SIERRA NEVADA ADAPTIVE MANAGEMENT PROJECT
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SNAMP Facilitation Workshop #1 Notes
Acouffe Center, Marysville, CA.
May 30th 2014

In Attendance:

1. Andie Herman - Harmony Health
2. Kaonou Yang – Harmony Health
3. Casey O'Dell – Camptonville Valley Fire
4. Justin Grindling – Harmony Health FRC
5. Christina Dondono – Camptonville Community Partnership (CCP)
6. Chris Friedel – Camptonville Comm. Part.
7. Cathy Le Blanc – CCP
8. Andy Navarrette – Pacific Gas & Electric
9. Jen Hodas – Harmon Health
10. Alicia Hrico – Yuba County Board of Education – FRC
11. Maura Mortinez – Yuba County of Education (YCOE)
12. Thelma Amaya – YCOE
13. Abigail Dan – Tehama County Resource Conservation District
14. Melony Vance – Bear Yuba Land Trust
15. Kim Ingram – University of Calivornia Cooperative Extension (UCCE)
16. Anne Lombardo - UCCE

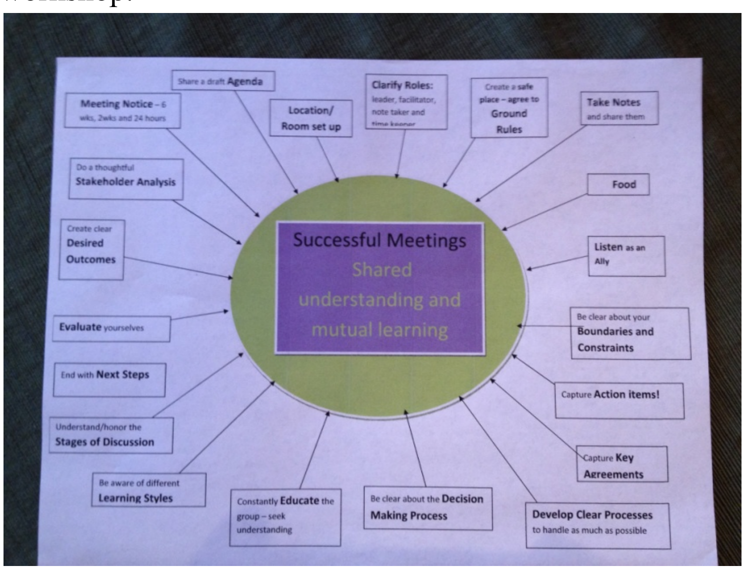
Introductory exercise: The participants introduced themselves and then shared a good or bad experience they have had with facilitation. If you don't have one, then what do you hope to gain from this workshop?

- Threats of litigation
- Lack of sensitivity to priorities
- Excellent examples (role models) of how to facilitate
- Neutrality
- Rigidity to agenda and process
- Facilitation skills are universal and can be applied to many types of situations and topics
- Trust in the process

- To learn facilitation and collaboration skills
- New ways to communicate
- Support and relationship building
- To learn how to agree, consensus building
- Difficult people & conflict

Anne from SNAMP's Public Participation team reviewed the meeting's goals and the agenda with the group. Kim Ingram, also from the PPT, reviewed the layout of the workbook provided for the workshop called "Facilitation Skills for a Collaborative Adaptive Management Process." The group also took time to fill out the 'pre-workshop survey' which is being used to track changes in beliefs regarding facilitation, collaboration, the role of science and the US Forest Service.

Details for a Successful Meeting: A diagram was used to illustrate the many different pieces to a successful meeting effort. We briefly talked about each component and highlighted the ones we would be going over in the next workshop. We then briefly reviewed several modules and concepts (agenda building, ground rules, note taking, ice breakers, and a facilitator's check list) that we would not be reviewing in depth, unless the group wants to include them in the 2nd workshop.



It is important to establish ground rules: This can be your first "group agreement". What boundaries of behavior does the group feel need to be established to have a successful meeting, before it has to be addressed with someone personally? Avoid conflict by doing this early. Participants can draw on past experience and issues they may have had. Two of our favorites are:

1) Seek understanding
2) Focus on issues not people

Important meeting roles: Kim reviewed the importance of clarifying meeting roles and responsibilities for the meeting leader, organizer, facilitator, time keeper and recorder. We reviewed what is required from each role and how to move between the roles if necessary. We also talked about the different roles participants in the group may take: those of vacationer, prisoner or explorer.

Listening as an ally exercise:
With a partner the group described an important situation they had to deal with and how it was resolved. They were given 1 ½ minutess each and then they reported back to the group.
Action item: Note that groups of 3 did not work as well, leaving one person out of time.

Desired Outcomes – Desired outcomes are important for your meeting to be as productive as possible. We worked on a set of desired outcomes using a scenario provided by a participant regarding an internship at Chico State and way to improve the experience.

1) How to give back to student – what process is needed next time?
2) Want to involve the teachers better – ditto above?
3) Clarify expectations on all sides
4) Need to be able to gather information on what the student got out of it
5) Need to better define valuable activities.
6) How to know if student's expectations were met – how to evaluate?
7) How to set up regular/expected check ins?
8) Would like to have a flow chart to simplify everyone's understanding of the timeline.

Stakeholder Analysis: Who are your stakeholders? They are anyone affected by your decisions. The word public represents many levels of people that may need different approaches to get involved. It is a good idea to expand the analysis to those that the first set of folk serve; a secondary stakeholders analysis. Look for outliers, bring them in earlier than later. They can be active or silent: Silent is ok, but as a facilitator you may need to check in with them directly. Providing note cards on the tables can be an effective tool for them to communicate more anonymously.

We broke into 2 groups and used a scenario provided by a participant – an emergency exercise of a derailed train over an underground gas line. Who would need to be contacted? Who are the stakeholders involved? Depending on where the derailment occurred, participants then brainstormed to come up with primary, secondary and tertiary stakeholders.

Includes:
1) Local law enforcement
2) Federal law enforcement – FBI
3) Emergency response teams
4) Haz-mat
5) Public Works
6) Fire Station
7) Evacuation planners

8) Red Cross
9) Media/news
10) Cal trans
11) PG&E incident command
12) Local Elected officials
13) Train Co. with track nearby
14) Other Trains Co. using the same track
15) Customer phone – walk and talk (app?)
16) Air board
17) All Gas Co. potentially affected
18) civic officials (sheriff, BOS, other councils)
19) local County office of education (school districts
20) Union – xtra work force needed
21) Farmers nearby
22) Ranchers nearby
23) veterianarins
24) Local hospital – EMS
25) Cal Fire
26) US Forest Service
27) Local Military establishments
28) Any local dam operators
29) local businesses (chamber of commerce)
30) parks and rec department
31) and Irrigation districts.

The list is long and could then be evaluated for priority.

Boundaries and Constraints: We defined the terms and discussed the importance in identifying the pieces of your project that constrain you. What limits do you have? Time, Money, Ability…. It helps set up appropriate expectations and managing expectations is important to helping reduce conflict. Be clear what you can and can't do.

For Process vs. Content module: Participants brainstormed 'problems with meetings' and then classified them as a process or content issue. Once identified, we discussed ways to resolve the issues. Process issues are around the way things are done. Content or Subject issues relate to topics/beliefs/preconceptions. Process issues can often be solved by simply developing a clear way of doing something. Content issues are often harder and may take more time. Take care of the process issues so you can focus on the content issues.

- Grandstander/narcissist – P – ground rules – say it once, seek understanding
- Tangents – P&C – ground rules – stay on topic, use the parking lot to accept,legitimize and either deal with or defer.
- Sideline/off topic remarks – P&C similar to tangents
- Emotions and personal agendas – P&C – review groups's agenda, use parking lot, review the success triangle.
- Bad room logistics – P Find a better place or why of setting up
- No follow up – P Establish a follow up process and action items that can be followed up on

- Not being on time – P – Ground rules – start and end on time, check in personally
- Poor speakers – P&C – touch base with speaker before hand, be clear about expectations/audience
- Misinformation or lack of information – P&C Make a plan to educate the group, provide accurate information – ongoing.
- Little prep time – P Clear processes can streamline work, give action items to others
- Lack of clear directions – P&C – have a clear set of desired outcomes and an agenda
- No food/snacks/coffee – P – make an action item to solve this the next time
- Lack of objectives or informational only meetings – P – Set goals, seek understanding of your involvement, or be sure it is identified as an info only meeting.
- Conflict & tension – P&C – Do introductions, use ice breakers, ground rules/seek understanding, acknowledge the tension, as for sensitive behavior
- Confusion over accomplishments – no summary – P Capture action items and key agreement to show progress
- Secret 'pre-meetings' – P – seek transparency as a goal, ask for notes from meetings to inform others.
- Decision maker absent – P – identify that, be clear about the decision making process.
- Entrenched ideologies – P&C – seek understanding, validate, legistimize and build relationships around the easier things.
- Poor presentations – P&C check in ahead of time, use evaluation to improve
- Use of too many acronyms – P&C – state the need to be ware of them in the ground rules, be sure to define acronyms, create a gentle acronym penalty ☺
- Lack of structure in roles – who is doing what – P Define roles
- Skipping introductions – P Define process for meetings to include introductions. Make a proposal and capture the group's agreement on it. Put it in the agenda.

Stages of Discussion : It is important to note that there are different stages a group goes through while discussing issues, and they will need the time to do it, properly. Often discontent with decisions comes from rushing a portion of the discussion, leaving something improperly dealt with.

1. Open – brainstorm, anything goes
2. Narrow – Clarify the options, combine like ideas, advocate for options
3. Close – votes for choices may be given to participants = n/3, where n= the number of choices.
4. Make sure the choices/proposals are clear.

For Stages of Discussion module, we did the million dollar activity: Who would you give a million dollars to, if you had a million dollars to give? We broke into 2 groups for this and each group had a planted 'dissenter' to make the group work alittle harder. The groups started with a brainstorm of many ideas then narrowed it down to 3 with an n/3 vote . A further final vote brought the group to a final decision. There was a lot of positive feedback from the group on this activity.

We spent a little time on the success triangle = identifying the importance of having clear processes, building relationships in order to achieve success.

Develop a common language! Be sure you have clear definitions for commonly used terms. This also helps reduce conflict. Build common ground, no matter how small.
Beware of acronyms – They make new people feel left out.

Parking Lot/Bike Rack/Hitching Post – Where to put moments/ideas/emotions that are derailing your progress. How to diffuse? The process of 'accepting/legitimizing/dealing with or deferring difficult issues. We will continue this in our next workshop.

Evaluation of the day –
Could have been better –

1) Name tags that stick
2) Room too big
3) Confused folks that they would be ordering lunch and never clarified.
4) No Coffee
5) The one group of 3 in the icebreaker did not get to everyone.

What went well?

1) Comfortable
2) Interesting
3) Lots of time for Q/A
4) Like the activities
5) Lots of discussion
6) Good involvement
7) Good book/resource
8) Good lunch – love the brownies

Next steps:

1) We will invite the group to our collaboration tools website.
2) We will share notes from the day with the group.
3) We will send an agenda for the next meeting ahead of time