



SNAMP Lessons in Collaborative Adaptive Management workshop

Amador County General Services/Dept. of Agriculture building, 12200 B Airport Rd., Martell, CA
August 8th, 2013 and September 10th, 2013

In attendance:

- Bob Dean – Calaveras County Water District
- Bud Hoekstra – Berry Blessed Farms
- Rick Hopson – USFS, Amador RD
- Kim Ingram – University of California Cooperative Extension
- Susie Kocher – University of California Cooperative Extension
- Cathy Koos-Breazeal – Amador Fire Safe Council
- Leeland Meyer – Veteran’s Affairs
- Deanna Rodman – unaffiliated
- Erin Stacey, UC Merced Critical Zone Observatory
- Brett Storey – Placer County

August 8th Workshop – Day one of two

I. Introduction: We began with group introductions and an orientation 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 series.

Specifics goals of the first workshop:

- 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
- Identify and capture desired outcomes
- Learning active listening techniques
- Learn and practice the ‘open/narrow/close’ concept and its role in discussion and decision making

Initial expectations of the participants of the workshops included:

- To gain tools and process information for effective collaboration and facilitation
- Networking
- To learn collaboration and conflict management skills in dealing with agencies and regulators
- To learn tools in dealing with difficult people, and conflict resolution

Next the group discussed how to define success in a collaborative process. At registration, participants were asked how they define success, and these definitions were collected into a handout. Definitions included:

- Having a voice
- Mutual learning
- Clear knowledge of the desired outcomes and the decision making process
- Relationship building

- Having support for the final outcomes

II. Defining adaptive management: Next the group discussed how to define adaptive management and collaborative adaptive management (CAM). Definitions included:

- With a set goal, CAM shows the different ways to reach that goal.
- It is a way to take in new information related to the goal – within rules and constraints.
- Being able to work together on some issues and in conflict on other issues.
- It is a way to deal with an uncertain future and data and to adapt decisions that reflect that uncertainty.
- It is arrived at with some educational background.
- Involves prioritized goals for resources, to identify boundaries and processes to reach those goals.
- At different levels, it increases understanding.
- Goals dominated by some agencies’ mission with their own interests.
- Building results for the future based on today’s decisions.
- A commitment to change if something goes wrong.

III. Building Key Agreements: Facilitators outlined the process of building agreements by 1) *making a proposal* 2) *checking for understanding* and 3) *seeking agreement* and then used the ground rules for the workshop as an example of how this concept works. Participants then discussed and added to our proposed ground rules. The triangle of results/process/relationship was introduced. Agreed on ground rules:

1. Use common language
2. One speaker at a time
3. Focus on issues not personalities
4. Practice active listening
5. Honor time commitments
6. Be willing to explore new ideas
7. Mute/turn off cell phones
8. Empower the facilitator and the group to ‘enforce’ fairness
9. For thorny issues, follow up with committee meeting

IV. Stakeholder analysis: A scenario proposed by one of the participants was used to illustrate the importance of identifying stakeholders and the problems that could arise when someone is left out. We brainstormed traditional and non-traditional stakeholders for this scenario.

V. Understanding constraints and boundaries: Boundaries and constraints need to be identified upfront in order to identify opportunities for success. Are constraints flexible or negotiable? We brainstormed potential boundaries and constraints and then discussed what could be done to address them. Issues identified included:

- | | |
|--|------------------------------------|
| • Geographic scope | • Time/funding |
| • Laws and regulations | • Education/intellectual resources |
| • Regional administrative interpretation | • Ethics & values |
| • Staffing/turnover | |

VI. Content vs. 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). Participants identified the following:

- Misinformation from participants – b
- Meeting too long or lacks purpose – p
- Agenda driven meeting – not taking time to deal with each agenda item – b
- The right people are not at meeting – p
- Grandstanding behaviors/those who share too much detail – b
- No understanding of boundaries and constraints – b
- No ground rules/ not following them – p
- Intimidating behaviors/shouting/mob mentality – b
- No taking notes of comments – p
- Opinions not being shared – b
- Tricks being used to undermine meeting – p
- Violence – b
- Lack of follow up – p

This exercise helped participants to understand that many of the problems that occur in meetings are the result of process issues and that these issues can often be reduced by careful planning and consideration before the meeting takes place.

V. Desired Outcomes: The 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. Desired outcomes can be a specific goal or statement, knowledge or skill, and/or product outcomes. Desired outcomes for this workshop included:

- Picking up collaboration and facilitation skills
- Networking
- To learn general concepts of CAM, how it works and how to apply
- To learn collaboration and conflict management skills in dealing with agencies and regulators
- To learn tools in dealing with difficult people, conflict resolution and other collaboration skills

VI. Active Listening: We did an active listening activity/energizer to help illustrate this concept. The group was paired off and each person had to answer the following questions: 1) *what was the oddest job you ever had?* 2) *Why did you have it?* 3) *What was a result from this work?* Each person then reported back to the group on their partner's experience and if they felt 'heard'.

VII. Stages of Discussion: Facilitators led an exercise to show open/narrow/close stages of a discussion.

Open: Participants were asked to brainstorm program ideas on how to spend a fictional \$1 million with the conditions that the money would only be given if everyone could agree on the outcome; the decision had to happen within 20 minutes; the money could be split between no more than 3 groups; the money could not be saved for a rainy day/put towards one's own organization/bank account; and if no decision could be reached, Kim I. would make the decision. All ideas were put on the board without discussion.

Narrow: Participants then grouped items that could be lumped together and did a quick vote to see if any could be eliminated. Then, 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 how to decide and a final vote was held.

VIII. Wrap up and Next steps: We discussed how the notes from the workshop would be handled, the US Collaborative Tools site, and what to expect for the next workshop. We did a +/- chart and the results were:

+ <i>What worked well about today</i>	- <i>What could have been better</i>
<ul style="list-style-type: none"> *Participant input worked into modules *Lots of information/scenarios to share *Networking possibilities *Good location *Small group size was good *Diverse participants * Changed my conceptual framework *Clarity of content 	<ul style="list-style-type: none"> *Need water *Earlier lunch or snacks at break *Binders could be more artistic/interesting *More information available before hand for meeting prep

We also discussed the following ‘Parking lot’ issues and their actions:

- Health Impact Assessment’ model for land use managers – [posted on Collaborative Tools site 8/29/13](#)
- ‘Trust and Oxytocin’ talk on Ted Talks – [email sent to Bud on 8/29 for further info and then info was posted on Collaborative Tools site](#)
- ‘Not in our backyard’ book – [email sent to Bud on 8/29 for further info and then info was posted on Collaborative Tools site.](#)

Participants then filled out an evaluation of this workshop.

September 10th Workshop – Day two of two

I. Welcome & introductions – After welcoming the group to the second half of the workshop, facilitators split the group in twos to practice active listening. They asked each other who they were and how they would spend a leisure day, then reported back for their partners.

Time was spent on this activity to underscore the need to form relationships as part of the success triangle of results, process and relationships. The group then reviewed the workshop goals and participants’ desired outcomes. Additional outcomes were listed:

- Learn how to stop potshots and promote civility
- Improve facilitation skills
- Learn how to deal with difficult collaborators
- Learn how to reduce conflict from the regulatory perspective

II. The decision making process: Kim Ingram then reviewed six different decision making methods (*one-person decides, multi-voting, majority voting, consensus*) and the advantages and disadvantages of each. Behaviors that enable and disrupt effective decision making were discussed. The group did an exercise in which they identified the most appropriate way of making decisions for specific meeting tasks.

<i>If needing to decide....</i>	<i>You could use this decision making method...</i>
Goals for the meeting	One person decides or multi-voting
Keynote speaker	Majority voting; can go to one person voting if there are constraints
Snacks	One person decides
Roles & responsibilities in meeting	Consensus
Meeting content	One person decides if constraints; consensus if time allowed

Those in a local collaborative group discussed definitions of consensus including an agreement that we all can actively support.

IV. Learning styles and group dynamics: Susie Kocher reviewed the idea of the Six Thinking Hats as different ways we perceive the world, including: 1) Just the Facts – white, 2) Optimistic – yellow, 3) Pessimistic – black, 4) Emotional – red, 5) Creative – green, 6) Big Picture – blue. The group then did an exercise using the proposed location of a biomass facility in their area. How would someone thinking with each style/hat respond?

- *White hat* – improvements to air quality; local effects on traffic, safety, economics; potential reduction or increases in pollution; effects on ‘space’ in community; placement near feedstock; details on what would be allowed to burn; and economics of building facility.
- *Yellow hat* – will save the forest from severe fire; would create jobs; protects the community from fire; and reduces air pollution in the community if a fire occurs.
- *Black hat* – would smell; would create more air pollution; increase traffic; would be a hazard to the community both in fuels removal and plant operation; ruin my view; loss of old growth; and gives an OK to clear cut.
- *Red hat* – “Oh the trees!”; NIMBY; more jobs!; and it would change the Disney-esque feel of the forest.
- *Green hat* – helps to sequester carbon; is an alternative energy source; and provides synergy for many problems.
- *Blue hat* – could reduce climate change effects in the immediate locality; help to meet air quality standards for the area; and it would improve the quality of life for people and animals in the area.

Being aware of these different styles of thinking can be useful when facilitating a public meeting. Encouraging people to adopt a different hat can often get them un-stuck in their consideration of the problem.

Stages of group development – Susie then reviewed the stages of group development considered to be: 1) forming, 2) storming 3) norming 4) performing 5) mourning. Groups move in and out of these phases and require honest open discussions to perform well together (move along in group development). Participants reflected on the location of groups they participate in on this spectrum.

V. Dealing with difficult behaviors: Kim reviewed the three elements of crucial conversations (opposing opinions; strong emotions about the issue; and high stakes for the individual or group) and the concept of silence and violence. The group discussed different actions that could be considered silent or violent, such as avoidance and controlling. We then went over the handout on dealing with problem behaviors in meetings as well as how to practice helpful and hindering behaviors.

VI. Reducing conflict – Susie Kocher reviewed the idea of the ladder of inference and how to step back down it to develop mutual understanding and reduce conflict. The group did a role playing exercise with a volunteer facilitator to help mediate a fictional conflict between Smalltown City Council and a nearby timber company over a proposed harvest near town. The facilitator identified the issue at hand by asking questions of the mayor and timber company CEO. He found that the issue was really about safety of children in town during times they were traveling to school and was able to negotiate a resolution to the conflict.

Susie also reviewed techniques for preventing conflict and intervening in meeting situations. A major technique is to accept/legitimize/deal with or defer the issue. Participants talked about examples of this in meetings they had attended.

VII. Logistics of a successful meeting: Susie reviewed development of successful agendas for a meeting. The group decided to build an agenda for a Smalltown prescribed burn forum. The group developed desired outcomes for the meeting to help structure it:

- Increase understanding of prescribed burns
- Provide an opportunity for citizen input
- Get social license to burn
- Raise awareness if stakeholders

There would be no decisions made there, it would be simply informational. In order to structure the meeting, the group decided they needed to conduct a stakeholder analysis to ensure the meeting content was appropriate to those interested in the issue. Stakeholders identified included: community members; CalFire; land trust; City of Smalltown; asthmatics, The Nature Conservancy. With these stakeholders in mind, the agenda was developed to include:

- 1) An educational /information panel about ecological benefits of burning – fire ecologist
- 2) A speaker/panel on the logistics of prescribed burns - prescribed fire council/TNC
- 3) A speaker/panel on air quality issues including an Air Quality Management District, and an asthmatic support groups/medical groups
- 4) Opportunity for citizen input/public comment – can use speaker cards, discussion period
- 5) A follow up field trip to proposed burn area and another one year post burn to see site recovery

VIII. Evaluation and capacity transfer: Kim Ingram reviewed the utility of conducting evaluations after meetings. These are incredibly useful to identify whether the desired outcomes have been achieved. Examples were shared. It is important to read these carefully and adjust your meetings/events accordingly. Kim also reviewed other resources for participants including a number of checklists and reading lists at the back of the binder and the UCANR Collaboration Tools website set up for participants to communicate with each other in the future when questions arise. She offered to hold workshops for other groups if there is a demonstrated need and at least 8 people will attend. She also explained how the workshop binder materials can be used by participants to train others in their organizations.

IX. Wrap up: next steps and evaluation: Kim Ingram let the group know that there would be a follow up workshop in about 6 months to check in with participants, review what was learned, and work through scenarios they are facing. Susie Kocher asked the group what worked well in the workshop and what could have been better.

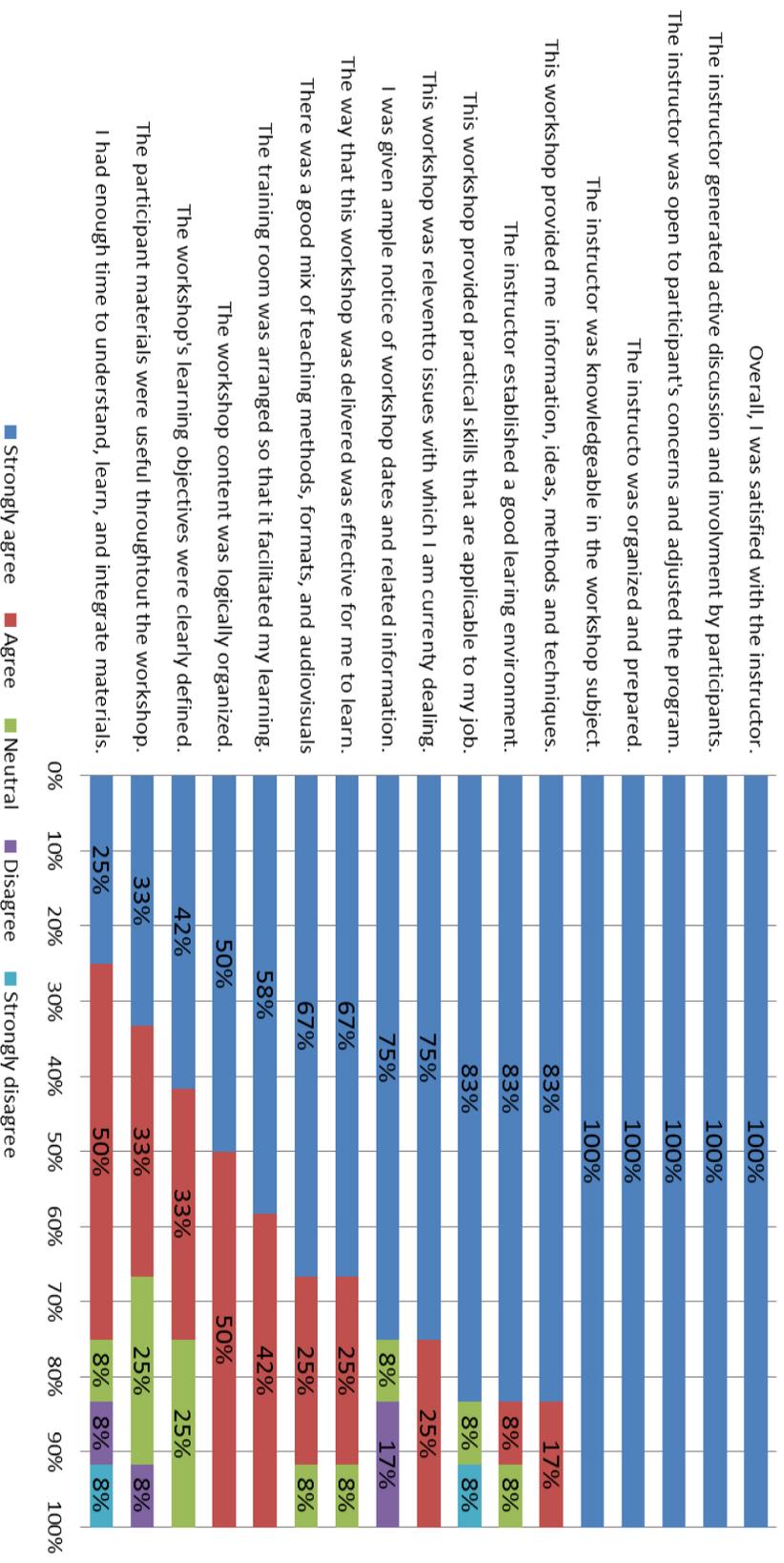
+ <i>What worked well about today</i>	- <i>What could have been better</i>
<ul style="list-style-type: none"> * Month break between sessions * Flexible agenda – added an activity * Need to find ‘real time’ practice opportunities *Materials and CT site are good *Good structure to talk about abstract concepts * Curriculum is idealistic *Provide a broad selection of tools to work with 	<ul style="list-style-type: none"> * Need to include Common Ground as part of conflict resolution. * Need to rephrase the question about scenarios on the registration – unclear on what was being asked * * Curriculum is too idealistic

Parking Lot

- Potential speakers for ‘follow up’ workshop: 4FRI folks, Craig Thomas, HIA folks
- Possibilities of ‘shadowing’ facilitators to get more experience?
- 1 of 100 – remember the one who must not be ignored. Accept/legitimize/deal with or defer their input, they may prove to be right!

In their evaluations 64% said that the workshops exceed their expectations and 36% said it met them. 100% said the time spent was just about right. In addition 100% were satisfied with the instructors, discussion, and the way participants’ concerns were taken into account in the program.

Participant evaluation of 8-8 & 9-10-2013 CAM workshops (N=12)



What I found most helpful from this workshop was:

Dialog/Interaction:

- Dialog/networking
- Group participation with the principles involved
- Open exchange, well structured
- Interaction of diverse people/ideas
- Instructors' knowledge and participants' participation

Content/concepts:

- The overview/distinction like process versus content, how to organize and structure a meeting
- New ways to think of things
- New conceptual framework

Materials:

- The binder for future reference – is there a digital version online? At the CT site?

Timing:

- I liked the break between the 2 workshops. Helped with my attendance.

I would like to see additional training in:

- Role play or active learning especially for facilitating consensus or mediating consensus
- How to suppress & parry violence & intimidation
- How to be a facilitator; How to address challenging individuals within a collaborative

Additional comments:

Thanks:

- Excellent
- Great job, thank you for the opportunity.
- Thank you. Very good training
- Great team of instructors

Ideas for improving or strengthening this workshop include:

Facilitation:

- Stop allowing participants to drill too far down with their issues - needs to stay general
- Sometimes discussions dragged but overall well managed & facilitators guided meeting smoothly/kept on track

Examples/ideas:

- Concrete examples teach better than abstract principles.
- Resolution ideas for dissolving potential lawsuits

Name:

- I don't think 'adaptive management' is appropriate word for workshop.

Materials:

- Better layout of handouts/materials

Participation:

- Get more people to benefit from it

None:

- Very good, no recommendations

Other:

- Etiquette of thanking experts, speakers, etc. (like ground rules & Roberts rules of order); getting meeting hall free; stipends
- How to approach stakeholder & announce meeting - "the hook", media considerations;

- How to cope with agendized people, lack of transparency, dishonesty, facilitators or leaders who are bad actors; difference between conflict and controversy - information deficits; willful blindness, etc.; conflict resolution
- Water Board workshop gives each group imaginary issue and each person a point-of-view & 1/2 discussion (make-believe) on issue with facilitation & participants. Then a panel criticizes performance.