SIERRA NEVADA ADAPTIVE MANAGEMENT PROJECT
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SNAMP Facilitating Collaborative Adaptive Management Workshop

March 18th & April 23rd, 2014 10:00 to 4:00 South Lake Tahoe, CA

In attendance:

Carol Beahan – Wildscape Engineering Services
Andrea Buxton – Tahoe RCD
Scott Carroll – Tahoe Conservancy
Nicole Cartwright – Tahoe RCD
Scott Cecchi – Tahoe Conservancy
Jennifer Cressy – Tahoe RCD
Doug Cushman – Lahontan RWQCB
Jenny Hatch – Lake Tahoe Master Gardener
Jameson Honeycutt – Tahoe Conservancy
Nils Lunder – Plumas Fire Safe Council
Kathleen Maston – Lake Tahoe Master Gardener
Jack Matthias – Tahoe RCD
Naomi Merwin – Trinity Collaborative
Nick Meyer – Tahoe Conservancy
Jim Nelson – nonaffiliated
Victoria Ortiz - Tahoe Conservancy
Joe Pepi – Tahoe Conservancy
Michael Plansky – Master Gardener
Tamara Sasaki – CA State Parks
Forest Schafer – N. Lake Tahoe FPD
Lisa Scoralle – Lahontan RWQCB
Laurie Scribe – Lahontan RWQCB
Melanie Shasha – Lake Tahoe Master Gardener
Robert Tucker – Lahontan Water Board
Bonnie Turnbull – Lake Tahoe Master Gardener

Both:
Kim Ingram – UC Cooperative Extension
Susie Kocher – UC Cooperative Extension

First Workshop March 18th, 2014

I. Introduction: After participants took pre-surveys, Susie Kocher oriented the group to the background of SNAMP 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.

Participants then interviewed someone they didn't know and asked them about their job, and a place they would like to visit before they die. Then they introduced the 'new friend' to the group. The activity served as an active listening exercise and also allowed for introductions.

II. Participant Goals: Participants filled out a survey to identify their goals for the workshop at registration. They wanted:

- To learn how to run a smoother process with stakeholders to get natural resource projects implemented and completed.
- To learn facilitation/project management/meeting organization/public outreach/communication skills and to be able to apply them to daily interactions with all different stakeholders, collaborative groups and public participation events.
- To observe.

- To become more successful at unifying diverse stakeholders and getting them to work toward common goals.
- To get better agreement/decision making among stakeholders when trying to develop natural resource policy.
- To structure questions to get the information and/or decision outcome desired by the participants.
- To be able to get stakeholders to become involved in the process of solving a problem or issue to where they feel they have ownership of the solution.
- To have meetings that meet the objectives of the project/program and inspire collaboration.
- To manage conflict and deal with difficult people; successful problem-solving interventions and working through conflicting agendas; greater understanding of how the various groups work together in the management of natural resources in the Tahoe Basin, particularly how Master Gardeners can collaborate in public outreach and education.

III. Defining Collaboration Success: The participants also described at registration what success at collaboration in adaptive management is to them:

- Win-win for all stakeholders ideally and creating a good relationship for future collaborations and a commitment to dialogue.
- One where everyone is able to be educated on the subject at hand/appreciates various perspectives and feels their opinion is being fully considered.
- Where all parties feel their mutual interests were incorporated into a decision. Success requires a sustainable agreement/decision supported by enthusiasm and commitment from all participants.
- Broad stakeholder participation/engagement/opportunity
- Have the Stakeholder provide and take ownership of a problem or issue that will assist in resolving our regulatory requirements.
- That all participants feel a sense of accomplishment and forward movement.
- Task is completed on schedule; Clarity with project goals and objectives; Usable end product that is replicable and not just put on a shelf.
- A process in which stakeholders feel they have been empowered with decision making and that the solution we are proposing meets, both of our desires.
- Buy-in, pride & sense of stewardship derived from a of recognition of multiple, interrelated benefits that accrue recognizably over time - avoiding singular, stand-alone interests
- Reaching consensus that leads to moving a project forward
- Agreement with ground rules
- Next steps have been clearly established

IV. Stakeholder Analysis: Participants used the scenarios in the workbook from the desired outcomes section/activity to brainstorm who the participants might be in scenarios 1 and 3. They were asked to name the obvious then think about how those groups are served and how their needs are met. This hopefully would then help to identify secondary and tertiary stakeholders and ways to spread the message.

1) <u>Forest health/fuels treatment scenario</u>:
neighbors/public affect by treatment – HOAs, chamber of commerce, civic groups; recreationists – hiking organizations, hunters, OHV groups, bikers, equestrian groups and cyclists; RCD's; youth; land managers; fire districts; conservation/ environmental groups; litigators, air quality districts, LTOs; and local government reps.

2) <u>Nutritional outreach to Latino communities scenario</u>:

families – kids, afterschool care providers, schools; ag producers – farmers markets, distributers, SNAP, grocers, CSA's, master gardeners; school district – PTA; churches; family resource centers; sports organizations; Spanish radio stations and social media; and health providers.

***V. Boundaries and constraints* –** As a whole, the group brainstormed the boundaries and constraints to collaboration. They then broke into smaller groups to identify if they were boundary or constraint issues and how to address the problems. All groups then reported back.

Group 1)

Problem	***Boundary / constraint?***	***How to address the problem***
Not enough stakeholders present	(c)	create more outreach, create a 'buzz'
Decision making problems	(b/c)	clearly define the decision making process
Funding problems	(b/c)	seek partners and volunteers
Physical/landscape	(b)	seek to buy land
Time	(b/c)	prioritize, request extensions, bring in more staff

Group 2)

Problem	***Boundary / constraint?***	***How to address the problem***
Where you are in the process	(b/c)	be clear where you are in the process, refer back to goals and objectives
Laws/regulations	(b/c)	can work at edges/interpretation, collaborate before the official process kicks in
Physical/seasonal access	(c)	try to work more in appropriate seasons
Staffing	(c)	up or down size staff
Knowledge/expertise	(b/c)	contract out
Past practices	(c)	give examples of where/how a new way of doing things worked

Group 3)

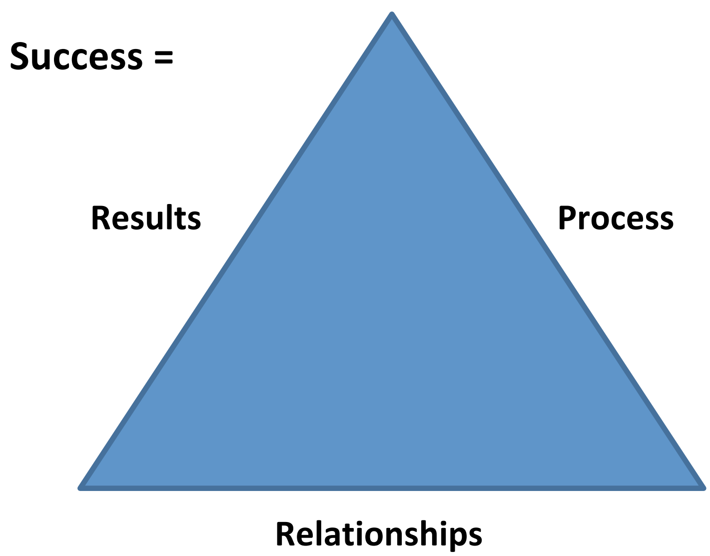
Problem	***Boundary / constraint?***	***How to address the problem***
Collaboration	(c)	start early with personal attention, be clear about goals and objectives
Risk	(b/c)	education
Cultural	(b/c)	pay attention to cultural differences, ask what would be the best to address situation
Litigation	(c)	be considerate

***VI. Process vs content* -** As a one group we brainstormed problems with meetings. Then we identified if they were process or content issues and what could be done about them. Problems included:

- *no desired outcomes* (p/c) – need to be clearly set;
- *role change of leadership with no understanding of process* (p) – someone needs to get to the newbie ahead of time and bring them up to speed
- *polarization/not willing to compromise* (p/c) – maybe a collaborative process isn't for them
- *straying from goals and objectives* (p) – facilitator and group can help keep things on track

- *calling for a vote at an improper time* (p) – say something! Don't let it occur if there are still questions/issues
- *lack of preparation by stakeholders* (p)– send out information ahead of time and a recap/elevator speech at the beginning of the meeting
- *lack of trust* (p/c) – relationship building
- *no follow through* (p) – note taking, assign someone the task of follow through
- *absent stakeholders* (p)– advertisement, having meetings at different times/locations, going to their meetings and groups
- *inexperienced facilitator* (p) - the group should help out and
- *outburst/high emotions* (p/c)– facilitator and group aid
- *lack of clarity on agenda or no agenda* (p) – ask for one
- *too technical* (p/c) – glossary, work with presenters ahead of time to make things easier to understand
- *death by PowerPoint* (p/c) – set limits, work with presenters
- *dominating stakeholder* (p) – facilitator and group need to step up
- *redundancy in meeting content* (p/c) – send out minutes/ notes from past meetings, remind participants of goals and objectives, use the 'parking lot'.

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.



VII. Stages of discussion – The group discussed opening, narrowing and closing a discussion. In small groups they did the million dollar activity and then presented back to the whole group. Group 1 brainstormed seven worthy groups to give the money to. They grouped some together; used N/3 to get their top 3; then voted on how much to give each one. Group 2 brainstormed 13 worthy groups. They sought clarification on the options and advocated for their favorites. They then used N/3 to narrow down the groups. As a result, they two groups rose to the top and the all agreed on those 2. Group 3 spontaneously agreed on one worthy group; spent time illustrating why they chose this group, what the money should be spent on and how it would benefit the community at large.

VIII. Wrap up: next steps and evaluation:

The group gave feedback on the workshops: what worked well and what could be better. For the first workshop (3/18/2014) participants said they like the teamwork between trainers, group activities including the active listening and the stages of discussion activity. The set-up of the room was good to that everyone could see and interact. The pace of the workshop was good, as was the workbook and resources. Some liked the timing of the workshop with a month in between. Suggestions for improvement next time were to mix up the groups more so people could meet more of the group members, have participants describe their job roles and the levels of facilitation experience they have, use their real world scenarios for discussion, spend time outside and have cookies. Participants would also like to share their email contacts.

Second Workshop April 23rd, 2014

I. Introduction and Overview: Susie gave an overview of the day and everyone in the group introduced themselves individually, identifying the role they play within their organization, and their experience with facilitation and collaboration.

II. Logistics of a successful meeting: The group reviewed meeting roles, effective agenda, energizers/icebreakers, and checklists. The group came up with a list of ground rules and discussed their importance in outlining how participants will interact, meeting expectations and maintaining control of a meeting. The list included:

- Stay on topic/task/agenda
- Say it once
- Show respect
- No side bar conversations
- One person speaks at a time
- No cell phones except in case of emergency
- Keep an open mind
- Honor time commitments

We discussed the importance of note taking and different tips on how to do it well. We emphasized how notes should include agreements, next steps, action items, how they help to organize thoughts, how they are an archive of the meeting and how they can give a sense of ownership/trust in the meeting process and outcomes.

III. Key agreements: The group discussed the three steps in building key agreements and the levels of agreement handout.

1. Make a proposal
2. Check for understanding
3. Check for agreement

IV. Learning styles and group dynamics: We broke into two groups and did a ‘six thinking hats’ exercise based on two scenarios from participants (Golf course project and PG&E/grazing issue). Participants gave thought to how the different perspectives could respond to the scenarios based on the six thinking styles and how they, as a meeting leader/facilitator need to consider the different perspectives. We also stressed the accept/legitimize/deal with or defer concept as a way to address some of the thinking styles.

V. Dealing with difficult behaviors: We discussed the 'Sheriff's' scenario as a whole and brainstormed ways that a facilitator or informed participant could have handled the situation.

- Use the 'parking lot'
- Restate meeting purpose and mission statement
- Better preparation with the sheriffs before they came to the meeting
- Ground rules – say it once
- Bring the conflict to the group and ask how they would like it handled
- Accept/legitimize/deal with or defer
- Assign an action item /sub group to handle the sheriff's issue exclusively
- Take a break

VI. Reducing and managing conflict: Back in the two smaller groups, participants role played how to handle conflict in two scenarios – smoke and thinning at a state park and conflict over a logging plan in a small town. The groups debriefed on the importance of going back down the ladder of inference to identify the precise nature of the conflict so that measures can be taken to address the issue.

VII. Evaluation and capacity transfer: Susie went over development of a logic model with the group and participants took the post assessment and filled out the evaluation while discussing how to use evaluation data. Participants said they thought the following components of the workshop worked well: cookies, having real world scenarios and experiential antidotes, and having plenty of time for discussion. They enjoyed the difficult behaviors and conflict management modules, and facilitator's check list and reference manual. They also appreciated the participation and energy in the room, Jim Nelson's input and the low cost of the workshop. Suggestions for improvement were to add more movement/breaks, make it one hour longer to incorporate more small group activities, have participants record on the flip charts for practice, add workbook page numbers on the agenda, make sure all the references cited are in the reference section, and to add other media types to teach the lessons.

Participants also completed written evaluation surveys. 2/3rds said the workshop content met their expectations while 1/3rd said it exceeded it. 45% said the workshop was excellent and 53% said it was very good. Overall the participants said the pace of the workshops was just right (85%). Additional ratings and self-assessment of learning outcomes are shown in the graphs following.