



## SNAMP Facilitating Collaborative Adaptive Management Workshop #2 notes

Auburn – February 28<sup>th</sup> 2013 9:00 to noon; Oakhurst – March 14<sup>th</sup> 1:00 to 4:00 pm

### *In attendance:*

#### *Auburn:*

Angela Avery – Sierra Nevada Conservancy  
Mike Brenner – Natural Resource Cons. Service  
Lynn Campbell – Sierra Nevada Conservancy  
Chris Dallas – Sierra Nevada Conservancy  
Julie Griffith-Flatter – Sierra Nevada Conservancy  
Peter Hopkinson – UC Berkeley  
Kim Ingram – UC Cooperative Extension  
Heidi Krolick – Stewardship Council  
Kelly Larvie – CalFire  
Lynn Lorenson – NCRCD  
Kim Rodrigues – UC Cooperative Extension  
Evan Smith – Natural Resource Cons. Service

Bill Dodge – Calvin Crest Outdoor Ed. School  
Brittany Dyer – Yosemite Sequoia RC & D  
Rebecca Garcia – USFS Sierra National Forest  
Veronica Garcia – USFS Sierra National Forest  
Chathurika Goonawardena – USFS Sierra NF  
Margarita Gordus – Cal Dept. of Fish & Wildlife  
Jeannie Habben – Central Sierra Watershed Com.  
Alex Kieritz – Kunak Wildlife Studies  
Anne Lombardo – UC Cooperative Extension  
Dave Martin – USFS Sierra National Forest  
Fadzayi Mashiri – UC Cooperative Extension  
J.R. Matchett – US Geological Survey  
Dianne Miller – Cal Fire  
Cheryl Moxley – Cal Dept. of Fish & Wildlife

#### *Oakhurst:*

Kelley Aubushon – Cal Dept. of Fish & Wildlife  
Joe Bridges – UC Berkeley Fisher team

#### *Both:*

Susie Kocher – UC Cooperative Extension

**I. Introduction:** At both events, after introductions, the lead facilitator reviewed the content of the first workshop and 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. In Auburn, the group opened with an icebreaker exercise. Paired individuals introduced themselves; identified their affiliation and county of residence; explained what aspect of their job they are passionate about; and what famous person they would most like to have dinner with. This was then shared with the whole group as an example of an activity that contributes to relationship building.

Specifics goals of the second workshops:

- Define desired outcomes and how they structure meetings
- Review and practice active listening techniques
- Understand stages of discussion and the decision making process
- Review agenda development and recording and logistics of meeting flow

**II. Desired Outcomes:** The Oakhurst group was asked to describe the reasons one may want to state up front the desired outcomes of a meeting. Participants said reviewing desired outcomes was used to clarify the group's direction, define a problem, and keep a meeting on course. The Auburn group listed their desired outcomes for the workshop:

- To gain knowledge, learn more about facilitation, get a set of modules
- To learn process tools for meeting preparation and planning
- To learn active listening behaviors/techniques (as relates to a participant and a facilitator)
- To learn the open/narrow/close concept
- To understand why agenda development may take twice as much time as the meeting

The Oakhurst group then helped one attendee to develop a set of desired outcomes for an upcoming meeting. They identified the following desired outcome statements for a Forest Service–stakeholder meeting of about 100 people:

- To collect responses to a scientific paper from stakeholders
- To help participants get familiar with the scientific material
- To build relationships with stakeholders
- To hear stakeholders concerns

The group then discussed how to structure the meeting for these outcomes. Because scientific information needs to be digested, the meeting should include a presentation of the content that organizers want stakeholders to respond to. Another suggestion was to have separate meetings for each topic/content area rather than just one where all the information is presented. SNAMP uses this format with their Integration Team meetings. On the other hand, if building relationships is a desired outcome, the best format for public participation may be through a fieldtrip, though this seems impractical with so many people. The constraints on time and resources need to be weighed to assess what is achievable in the meeting.

**III. Active Listening:** In both workshops, the groups listed behaviors that encourage and discourage active listening. They included:

*Encourage active listening:*

- Write it down
- Allow complete thoughts to be shared
- Reflect it back
- Pause, use empty spaces
- Allow everyone to speak – no grandstanding/domination – say it once
- Encourage everyone to participate
- Refer to desired outcomes
- Give a break
- Put it in the parking lot (be sure to describe at beginning of meeting)
- Give group permission to help with ground rules
- Use facilitative behaviors
- Have a facilitator – take turns

*Discourage active listening:*

- Interrupting
- Repeating points/perspective
- Redundancy – allowing the group to go over same issues meeting after meeting
- Too much jargon
- Off topic conversations/comments
- Meetings that go too fast or have a high sense of urgency – people may feel that their input is not important or may be taken out of context
- Cell phones/lap tops
- Uncomfortable room temperature
- Room layout/acoustics
- Lighting
- Too many sources – power points, handout...

In both areas, participants broke up into groups of two to practice these techniques and discussed how their paired conversations went.

**IV. Stages of Discussion:** In both locations, facilitators led an exercise to show open/narrow/close stages of a discussion.

*Open:* In both areas, participants were asked to brainstorm program ideas on which to spend a fictional \$1 million with the condition that the money would only be given if everyone could agree on the outcome. All ideas were put on the board without discussion.

*Narrow:* In order to quickly assess the most popular items and narrow the list to be discussed, the N/3 technique was used. The number of participants in each group was divided by three, and that was the number of votes allocated to each person. Then everyone voted that number of times on their favorite programs. This prioritized 3 or 4 items in each location.

*Close:* The group then talked about decision making processes and the meeting of consensus.

**V. The Decision Making Process:** The way a group makes a decision depends on many factors. These include:

- 1) What are the goals and constraints?
- 2) How much time do you have?
- 3) How will you make a decision? Is the method being used the best for the situation? Does the group have the capacity to make the decision?
- 4) What information is needed?
- 5) How much 'buy-in' is needed? What is the value in the team work?
- 6) Brainstorm for suggestions
- 7) Ask for clarification if needed
- 8) N/3
- 9) Advocate for suggestions
- 10) Is a both/and decision possible?

The group discussed the 6 decision making methods (spontaneous agreement, one person decides, compromise, multi-voting, majority voting, and consensus building) and where they may or may not be appropriate. There are a number of definitions for consensus. Kim Rodrigues suggested the definition be an agreement we can all actively support.

**VI. Logistics of successful meetings:** Groups went over the logistics of successful meetings. In Auburn, the group listed these components of an effective agenda:

- Seek input on potential agenda items
- Have a clear reason/purpose for meeting
- State the goals/desired outcomes on the agenda and have them relate to the activities
- Consider timing issues – are the desired outcomes too ambitious?
- Ask for feedback (what did we do well/what needs improving)
- Check in with the group for input on execution and relevance
- Some items may need more time on the agenda or may need to be moved to a later meeting
- Provide links/information/summaries for meeting preparation
- A 2/1 ratio should be used when preparing an agenda for meetings of complex issues (2 hours to prep for a 1 hour meeting)

In Oakhurst, the group reviewed reasons to do a good job of recording notes at a meeting. Good notes:

- Record the group's history
- Inform those who cannot come to the meeting
- Identify and record action items and key agreements
- Use clearly defined terms
- Use the parking lot – be sure and explain ahead of time

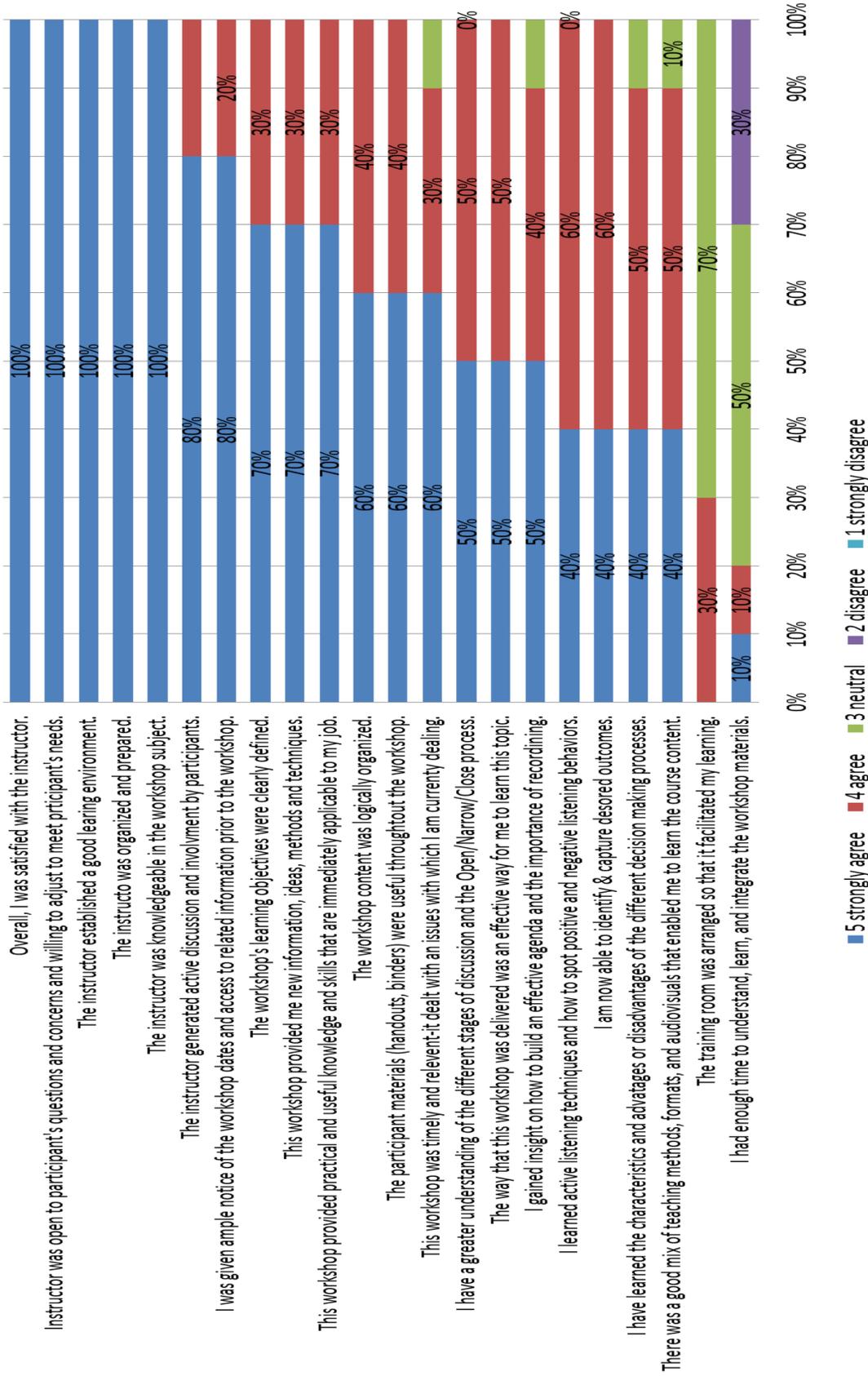
In Auburn, the group briefly discussed icebreakers and energizers and how and when they are best used.

**VII. Wrap up: next steps and evaluation:** The Oakhurst group was asked to provide specific scenarios to feature in the third workshop. They suggested:

- Meetings with lack of progress/deliverables
- Liability concerns
- People/groups that throw up road blocks all the time
- Participants who don't buy into an outcome
- Participants who don't speak up
- Participants who speak up too much
- Participants don't attend but share lots of opinion
- Participants who don't know enough about the group and its progress or are otherwise unprepared
- Participants who are self-proclaimed experts
- Problems with communication up and down the hierarchy in an organization
- Techniques to diffuse anger/passion
- When others from your organization come to your meeting and drop bombs in front of external group
- When a speaker is derailed internally

The groups gave feedback on the workshops on what worked well and what could be better next time. Participants in Auburn said they liked the tools for opening/narrowing/closing, active listening practice and the checklists and templates in the curriculum material. They suggested improving the workshop with more time, more checklists/templates, and focusing on how to deal with difficult people. They also suggested revisiting the homework. In Oakhurst participants appreciated the open discussion and relaxed atmosphere, the clear desired outcomes and the expertise of audience. They suggested having more activities/practice as well as flipcharts available. Participants also filled out written evaluation forms. A summary is presented in the figures below.

## 2-28-2013 Auburn CAM workshop (session #2)



### 3-14-2013 Oakhurst CAM workshop (session #2)

