepared. — 92%, 8%

The participant materials (handouts, binders) were useful . — 73%, 20%, 7%

The training room was arranged so that it facilitated learning. — 53%, 20%, 20%, 7%

I have learned to distinguish between content and process. — 47%, 53%

I learned useful tools in how to build key agreements and ground rules. — 43%, 43%, 14%

This workshop was delivered in an effective way. — 40%, 53%, 7%

This workshop provided me new information, ideas, methods and techniques. — 40%, 40%, 20%

The workshop content was logically organized. — 33%, 40%, 27%

Information from the pre-workshop questionnaire was useful in guiding the days discussion. — 33%, 33%, 33%

There was a good mix of teaching methods, formats, and audiovisuals that enabled me to learn. — 27%, 67%, 7%

I gained insight into the definition and purpose of CAM. — 27%, 60%, 13%

The workshop's learning objectives were clearly defined. — 27%, 53%, 20%

I was given ample notice of the workshop dates and access to information prior to the workshop. — 20%, 80%

I have a greater understanding of constraints and how they effect the CAM process. — 20%, 53%, 27%

This workshop provided practical/useful knowledge /skills that are immediately applicable to my job. — 13%, 67%, 20%

This workshop was timely and relevent-it dealt with current issues. — 7%, 53%, 33%, 7%

I had enough time to understand, learn, and integrate materials. — 42%, 50%, 8%

Legend: Strongly agree | Agree | Neutral | Disagree | Strongly disagree

Axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%