



Facilitation/Collaboration Workshop #2
The Acouffe Center, June 25th, 2014, 10am – 4pm
9185 Marysville Rd, Oregon House, CA

Desired Outcomes:

- To help improve communication and facilitation skills in collaborative efforts
- To understand to value of capturing key agreements
- To understand different learning styles and their effects
- To provide skills/tools to deal with difficult moments
- To discuss the importance of capacity transfer for longevity

In Attendance:

Thelma Amaya – YCOE

Rina Banuelus – HH FRC

Abigail Dan – Tehama County Resource Conservation District

Christina Dondono – Camptonville Community Partnership

Chris Friedel – Camptonville Community Partnership (CCP)

Justin Grindling – Harmony Health – Family Resource Center (HH-FRC)

Andie Herman – HH-FRC

Jennifer Hodea – Lonetree FRC

Alicia Hrico – YCOE

Kim Ingram – University of California Cooperative Extension (UCCE)

Anne Lombardo – UCCE

Maura Martinez – Yuba County of Education (YCOE)

Casey Odell – Camptonville Volunteer Fire Department

Melony Vance – Bear Yuba Land Trust

Kaonou Yang – HH FRC

I. Welcome and Overview: Anne Lombardo, from the Public Participation team (PPT) of the Sierra Nevada Adaptive Management Project (SNAMP) welcomed back a full group of participants for our second workshop on facilitation tools for successful collaborative efforts. After a quick review of some important meeting logistics discussed in our first workshop: desired outcomes, stakeholder analysis, roles and responsibilities and process vs content, we moved on to address some remaining pieces in more detail.

Kim Ingram, also from the SNAMP PPT, discussed the definitions of adaptive management and collaborative adaptive management as there were some participants that were unfamiliar with those terms.

II. Decision Making: Kim went on to discuss different decision making processes available to groups, as noted in the workbook : spontaneous agreement, one person decides, compromise, a multi – voting process, majority vote or consensus building. It is important to be clear which process applies to your group, as it will help manage participant’s expectations. Different methods also involve different amounts of time and commitment so that may have to be addresses also. The group talked about different situations and which decision making methods would be most appropriate.

One of the participants suggested a process might be used in which those involved were asked, “What are you willing to compromise?” Perhaps having this discussion early on could help participants prioritize their concerns and identify an appropriate decision making process.

Be aware that the decision making process may change with each challenge and may need redefinition.

III. Key Agreements: Anne discussed the process of getting to a key agreement with a group

- 1) Make a proposal – a summary of what you are hearing from the group
- 2) Make sure the group understands the proposal (seek clarification) –repeat, discuss
- 3) Make any refinements if necessary
- 4) Accept and record the agreement!

The group established a set of ground rules as an example of a good “group agreement” to start with.

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|--|---|
| 1. Seek understanding | point in time. Capture the concern in the notes! |
| 2. Respect others opinions | |
| 3. Focus on the issue not personalities | 9. Be in the moment |
| 4. Don’t ick my wow!/Don’t poo on my rainbow!! | 10. Be a good listener |
| 5. Use eye contact | 11. Start on time and end on time. |
| 6. Review ground rues | 12. No side conversations – take them outside of the room |
| 7. Say it clearly, say it once | 13. no cell phones – be present |
| 8. Use a parking lot – accept/legitimize and deal with or defer to another | 14. keep an open mind |
| | 15. learn something new |

A group should start with simple agreements, like: What to have for lunch? ? Create an agenda together. Discuss roles and responsibilities. They are a great way to engage the group.

Remember that creating a safe place for discussions is important! It is the facilitator’s job.

An example of another group agreement: We came to agreement on our follow up meeting in Marysville – Nov. 13th. Same place, abbreviate time – to be advised.

Levels of agreement were discussed including; full, acceptable, livable, disagree but will not oppose, disagree and needs more dialogue and disagreement that results in open opposition. Discussion of these levels may help participants understand how to keep the group moving forward even when perfect agreement does not exist.

Small break out groups worked on two different scenarios involving a dam relicensing in the Sierra and the transportation of logging trucks through a small town. How to bring multiple views together? Start with small agreements!! Look for any common ground.

Dam relicensing:

We are all concerned about water

We want to help each other

We are concerned about flooding

Logging trucks:

Traffic concerns around schools

Timing of trucks is crucial

Able to avoid school times

Be willing to capture what you do not agree on and continue to inform the discussion. Sharing information on the issues helps build a group's collective understanding.

Be sure to capture the details of all key agreement.

IV. Learning styles and group dynamics: Be aware that there are different learning styles and they can affect the dynamics of your group. Kim shared a “six hats exercise” with the group. Here are examples from our small break out group's comment around an owl and forest thinning(treatment) issue.

- White hat: ‘**just the facts**’ – there is not enough info on if the owls will be affected by treatments; need more studies; need to remain neutral (is that possible?); what are the timing and intensities of the treatments.
- Yellow hat: ‘**optimist**’ – decreasing fire severity will keep owl nest trees safe; we will be increasing forest health; bettering owl habitat; we are being proactive in reducing negative actions; we are increasing knowledge
- Black hat: ‘**negative persona**’ – humans don't know anything; we will just mess this up like always; it will have a negative effect on owls and forest health; we don't have enough information to know future effects; who cares; where is the money to do the work coming from
- Red hat: ‘**emotional**’ – poor owls/bugs/other forest critters; fire is scary; this is too small a view; how can we know the bigger picture; it will bring jobs to the community; the treatment is ugly and will ruin my view
- Green hat: ‘**thinking outside the box**’ – Can we expand this out to connect with other projects or areas; it's an opportunity to try something new; harvesting trees can bring money to our community which can then be used to support education,

other fuels reduction projects, and an educational/community center; it can increase recreational opportunities

- Blue hat: **‘the big picture person’** – this person can recognize the value in each other hat and provide examples how they can all work together.

Understand that different approaches exist and have value to a well rounded discussion. Don't let them aggravate you. Learn to use them, use their strengths to make a more rounded decision in the end.

V. Dealing with Difficult Behaviors: We discussed a variety of difficult behaviors and ways a facilitator or the group can deal with them including behaviors of silence (avoiding the discussion all together, changing the subject, etc.) vs. violence (personal attacks, comments that undermine the discussion, etc.). We went over several scenarios and asked for suggestions on how to handle the difficult behavior. Some tools that may help:

- Listen actively
- Summarize what you are hearing for all to hear
- Review and enforce existing agreements and/or Ground rules.
- Ask questions
- Put difficult moments back to the group by asking what they think
- Ask if the group needs a break

The Ladder of Inference helps us understand those who feel differently than we do. We are all a summation of our life's experiences and those experiences can vary greatly. Add that we include our own cultural and personal meaning to all those experiences and the result may be very different beliefs. Having an understanding of this may provide you patience in important moments by helping you see it from more than your side.

VI. Reducing and managing conflict: We discussed how the many tools we have reviewed up until now can be used to reduce and manage conflict. Including:

- Use an agenda to guide you – have a time schedule indicated that facilitates forward progress
- Make and revisit “ground rules”
- Use breaks whenever the group seems to need it
- Practice active listening - make eye contact
- Check yours/others assumptions
- Paraphrase comments back to the group/individual
- Ask probing questions
- Design a “process” to help with the challenge – How should this be handled in the future?
- Be clear about your decision making process
- Use a facilitator to avoid letting things get defensive which creates its own problems

- Identify boundaries and constraints – legal boundaries are important to acknowledge
- Validate people – it makes them feel safer
- Ask: How can I help?
- Give the group homework! So every meeting is more informed
- Look for underlying issues: are they over facts, beliefs or courses of action
- Identify common ground
- Look for land mines ahead of time – contact those you expect to be the most challenging
- Turn difficult moments back to the group – What does the group think?
- Use the parking lot - validation – accept and legitimize what someone is saying by summarizing it back then explain how it will be dealt with or why it will be deferred, and until when if at all. (ALDD)

All these different tools will help!

VII. Evaluation and capacity transfer: It is important to learn how to evaluate your efforts. Give participants a chance to share their feeling and find ways to improve the experience. Be sure evaluations provide questions that focus on issues not personalities.

Capacity transfer is important. Try to avoid keeping all knowledge of an effort with one person. Have a backup who knows the story in case the front person is transferred, particularly with agency efforts; personnel move often so thinking about capacity transfer, who will follow, is important to the longevity of projects.

VIII. Wrap up: Next steps and evaluation:

1. Follow up workshop will be Nov. 13, here from 10am -2pm
2. Please pass on your ideas for a guest speaker to Anne.
3. Bring your positive and negative facilitation experiences to the next meeting for discussion.

Action item: Anne will provide notes to the group by mid July (ouch!)

Action item: Anne will provide you of notice of the next meeting.

Action item: Anne will send Rina the notes from the first workshop

Verbal evaluation: What went well?

The room arrangement was better

It was cooler

The food was good

The soft chairs were great

Lots of discussion and interaction

Slower pace – more in depth

Using real life scenarios

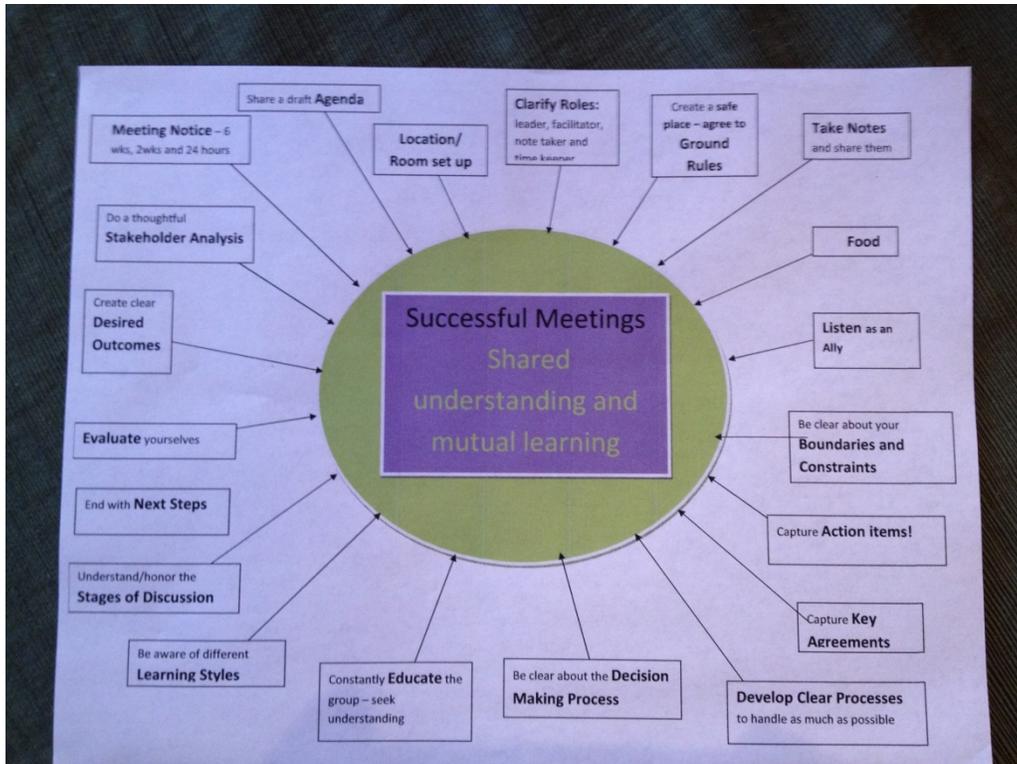
Mixed up the groups (rural/urban)

What could have been better?

Snacks in the am – Jen offered donuts next time!

Advise participants that scenarios provided at registration are going to be used publicly
 Explore link to join the SNAMP website directly
 Email briefs to group for this session
 Provide sample facilitation “lines” – key phrases – sentence starters
 Provide individuals a chance to facilitate (core of follow up meeting)
 More role playing

Successful meeting graphic below, as mentioned in the notes.



Successful Meeting Handout