Facilitation Skills for a Collaborative Adaptive Management Process

A workbook to train natural resource managers and stakeholders in facilitation of collaborative projects

by the University of California Cooperative Extension

January 2014

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Acknowledgements

This curriculum and associated workshop series was made possible through funding by the Sierra Nevada Adaptive Management Project (SNAMP) (http://snamp.cnr.berkeley.edu) and by funding from the Renewable Resources Extension Act. Curriculum modules were developed by a team of University of California Cooperative Extension (UCCE) professionals based on their experiences facilitating civic engagement in agriculture, natural resources, nutrition and youth development. Curriculum was refined through a series of workshops offered by UCCE to SNAMP scientists, managers and stakeholders in Winter, Spring and Summer 2013.

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We also greatly appreciate the input of the SNAMP Public Participation Team who gave inspiration, review, evaluation tools and support during the development of this workbook and workshop series. They include

- Dr. Lynn Huntsinger, Professor of Rangeland Management and Ecology, University of California Berkeley
- Dr. Adrianna Sulak, Post-doctoral researcher, University of California Berkeley
- Dr. Maggi Kelly, Spatial Information Cooperative Extension Specialist, University of California Berkeley
- Shufei Lei, Graduate Student, University of California Berkeley

Thanks also to Interaction Associates who provided initial facilitation training to a cadre of UCCE personnel and founding the competency and enthusiasm for facilitation training within Cooperative Extension. In addition, we would like to thank the many participants in the associated workshop series. They provided great input, feedback and ideas for improvement of this workbook.

Introduction

What is Collaborative Adaptive Management?

Collaborative Adaptive Management (CAM) is many things to different people. It is based on the premise that ecosystems are complex, dynamic and unpredictable. It involves deliberate experimentation that provides information to resource managers on appropriate spatial and temporal scales. CAM is a participatory process that engages scientists, stakeholders and managers in a relationship based on shared understanding and learning that assesses and evaluates the values and implicit assumptions that underline management goals.

The CAM process supports project implementation, monitors project impacts and reviews its results with the engagement and support of active stakeholders. It requires a commitment of time, people and resources, as well as the identification of clear boundaries and constraints with respect to the utilization of participant input.

How can ColLABORative Adaptive Management be successful?

The role of facilitation. Moving through the CAM process requires hard work and much LABOR from all participants. Good facilitation can guide participants though the process, allow everyone to feel that their contributions are important and reduce conflict. Success depends in part on knowing who should be involved and how they will participate; having clear goals and objectives for the project; and outlining a clear process for decision making. Within each of these areas are items and issues that need to be considered, such as building effective agendas to meet the goals; identifying who does what when; or what happens when agreement is not reached? Having the facilitation tools to address these items and issues will strengthen the possibility of a successful CAM project.

It is important to recognize that a CAM process is not appropriate or possible for all projects. Additionally, some participants may not be willing or able to move beyond their positions to be an active CAM participant. Identifying these constraints upfront will hopefully allow the project to move forward in a more appropriate manner.

CAM in Practice

The University of California (UC) Sierra Nevada Adaptive Management Project (SNAMP) (http://snamp.cnr.berkeley.edu) is an eight year study researching the effects of fuels treatments in the national forest on wildlife, water, fire and forest health being conducted between 2006 and 2014. Public participation and the involvement of active stakeholders is a crucial component of the project. The Public Participation Team helps facilitate and guide the researchers, agency partners and public/private stakeholders through the CAM process of mutual learning-sharing concerns, active listening and conflict resolution.

Tools to Guide the CAM Process

This workbook is broken down into a collection of learning modules that are designed to support a successful CAM process. Each module has specific learning objectives, trainer notes, and a lesson plan, handouts and activities designed to enhance the objectives and give participants an opportunity to practice what they have learned. There is also a shorter summary of the content. The modules are grouped in a sequential manner: Framing your process; Planning your meeting; Tools for effective meetings; and When the going gets tough.

In addition, the appendices contain other information such as sample agendas for teaching this workshop series and associated evaluations; ice breakers and energizers and a resource list.

The goal is for participants to learn tools for active participation in a CAM project and to be able to share the knowledge with others.

How to Use this Workbook

The workbook is intended to be used in a group workshop setting. The modules are arranged in a progression that builds on each other to support the process as a whole and to engage participants in active, mutual learning. The length of the workshop will depend on the level of involvement by participants to each module. We suggest devoting a minimum of 2 days to cover all of the modules and to allow enough time for questions and answers and role playing. A follow-up workshop about 6 months after the last workshop has proven to be a valuable opportunity for participants to share their CAM experiences and get additional training and feedback from the group. Sample agendas can be found in Appendix 5. These include the schedule for presenting curriculum over three days, two days, one full day and one afternoon.

Though most of the examples in the activities have a natural resources theme, they can be tailored to any type of collaborative group as the module objectives are relevant to any situation.

How to Use the Summaries

The purpose of the Summaries of the individual modules is to contain the essential content of the module in a one-page summary handout. They are intended to be used as a review and reference. They contain key points and definitions, as well as suggestions on how to implement a topic. Our facilitation team has used them when there is not enough time to teach the entire curriculum and there is a lot of information to cover. Summaries are also useful as a briefer handout to refer to.

How to Use the Training Modules

Each module has its own learning objectives and lesson plan, activities, and handouts. They are arranged in an order that starts at the beginning – identifying a need to develop a collaborative process and how to frame it, how to have a productive meeting and what to do first, then proceeds through the planning, implementation and follow-through of the meeting. The information builds from one module to the next, though as a whole unit or in parts, they are structured to stand alone.

Learning Objectives - The purpose of Learning Objectives is to give participants a sense of what they will learn in each module. Learning Objectives also guide trainers in structuring the content of the module and as a check to see if they accomplished what they set out to do. Learning Objectives are usually based on agenda items.

Lesson Plan – The purpose of the Lesson Plan is to give an overview of the flow of the lesson and suggest how the module can be taught by groups. It identifies ideas, concepts, concepts and conversation that facilitate participant learning.

Handouts - The purpose of the Handouts is to provide additional information and clarification to a module's subject matter. They are also used to guide participants through activities. Handouts can be rearranged and modified to meet your specific objectives.

Activities - The purpose of Activities is to allow participants the opportunity to practice the skills they have learned. Engaging in Activities allows for immediate feedback and helps build confidence in ones actions, especially in scenarios that involve conflict or difficult behaviors. The Activities involve real world scenarios that we have encountered, but can also be tailored to situations that participants currently face. Each module has Activities that reinforce the concepts taught, as well as an overview and instructions on how to run the activity.

Summaries

Framing your process

1. Desired Outcomes
2. Stakeholder Analysis
3. Boundaries and Constraints

Planning your meeting

4. Meeting Roles and Responsibilities
5. Developing an Effective Agenda
6. Process vs. Content
7. Decision Making Methods

Tools for effective meetings

8. Active Listening
9. Ground Rules for Effective Groups
10. Note Taking
11. Stages of Discussion
12. Building Key Agreements
13. Thinking and Learning Styles
14. Stages of Group Development
15. Evaluation and Follow-Through

1. Desired Outcomes……Overview

What are they?

- Desired Outcomes are a clear statement of the expected results of a meeting
- They may be referred to as goals or objectives also.

Why are they important?

- They define purpose.
- They help structure the agenda.
- They help identify who should be present.
- It allows participants to come to the table fully prepared.
- It helps make the best use of everyone's time in these very busy days.

How do I do it?

- Desired Outcomes may include a: list, information, plan, agreement or decision(s) needed from the meeting.
- They should be listed on your agenda.
- That agenda should be shared with participants in advance, with enough time to receive input from those attending the meeting to accommodate adjustments.

2. Stakeholder Analysis … Overview

What is it?

- A **stakeholder** is any person or group of persons who are responsible for a final decision; are likely to be affected by the outcome of a decision; are interested in the process and content of the meeting; and/or is in a position to support or prevent a decision from being implemented.
- A **stakeholder analysis** identifies who these people are and what position (for/against/neutral) they may hold in the process and outcome.

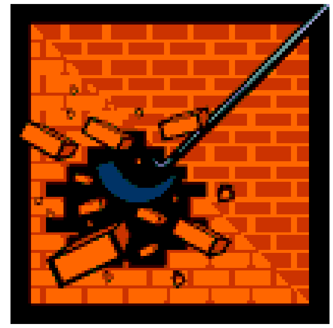
Why is it important?

- By identifying stakeholders, meeting organizers get a clearer idea of the many issues and positions that may be encountered.
- It can help to identify underrepresented individuals and groups.
- It allows organizers to take into account the various needs of the participants and how they are being served or underserved.

How do I do it?

- Identify your primary targets, including decision makers
- Identify people that will be affected by the decision or outcome
- Identify people who can assist or block the decision or outcome

3. Boundaries & constraints…. Overview



What is it?

- A **Boundary** is a non-negotiable limit. For example: A deadline for a project proposal
- A **Constraint** is a limit that has some room for flexibility and/or negotiation. For example: Workloads, who is going to do what – can shifts change?

Why it is important?

- **Boundaries** and **Constraints** are part of every project and have real effects on a projects success or failure.
- They can help define the projects goals and objectives; how stakeholders participate; how input is used; and how decisions are made. Identify them upfront! What can you do and what can't you do.
- Failure to identify your **Boundaries** and **Constraints** can cause stakeholders to have unrealistic expectations of the project; cause the project to become sidetracked or derailed; undermine trust; and cause conflict and hard feelings.

Some **Boundaries** and **Constraints** to consider**:**

- Money
- Time
- Experience
- Legalities
- Neutrality
- Personnel
- Commitment

4. MEETING ROLES AND RESPONSIBILITIES… OVERVIEW

What are the roles and what do they do?

- **Meeting leader** – Guides the meeting content and decision making process; works to get agreement on outcomes; encourages participation by all
- **Organizer** – Helps to structure the meeting in an orderly manner; arranges logistics; timekeeper
- **Facilitator** – Guides the meeting process and group; is a neutral participant
- **Recorder** – Captures all input, action items and next steps; is a neutral participant
- **Active participant** – Takes part in the meeting by contributing ideas and concerns; focuses on meeting content; strives to keep an open mind
- **Silent participant** – Takes part in the meeting but may or may not contribute ideas and concerns at the time; strives to keep an open mind

How do you know what roles you need?

- For **simple problem solving with little to no conflict,** a meeting leader and participant can be adequate
- When the **focus is on content with lots of information to be share,** a meeting leader, recorder and participant are best.
- For **complex problem solving, high conflict, large groups and when the meeting leader has a vested interest in the outcome,** use a facilitator and recorder along with a meeting leader and the participants.

Why are meeting roles important?

- Unclear or unassigned roles can have a negative and unproductive effect on a meeting
- Agreements, action items and decisions may not be captured if no one has a recorder role
- Meetings can be derailed and participants can lose interest if a facilitator is not used

5. Developing an Effective Agenda… Overview

Why have an agenda?

- Helps to **structure** a meeting in order to meet the goals and objectives
- Helps participants to **prepare** for the meeting
- Keeps the meeting on track and **focuses** on meeting content
- Reviewing the agenda helps to **evaluate** the success of the meeting

Agenda tips:

- **Seek input** on potential agenda items
- Have a **clear purpose** for the meeting
- State the **goals and objectives** and make sure they relate to the meeting purpose
- Don't create an overly ambitious agenda – consider time issues
- Check in with the group for input on meeting relevance and execution
- Provide information to participants for meeting preparation
- A 2:1 ration is common – 2 hours of prep for a 1 hour meeting

Sample Agenda:

Desired Outcomes: By the end of this discussion, we will have:

AGENDA			
What (content)	**How (process)**	**Who**	**Time**

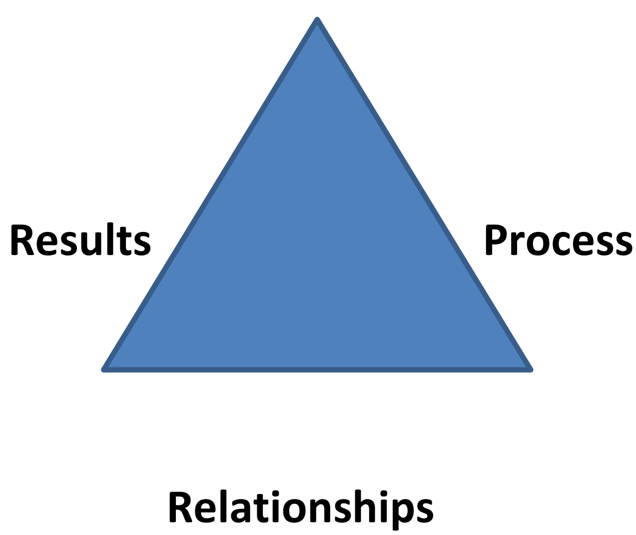
6. PROCESS VERSUS CONTENT… OVERVIEW

What is Process and Content?

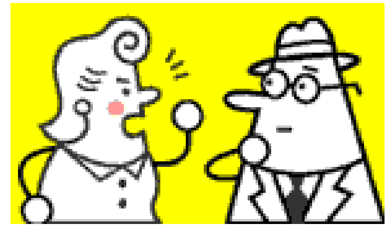
- **Process refers to the way something is done,** like how a meeting will be run or how decisions will be made and how participants will interact
- **Content** is what the meeting is about, what information is being shared and what decision needs to be made
- Design a clear process/order on how to do as many of the tasks facing your group as possible. It will help reduce misunderstandings and conflict as you work together. How will meetings be run? What is the review process of documents before being released to the public? How will information be shared?

90% of meeting problems are process problems

Success =



7. Decision Making Methods… Overview



Why you need to articulate how decisions will be made:

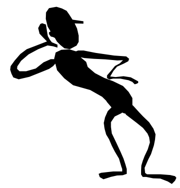
- It makes clear who will be making the decisions
- It enables decision makers to set clear boundaries regarding the involvement of others
- It provides participants with guidelines as to how their input will be used
- Let's participants know what to expect and what is expected of them
- Builds support for the final decision

As the level of involvement by participants in decision making increases, so does the level of ownership or buy-in to the process and the outcome.

6 Decision Making Methods:

1. **Spontaneous agreement** – A unanimously supported decision, often made quickly and with minimal discussion. Used when issues are simple or trivial.
2. **One person decides** – A fast and efficient way for a decision to be made; accountability is clear and the decision gains more support if input is sought beforehand. Used when issues are small, when there is an expert in the group, or when one person is solely accountable for the outcome.
3. **Compromise** – A negotiated approach applicable when there are several distinct options and members have strong opposing positions; 'you win a few points and you concede a few points'; generates a lot of discussion. Used when two or more ideas are proposed, neither of which is fully acceptable to everyone involved.
4. **Multi-voting** – A systematic, priority setting, democratic approach where everyone votes for the outcomes. Used when there are many options presented or when ranking options will help clarify the best course of action.
5. **Majority-voting** – A fast method of decision making once all options have been identified and analyzed. Used when two or more options are submitted, when the decision must be made quickly and when a division in the group is acceptable.
6. **Consensus building** – A collaborative effort that demands high levels of participation, analyzing of facts, discussion and debate. Produces a decision that everyone can live with. Used when the decision impacts a large group, when buy in and commitment from all participants is essential, and when the decision is important enough to warrant the time and energy of the consensus process.

8. ACTIVE LISTENING…. OVERVIEW



What is it?

- Active listening defines a clear way to take participants input, an important part of any collaborative effort.
- It involves listening attentively to others opinions/information.
- Summarize their input clearly, for the whole group.
- Seeking clarification when needed.

Why it is important?

- It helps participants feel valued, a requirement to their continued involvement and the development of an effective working relationship.
- It builds trust, by showing interest.
- It fosters the opportunity to hear new ideas.
- It is necessary in order to get group support.
- It helps others hear themselves more clearly.

How do I do it?

- Set a good example.
- **Be curious** about the opinions of others. Have two way conversations. You know what you know, learn something new!
- **Summarize neutrally** what you hear, to **check for accuracy**. Remove any heated emotion.
- **Seek clarification** when needed.
- **Clarify the definitions of commonly used terms.**
- **Avoid making assumptions.**

If it is not working:

- Establish ownership of meeting results with participants in the beginning.
- Review ground rules, established in the beginning of your meeting.
- Ask the group what it needs to pay attention, a break, more information…
- Use a "Parking Lot" to capture issues needing more attention than you have time for.

9. Ground Rules … Overview

What is it?

- **Ground rules** are written statements that establish how participants will interact with each other, how the meeting will be run, and how decisions will be made.

Why it is important?

- Having established **ground rules** at the start of your meeting can anchor participants in agreement even before discussions start.
- **Ground Rules** help to create a safe environment where people can participate and share their thoughts and ideas honestly.
- **Ground Rules** can be used to refocus meetings that are getting off track.

How do I do it?

Post a set of written ground rules for everyone to see. Ask for agreement on them and check if others are needed. If the meeting starts to go astray, return to them and remind the group of the rule agreements in place.

Sample Ground Rules

1. Turn off cell phones – if you must take a call, please leave the room.
2. One speaker at a time – everyone will have a chance to share their opinions.
3. No side bar conversations.
4. Refrain from negative comments – offer constructive criticism.
5. Honor time commitments.
6. Practice active listening – ask for clarification if needed.
7. Be willing to explore new ideas.
8. Clearly state how decisions will be made – if applicable.

10. Effective Note Taking… Overview

What is the value in recording or note taking?

- To **capture the groups ideas**, comments, agreements and action items
- **Helps to inform** those who could not attend
- Offers a **platform of mutual learning** through the sharing of information
- **Documents and organizes** the groups progress
- Helps to **keep the group on track**
- **Archives** the work done
- Creates a **transparent record** of the group's activities
- Makes the group **accountable**
- Documents comments and suggestions **for future business**

Action item – Something that someone has committed to do by a certain date

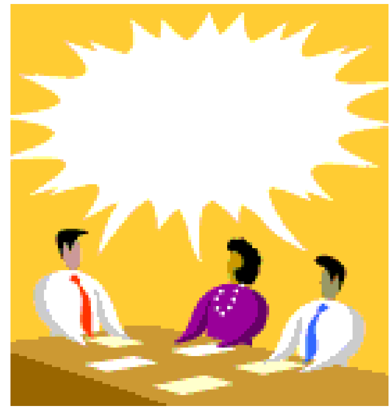
The Parking Lot – A place to record comments and suggestions pertaining to things that were not on the agenda. Someone must commit to addressing these. Items in the parking lot may serve as future agenda items.

Note taking tips:

- Label and date notes
- Identify participants and their affiliations
- If possible, take notes in a format that can be seen by all participants
- Use different colored markers to separate ideas
- Use symbols (* !) or underline to highlight important comments or actions
- Ask for clarification or a time out if needed to catch up
- Create a Parking Lot
- Record all key agreements, action items and next steps
- Share and post your notes
- Assign someone to follow up on action items and parking lot ideas

11. STAGES OF DISCUSSION… OVERVIEW

What are the stages of a discussion?



1. **Open:** Clearly defines the meeting purpose. This is the time to gather input and suggestions from participants – an open discussion. All ideas are good at this point, so don't try and analyze what someone has said – that comes later.
2. **Narrow:** Focusing ideas into more manageable parts and seeing if they meet the purpose.
3. **Close:** Reach agreement on course of action, this may involve combining options – an and/and scenario.

How to **Open** the discussion:

- State the meeting purpose
- State how you will proceed
- Brainstorm ideas
- Clarify suggestions

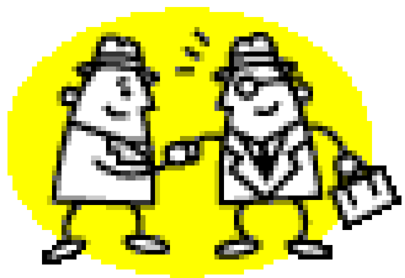
How to **Narrow** the discussion:

- Combine or eliminate ideas
- Prioritize
  - **N/3** number of items divided by 3 = the number of choice to vote on by each participant). N/3 is not intended as a final vote, but as a means to narrow down the choices and see where the group members are leaning.
- Advocate or bring in more details

How to **Close** the discussion:

- Negative poll – "Can we all agree to take number 4 off the list?"
- Build up or eliminate – "Can we combine 2 and 3?"
- Straw poll – "Can we proceed with what we have done so far?"
- Both/And – "Can we do both 1 and 5?"
- Agree or Disagree – Time to move forward….or start again.

12. Building Key Agreements… Overview



3 steps to building an agreement:

1. A **proposal** is submitted to the group
2. **Understanding and clarification** is sought
3. **Refine** proposal if needed, **accept** proposal

   *If an agreement cannot be reached on the submitted proposal, revisit and refine the proposal to see if an agreement can be reached. Find a piece of the agreement the group can actively support and start there.

Meeting **Ground Rules** are often a group's first agreement. They outline how participants will interact with each other; how decisions will be made; and help to create a safe, working environment.

Record your agreements – no matter how big or small!

- They are your stepping stones to success
- They help remind the group of what they have committed to
- They can reduce conflict
- They are a neutral way to manage the group
- It shows the group that they can accomplish things ☺

13. THINKING AND LEARNING STYLES… OVERVIEW

Six Thinking Hats: Different ways of looking at an issue

1. **White –** Devoid of all emotion and sentiment, "just the facts"
2. **Yellow –** The positive perspective, "the optimist"
3. **Black –** The negative perspective, "the pessimist"
4. **Red –** The emotional perspective, "feelings and emotions"
5. **Green –** Innovation and thinking outside the box, "creativity and imagination"
6. **Blue –** Systemic thinking, seeing the integrated whole as a sum of the parts, "the big picture"

***It is possible to wear more than one hat…**

Why is knowing this important?

- Understanding and appreciating the different thinking perspective can tease out creative energy within your group
- It can generate momentum and strengthen the group's productivity
- It gives validation to all perspectives
- It suspends judgment so more ideas can be brought out
- It improves communication and decision making
- Overall thinking becomes clearer when different perspectives are brought to light
- Encouraging participants to try on a new hat can help the group build agreement

14. Stages of Group Development… Overview

4 Stages of Group Development:

1. **Forming –** The initial stage of team organization; gathering information about participants, roles and responsibilities and the scope of work; little controversy or conflict.
2. **Storming –** As work proceeds, minor confrontations may erupt; structural clarity and rules to prevent conflict need to be addressed.
3. **Norming –** Scope of work and roles and responsibilities are clear; individuals feel they are part of a cohesive group that listens to each other; may resist any pressures to change as this could revert back to storming stage.
4. **Performing –** Characterized by a state of interdependence and flexibility; roles and responsibilities change according to need; participants are task and people orientated.
5. **Adjourning –** Completion of tasks and disengagement of participants; time to 'move on'

Why is this Important?

- The value is recognizing where a group is in the process and helping it move to the Performing stage or to the Adjourning stage if all tasks are complete.
- Knowing the stages of group develop can help you interpret conflict in the group and whether it is a normal part of group formation

15. Evaluation and Follow Through… Overview

Key elements of evaluation and follow through:

- **Document** the work that has been done including all agreements, decisions and action items. Make this available to all.
- **Evaluate** the results, process and relationship building of the meeting. Evaluations provide constructive input for future meetings.
- **Establish your next steps.** What are the meeting outcomes, what needs to be done and by when?
- **Accountability.** Agree on how the group will know the next steps have been completed. Who will lead this effort? What happens if tasks are not completed?
- **Thank** participants for their hard work!

Items to 'follow through' on:

- Parking lot items
- Suggestions from +/- evaluation
- Desired outcomes
- Anything you or someone else said they would do

16. Dealing with difficult behaviors … Overview

"An ounce of prevention is worth a pound of intervention."

Ways to '**Prevent'** behaviors from getting out of hand: things to do before and during a meeting to keep things on track

- Seek agreement on meeting ground rules, desired outcomes, agenda, roles, and the decision making process. Provide clarification if necessary.
- Remind participants that this is a group effort and success depends on them.
- Involve all participants
- Request that people reserve judgment
- Make process suggestions and seek agreement

Ways to **'Intervene'** when behaviors get out of hand: helping people get back on track

- Boomerang – return the question to the individual and/or group – "What do you think about …?"
- Regain focus – "Ok, we are working on (xyz) right now, let's hold that thought until after the break."
- Ask – "What is going on here? There is a lot of silence." "What would the group like to do with this?"
- Enforce agreements – "We are coming to the end of our allotted time for this discussion. If there are other comments, I suggest we hold them until after lunch."
- Accept/legitimize/deal with or defer – "Thank you for your input. You have a valid concern. However, it is outside of our agenda right now, can we record it for our next steps?"

What is a **crucial conversation** and how does that affect behaviors?

- A **crucial conversation** occurs when there are opposing opinions on an issue, when there are strong emotions involved, and when the stakes are high for the individual or group.
- People react to crucial conversations by either retreating to silence (using sarcasm/avoiding the issue/withdrawing from the conversation) or by using violence (speaking in absolutes/labeling people and ideas/belittling or bullying).
- Regain control by creating safety – find the mutual purpose; focus on respect for individuals and their ideas.

17. Tools for Reducing Conflict..... Overview

What are these tools?

- Techniques for reducing and managing conflict during your meetings
- Ways to make your meetings more effective.

Why is it important to have these tools?

- Damage is easier to prevent then undo.
- As a meeting facilitator you will face a variety of challenges and it will take more than one tool to keep your meetings on track.
- People lose interest in efforts that get stuck in conflict and do not make enough progress.

Here is a list of the tools in your toolkit:

- Pay attention to your *room set up*, be as inclusive as possible.
- Have a previously shared *agenda*.
- Do not skip *introductions* of participants. It helps build personal relationships. Use name tags when possible.
- Establish *Ground Rules* very early on and revisit whenever necessary.
- Build a *safe environment* for discussions. Control negative comments through ground rules and active facilitation.
- Clearly *identify the issue(s)* at hand.
- *Summarize* what you are hearing – thereby *accepting and legitimizing* the input.
- Establish clear *agreements on "process"* when possible.
- Put it *back to the group* in difficult moments, it builds ownership.
- Identify what is known and what *additional information* is needed to move forward.
- Take and share meeting *notes* with the group.
- Make clear "*Action Items*" from every meeting.
- *Record all agreements* in the notes.
- *Do not let matters get personal* for anyone.
- Use a "*Parking Lot*" to capture items that need more attention then you have time for, allowing you to move on and return to them at a better time.

Training Modules

Framing your process

1. Desired Outcomes
2. Stakeholder Analysis
3. Boundaries and Constraints

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When the going gets tough

16. Dealing with Difficult Behaviors
17. Tools for Preventing and Reducing Conflict

1. Desired Outcomes

Learning Objectives	• Learn what **Desired Outcomes** and **Desired Outcome Statements** are and their use in guiding meetings • Practice writing a **Desired Outcome Statement**
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handout: **Desired Outcome Statements** • Activity: **Writing a Desired Outcome Statement**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

> Think back on the last meeting you attended. "Did you have a clear understanding of what the meeting was being held for? What did you hope to gain from the meeting? Was it something tangible (a product) or intangible (an understanding of data)? What did you walk away with?

Discussion

What is a **Desired Outcome**?

- A **Desired Outcome** tells participants what the expected results of the meeting will be. They can be tangible item such as a list, plan, decision or agreement; intangible item such as increased awareness or understanding of something; or both.
- When provided before the meeting (such as attached to an agenda emailed out before the meeting date), **Desired Outcomes** will allow participants to come to the table fully prepared with their actions, questions and suggestions.
- **Desired Outcome Statements** help meeting organizers structure the agenda and meeting so that participants can stay focused and on track.

Next Steps

- Provide participants the **Desired Outcome Statement** handout. Discuss and seek clarification if needed.
- Participate in the **Desired Outcome Statement** activity if time permits.

‘DESIRED OUTCOMES’ HANDOUT: Desired Outcome Statements

A **Desired Outcome Statement** provides an idea of what you will get out of the meeting. It can be an actual product/action or information. They are brief statements written from the participant’s perspective on what they want to get out of the meeting and they can be tracked to see if the objective was reached.

Product/Action examples

- “I need a **list** of references on who to contact to gain information on spotted owl demographics by April 1st”
- “ We need a **plan** for next steps in the grant proposal process by next week”
- “A **decision** needs to be made on how many people we can hire for the summer field season by the end of this meeting”
- “ We need to reach an **agreement** on what we will use as our working definition of Collaborative Adaptive Management before we move to a public process”

Information examples

- “ Susie will share her **ideas** for a video documentary project on the Angora fire”
- “John will provide us with an **understanding** of how the science data will be incorporated into the final report”

‘Desired Outcome’ activity: Writing a Desired Outcome Statement

Overview: To create one or more **desired outcome statements** using a scenario from the list below, or from their own personal experience, and see if it can lead to the formation of an agenda.

Handout: Desired Outcome Statements

Materials: Flip chart or white board, pens

Instructions:

1. Ask participants to partner up (or in groups of 3 if large group) and select a facilitator and recorder.
2. Ask participants to pick a scenario they want to design a **Desired Outcome Statement** for and see if it can lead them to the formation of an agenda.
3. Provide each group 20 minutes to work on their scenario.
4. Debrief:
    - Ask the smaller group to share with the entire group the **Desired Outcome Statement** they came up with. Were they able to design a statement that will provide participants with specific take-home outcomes? Can participants use this information to build an agenda?
    - How did the facilitator and recorder do?
    - Did they (and participants) act the way you expected?

Scenarios: Develop a **Desired Outcome Statement -** try and narrow down what the objectives and outcomes of these scenarios could be.

1. You have been asked to take the lead on a web conference that will be bringing together fire behavior and forest health researchers and presenting their recent findings to federal, state and private land managers. These land managers will then be using the information to draft new policies on fuels treatment projects. The web cast can be no more than an hour long and will also include other interested, though maybe not as informed, stakeholders.

2. Because of increasing expenses, you have to raise the cost of attending some of your Master Gardener educational programming events. For some members the price increase is prohibitive. You would like to offer financial assistance to those folks, but they are reluctant to ask for help. What are some ways to get past this problem? How can you identify those in need without embarrassing them?

3. A chance meeting with a local Latino community organizer has led to the opportunity to start a nutrition class for parents and young children. The goal is to showcase local produce and promote healthy eating habits. Where do you start?

Framing your process

2. Stakeholder Analysis

Learning Objectives	• Learn to identify the various levels of **stakeholders** and who they are • Learn how to identify **stakeholder** needs and how they are best served • Participate in a **stakeholder** analysis activity
Trainer Notes	• Session length is 15 to 60 minutes depending on the levels of participation and activities used. • Items needed include: flip chart or white board; pens
Handouts and Activities	• Handout: **Components of a Stakeholder Analysis** • Activity: **Stakeholder Analysis Practice** using workplace scenarios provided or one that is applicable to your group

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the brainstorming ideas in response to the following scenario and question: Imagine that you have been asked to lead a group that will be making recommendations on bringing Project Learning Tree to school and 4H groups.

"Who would be invited to participate in these discussions?" "Who would benefit from the Project Learning Tree program?"

A stakeholder is any person or group of persons who are responsible for a final decision, are likely to be affected by the outcome of a decision, are interested in the process and content of the meeting, and/or is in a position to support or prevent a decision from being implemented.

Discussion

A **Stakeholder Analysis** identifies who potential **stakeholders** are and what positions (for/against/neutral) they may hold in the process and outcome. There is often a 'go to' group of stakeholders who are easily identified, but try to think 'outside the box' of obvious participants. By identifying stakeholders, you get a clearer idea of the many issues and positions you may encounter.

A **Stakeholder Analysis** should also take into account the needs of the clients and how they are being served or underserved. This will help identify any measures you may need to take to ensure their participation in the process.

Next Steps

- Provide participants the **Stakeholder Analysis** handout.
  Discuss and seek clarification if needed.
- Participate in the **Stakeholder Analysis** activity if time permits.

A Stakeholder Analysis should include:

1. Decision makers

2. People who are affected by the outcome.

3. People who can assist or block a decision.

4. What positions (for/against/neutral) they may hold.

‘STAKEHOLDER ANALYSIS’ HANDOUT: **Components of a Stakeholder Analysis**

Ask yourself…

- Who are my primary clients?
- What are their needs?
- How are they served?
- Who are my secondary clients?
- What are their needs?
- How are they served?
- Who are my underserved or under-represented clients?
- What are their needs?
- How are they served?

‘STAKEHOLDER ANALYSIS’ ACTIVITY: Practice Conducting a Stakeholder Analysis

Overview: Participants select a scenario from the list below, or from their own personal experience, and practice in pairs, larger groups or as the entire group.

Materials: Stakeholder Analysis Handout: Components of a Stakeholder Analysis

Instructions:

1. Cut up scenarios and hand out, or let small groups pick one they want to role play.
2. Each group should choose a facilitator and a recorder.
3. Provide each group a flip chart or white board and 20 minutes to work on their scenario.
4. Debrief:
   - Ask the smaller group to report back to the entire group their list of primary, secondary and under-represented stakeholders.
5. Questions to ask:

“Were they able to identify stakeholders that they had not previously thought of?”
“What positions might these stakeholders have in the scenario?”
“How did the facilitator and recorder do?”

Scenarios: Using information from **Stakeholder Analysis,** identify potential new stakeholders to participation in the projects and how they might be served.

1. A dedicated Master Gardener volunteer is the only member of the organization working on a valued community service project. Requests for additional help have gone basically unanswered. The Master Gardener group leadership would like this project to continue.

2. You have been tasked to provide community outreach for a University wildfire study in the Sierra. Input from the community will be used to help guide the study questions and formulate a final report that will aid land managers.

3. A local cattle rancher and poultry producer are interested in starting a meat cooperative showcasing the diverse meat producers in the county. Goals include the consumption of local products and increased revenue for the producers. You have been asked to help organize the initial meeting.

3. Boundaries & Constraints

Learning Objectives	• To clearly identify **boundaries and constraints** and the limits they create • How to use **boundaries and constraints** as a way to develop realistic goals • Learn how the identification of limits beyond one's control can help reduce conflict
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handout: **Examples of Boundaries and Constraints** • Activity: **Boundary and Constraint Effects**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following question:

> "What **Boundaries and Constraints** do you deal with in your job or at home?"

What is a ***Boundary?*** This is a nonnegotiable limit, a hard edge. Example: The total sum of money in a grant.

What is a ***Constraint****?* This is a softer limit, with perhaps some negotiation potential. Example: Workload, as it can be juggled or rearranged somewhat, but still has its limits.

Discussion

Referring back to the list you made in the opening exercise, are these items **Boundaries** or **Constraints?** What can be done to address them?

Potential boundaries and constraints include:

Money, time, experience, turn over, vacation, equipment, personnel, creativity, distance, trust, will, commitment, weather, legal issues, neutrality, knowledge; they are all legitimate constraints that can define what you can and cannot do.

Boundaries and **Constraints** can also occur when dealing with cultural differences and different levels of authority or power. Know your audience and stakeholders – what is not a boundary or constraint with one group, may be for another, even when dealing with the same topic.

Why Worry About BCs?

- Because they are inevitable and have real effects
- They should help define your project
- Because they can get in the way if not made clear
- They can be clarifying in themselves
- Identifying them will help reduce conflict, as it becomes clearer what the group can and cannot realistically affect.
- They provide a good non-personal reality check on set goals

Be sure that your **Boundaries** and **Constraints** and your project/meeting goals can co-exist. Be realistic in your promises and expectations.

Next Steps

- Provide participants the **Boundaries and Constraints** handout. Discuss and seek clarification if needed.
- Participate in the **Boundaries and Constraints Effects** activity if time permits.

‘Boundaries and Constraints’ handout: Examples of Boundaries and Constraints

Here is **an example** of an agreement that creates **boundaries and constraints**. When there is conflict one can return to a document like this and clarify the group’s commitment:

UCST Statement of Neutrality. August 15, 2007; updated June 1, 2010. UC Science Team.

1. Third party status:
    - Results generated in open and transparent process.
    - Endeavor to reach consensus in scientific interpretation and meaning.
    - Report this **consensus** at minimum one report per year.
    - Document evidence and reasoning if consensus is not achieved.
    - No member of UCST promote or defend management practices of any MOUP, or positions taken by stakeholders, concerning the scope of research defined by UCST within SNAMP. **Geographic scope defined in June 1, 2010 revised Statement of Neutrality**. Exception given to legal testimony when compelled by law to provide it.

2. Neutral
    - UCST members will strive to avoid conflicts of interest.
    - Make public via posting on SNAMP website all agreements, decisions, and documents relevant to UCST research.

3. External Oversight
    - Committee will provide guidance to UCST regarding its efforts to act as a neutral third party of experts, and report to Vice-President of ANR regarding performance of UCST.

4. Conflict Resolution
    - Resolutions achieved in an open and transparent process.
    - Stakeholder concerns regarding UCST member neutrality should go to the Academic Coordinator who will direct to lead PI if necessary.
    - Oversight Committee will provide guidance to UCST when conflicts cannot be resolved.

‘BOUNDARIES AND CONSTRAINTS’ ACTIVITY: Effects of Boundaries and Constraints

Overview: Participants will learn how **Boundaries and Constraints** affect projects.

Handout: Examples of Boundaries and Constraints

Materials: Flip chart or white board, pens

Instructions:

1. Select a facilitator and recorder
2. Review the **Boundaries and Constraints** from your opening exercise or use the scenarios below and graph how they might affect a project. Examples include:
    a. Money – scale, complexity, process, time,
    b. Time – process, order, money, scale,
    c. Skill – level of detail, time needed to guide and finish, money if outside help needed,
    d. Employee turnover – consistency, continuity, information flow, mutual learning
    e. Season/weather – timing, money/clothing, planning
    f. Confidentiality/legal – attendance, contact list
    g. Equipment – scale, time, skill,

3. Ask the questions:

> “Are these items **Boundaries or Constraints**?” “What can be done to address them?” “Are they consistent with project goals?”

4. Debrief:
    - What did you learn?
    - How did the facilitator and recorder do?
    - Did they (and participants) act the way you expected?

Other scenarios:

Scientists: You have a NEPA document due by a certain date. Priorities must be set to get the most important work done within those time constraints. List the BC that will you expect to encounter and discuss their effects.

Forest: You are gathering feedback from your community on a potential biomass facility in town. Identify potential BC you expect to encounter. Identify any areas of flexibility. What can and can’t you do as a result of these limitations?

The Story of Cinderella: Now that girl had some BCs! *Boundary*: She is broke. She can’t move out. She has small feet. The king is looking for a woman. *Constraint*: Her sisters’ cruelty varies. Her time to try on shoes is limited. She has nothing nice to wear. (Unfortunately we do not have the fairy godmother option). She does not have transportation.

4. Meeting Roles and Responsibilities

Learning Objectives	• Identify the different **roles** that participants take on with in a meeting • Learn the responsibilities of each **role.** • Practice defining the functions of various **roles** in different scenarios.
Trainer Notes	• Session length is 15 to 45 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **Identifying Meeting Roles; Meeting Roles in Different Situations** • Activity: **Identifying the Responsibilities of Meeting Participants**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following question:

> "What **Roles** do you typically assume in a meeting and why?"

Participant responses can include:

- Meeting leader – are you the ‘take charge’ type?
- Organizer – is staying with the agenda important to you?
- Facilitator – are you a good listener/peace maker?
- Note taker – do you learn best by writing it down?
- Active participant – gung-ho or slightly pushy?
- Silent participant – do you need to ponder ideas and gather second opinions before choosing a course of action?

An understanding of each of these **roles** is valuable in affecting how well a meeting goes; how well outcomes are captured; if participants will continue with a project; and if decisions can be made and carried out.

Whatever role you have, everyone must buy into the ideas of seeking a shared understanding and in the responsibility for success.

Discussion

Referring to the list you have just created, it is easy to see that there are many **roles** to play before, during and after a meeting. Sometimes one person in one **role** can take on the tasks of several **roles**. Identifying who takes on these **roles,** and what their jobs will be, help you plan a more effective meeting.

Next Steps

- Provide participants the **Identifying Meeting Roles** handout. Discuss and seek clarification if needed.
- Participate in the **Role Function** activity if time permits.

‘7 tips to be a better meeting participant’ by Kevin Eikenberry – Leadership & Learning educator:

1. Come Prepared

2. Think before you speak

3. Be willing to speak

4. Listen

5. Ask questions of others

6. Facilitate – practice facilitative behaviors

7. Put your phone away

‘Meeting Roles and Responsibilities’ handouts: **Identifying Meeting Roles**

Role	Definition	What they do	Meeting assets
Organizer	Puts the meeting together into an orderly, functional structure, may or may not be the Meeting Leader	Arranges facilities, dates and times; sends out invitations; compiles handouts; assists in agenda building; timekeeper.	Makes sure everyone has all relevant data needed to participate; an awareness of who stakeholders are; sets up a comfortable working environment; keeps the meeting on time; and keeps track of next steps.
Facilitator	Guides the meeting process and group as a neutral participant	Keeps meeting on track in process, content and time; ensures participation by all; defuses conflict; and highlights agreements.	Guides the meeting to keep from straying of course and out of time; focuses the energy of the group on a particular task; prevents the monopolization of conversation by some and encourages participation in all; and acknowledges concerns and conflicts and provides suggestions to address them.
Meeting Leader	Guides the meeting content and decision making process	Works to get agreements on outcomes and decision making; identifies constraints; ensures that tasks and responsibilities are carried out, represents group at other meetings; and encourages contributions by all.	Seeks input from all participants in order to reach supported decisions; prepares participants for what can and cannot be done; contributes ideas; and proposes ways to proceed.
Recorder/ Note taker	Captures all aspects of the interactions at the meeting; is a neutral participant when recording	Writes down participant’s comments, questions, suggestions, action items and next steps.	Creates a record of the meeting presentations and interactions for future use; records “who will do what by when”; and captures any next steps.

Role	Definition	What they do	Meeting assets
Active Participant	Takes part in the meeting and (possibly) decision making; focuses on meeting content	Contributes ideas, listens to others, states concerns, asks questions, makes commitments, and strives to keep an open mind.	Shares in the success of the meeting; expands their knowledge; has more buy-in with decisions.
Silent Participant	Takes part in the meeting and (possibly) decision making; focuses on meeting content	Listens to others, strives to keep an open mind, and takes notes.	Expands their knowledge; requires more time to consider options, suggestions and decisions; and is more comfortable providing input through written evaluations.

Other **Roles: Which one are you?**

Vacationer – Attends the meeting but is really there to enjoy the meeting location, may or may not participate.

Prisoner – Attends the meeting because they were told to; participates unwillingly.

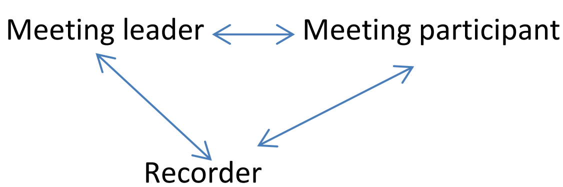
Explorer – Attends the meeting because of an interest in the subject and actively participates.

'Meeting Roles and Responsibilities' handouts: **Meeting Roles in Different Situations**

Meeting Roles:

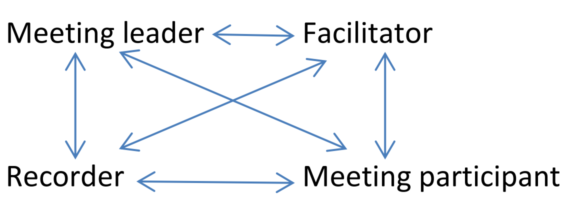
Used for:

Simple problem solving



Sharing lots of information

When the focus is on content



Complex problem solving

High conflict

Large groups

When the meeting leader has a vested interest in the outcome

‘Meeting Roles and Responsibilities’ Activity: Identifying the Responsibilities of Participants

Overview: Using handout, participants will expand on the duties and assets of the identified Roles

Handout: Identifying Meeting Roles

Materials: Flip chart or white board, pens

Instructions:

1. Select a facilitator and recorder
2. Ask the questions:

> *“What other duties do these roles perform? How can you organize and structure a meeting that would take full advantage of the assets these roles bring? Can you identify the ways in which these roles function best? What tools do they need?*

3. Debrief:
   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

5. Developing an Effective Agenda

Learning Objectives	• Learn how clear, measurable and realistic meeting purpose and desired outcome statements form the foundation of effective meeting agendas • Practice developing an effective agenda
Trainer Notes	• Session length is 15 to 40 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handout: **Template for a Detailed Agenda** • Activity: **Building a Detailed Agenda**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

> "How do you draft meeting agendas? How effective do you think your agendas have been? Was anything lacking?

Discussion

Why Use Agendas?

Before, During and After a meeting…

- Before the meeting, planning the **agenda** helps the meeting leader determine how to accomplish the desired results and what kind of participation is needed. It also helps the participants prepare for the meeting and think through the issues beforehand.
- During the meeting, referring to the **agenda** helps the meeting leader to keep the meeting on track and focus on the content. It also helps the participants know what is expected of them and keep the meeting on track.
- At the end of the meeting, reviewing the **agenda** helps the meeting leader and the participants evaluate the success of the meeting and plan follow-up meetings.

Meeting purpose

- The meeting purpose answers the question "why meet?"
- Effective purpose statements tell prospective participants the why and what of the meeting in a short general statement.
- It is important to be clear about your meeting purpose in order to generate motivation for participation in the meeting and to create a sense of directions.

Meetings range on a spectrum of being action vs. information-oriented. Action-oriented meeting require decisions. Other meetings can be more information-oriented; but, the information may be used for future action. Often meetings include both.

Next Steps

- Provide participants the **Building a Detailed Agenda** handout. Discuss and seek clarification if needed.
- Participate in the **Building a Detailed Agenda** activity if time permits.

Why do people meet?

** To make decisions*
** To report and inform*
** To learn and analyze*
** To plan*
** To solve problems*
** To track progress*
** To evaluate performance*
** To socialize and affiliate*
** To team-build*
** To celebrate or empathize*

‘Developing an Effective Agenda’ handout: Template for a Detailed Agenda

Logistics

Meeting Name:

Date and Time:

Location:

Meeting Leader:

Facilitator:

Recorder:

Purpose statement:

Topic	Desired Outcomes
	By the end of this discussion, we will have:

AGENDA			
What (content)	**How (process)**	**Who**	**Time**
Wrap-up	Meeting Evaluation		

Additional questions to ask:

- Will you need additional meetings?
- What will be your 'next steps'?
- How should the room be arranged to maximize participation?
- Will this meeting include a teleconference?
- Do you need to schedule breaks and/or lunch?
- Do you need to send out pre-meeting information?

'DEVELOPING AN EFFECTIVE AGENDA' ACTIVITY: Building a Detailed Agenda

Overview: Participants select an upcoming (or recent) meeting that they are involved with planning and practice developing a detailed agenda.

Handout: Format for a Detailed Agenda

Materials: Flip chart or white board, pens

Instructions:

1. Working in small groups or individually, plan an agenda for an upcoming meeting using the handout provided.
2. Select a facilitator and recorder
3. Ask the questions:

> *"Do you have clear goals and objectives for this meeting? What is the meeting purpose?"*

4. Debrief:
   - What did you learn? Did you have any difficulties?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

6. Process versus Content

Learning Objectives	• Identify problems with meetings; Are they **process or content** issues? • Learn to analyze and select best process' for meeitngs • Learn the Key Meeting Functions
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **The Success Triangle** • Activity: **Process versus Content**

LESSON PLAN

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following question:

> "What are some problems you have encountered during a meeting?"

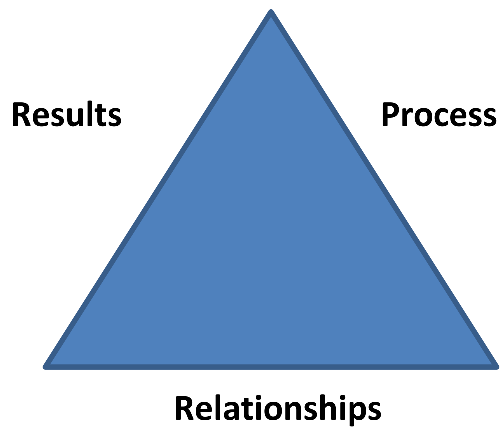
Process is the "*How*" – How are we going to organize the meeting? How are we going to seek input? How are decisions going to be made? How will we handle conflict? How will we get things done?

Content is the "*What*" – What are our goals and objectives for the meeting? What are we asking participants to do? What decisions need to be made?

Discussion

- **Remember :**

Success= all 3 sides of the triangle working together



Next Steps

- Participate in the **Process versus Content** activity if time permits.

Key Meeting Functions:

1. <u>Participation</u> – active involvement by everyone in attendance.

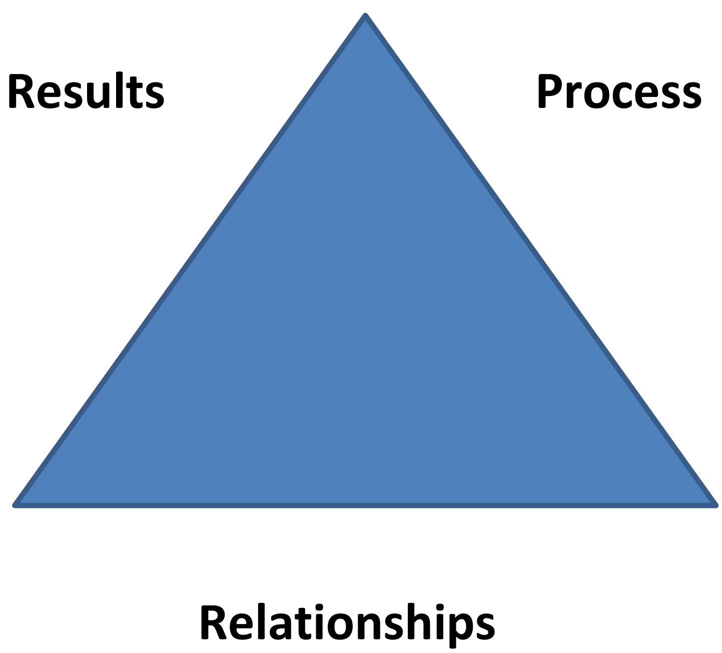
2. <u>Process Management</u> – facilitation of the group to keep it on track.

3. <u>Information Management</u> - clear goals and objectives; informed participants.

4. <u>Decision making</u> – who will decide by when; will input be asked for; what if a decision cannot be reached?

‘PROCESS VERSUS CONTENT’ HANDOUT: The Success Triangle

Success requires all 3 sides of the triangle working together



‘PROCESS VERSUS CONTENT’ ACTIVITY: Identifying the Cause of Meeting Problems

Overview: Using flip chart examples from the opening exercise, participants will identify if the problems are **Process** issues, **Content** issues, or **both**.

Remember: 90% of meeting problems are process problems.

Materials: Flip chart or white board, pens

Instructions:

1. Select a facilitator and recorder
2. Ask the questions:

> *“Are these problem issues with **Process, Content,** or **Both?** What, if anything, could be done to lessen these difficulties?*

3. Ask for clarification if needed
4. Mark P, C or B next to the “problem”
5. Debrief:
   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

7. Decision Making Methods

Learning Objectives	• Identity preferred **decision making** methods • Learn the characteristics of each method • Understand the advantages and disadvantages of each method, and when and how to use them
Trainer Notes	• Session length is 15 to 45 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **6 Decision-making Options; Decision Options Chart; Effective Decision-making Behaviors; Decision-making Survey** • Activities: **Deciding on Your Agenda, What Decision Making System are you Using?, Decision-making Options Quick Pick**

LESSON PLAN

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

> “What **decision-making** methods does your group use? Has it been effective and supported by participants?”

Discussion

A decision-making method describes who will be making the decision and how others will be involved. There are several distinct decision-making methods, each with advantages and disadvantages.

A clear and explicit decision-making method:

- Enables decision-makers to set clear boundaries for the involvement of others.
- Provides members of organizations with clear guidelines on whether and/or how to participate.
- Let's people know what to expect and what is expected of them.
- Builds support for the final decision.

Clear and explicit decision-making methods build confidence, promote the spirit of collaboration, and supports leaders in sharing responsibility without feeling a loss of control.

Next Steps

- Provide participants the **6 Decision-making Options; Decision Options Chart; Effective Decision-making Behaviors; Decision-making Survey** handouts. Discuss and seek clarification if needed.
- Participate in the **Decision-making** activities if time permits.

*Factors to consider when choosing your **decision-making** method:*

*1. How much **time** can be spent on making the decision?*

*2. How **important** is the issue to the group members and the organization?*

*3. How much **information and expertise** does the group have regarding the issue?*

*4. How much **buy-in and participation** is necessary to ensure implementation?*

*5. How **capable and experienced** is the group in operating as a decision-making team?*

*6. What is the potential value of using this opportunity to **build a stronger team?***

'Decision Making Methods' handouts: The 6 Decision Making Options

As a meeting organizer you have six distinct decision-making methods available. Each of these options represents a different approach. Each has pros and cons associated with it. The decision option should always be chosen carefully to be sure it's the most appropriate method. These six options are as follows (in reverse order of their relative value):

Option 6: Spontaneous Agreement

This happens occasionally when there's a solution that is favored by everyone and 100% agreement seems to happen automatically. Unanimous decisions are usually made quickly. They are fairly rare and often occur in connection with the more trivial or simple issues.

Pros: It's fast, easy, everyone is happy. It unites the group.
Cons: May be too fast; perhaps the issue actually needed discussion.

Uses: When lack of discussion isn't vital (i.e., issues are trivial) or when issues are not complex, requiring no in-depth discussion.

Option 5: One Person Decides

This is a decision that the group decides to refer to one person to make on behalf of the group. A common misconception among teams is that every decision needs to be made by the whole group. In fact, a one-person decision is often a faster and more efficient way to get resolution. The quality of anyone person's decision can be raised considerably if the person making the decision gets advice and input from other group members before they decide.

Generally speaking, as the level of involvement in decision-making increases, so does the level of ownership or buy-in to the process and the outcome.

Pros: It's fast and accountability is clear.
Cons: It can divide the group if the person deciding doesn't consult, or makes a decision that others can't live with. A one-person decision typically lacks both the buy-in and the synergy that comes from a group decision-making process.

Uses: When the issue is unimportant or small, when there's a clear expert in the group, when only one person has the information needed to make the decision and can't share it or when one person is solely accountable for the outcome.

<u>Option 4:</u> Compromise

A negotiated approach applicable when there are several distinct options and members are strongly polarized

Neither side is willing to accept the solution/position put forth by the other side. A middle position is then created that incorporates ideas from both sides. Throughout the process of negotiation everyone wins a few of their favorite points, but also loses a few items they liked. The outcome is, therefore, something that no one is totally satisfied with. In compromises no one feels they got what they originally wanted, so the emotional reaction is often, “It’s not really what I wanted but I’m going to have to live with it.”

> **Pros:** It generates lots of discussion and does create a solution.
> **Cons:** Negotiating when people are pushing a favored point of view tends to be adversarial; hence this approach divides the group. In the end everyone wins, but everyone also loses.

Uses: When two opposing solutions are proposed, neither of which is acceptable to everyone, or when the group is strongly polarized and compromise is the only alternative.

<u>Option 3</u>: Multi-voting

This is a priority-setting tool that is useful in making decisions when the group has a lengthy set of options before them, and rank ordering the options, based on a set of criteria, will clarify the best course of action.
(Refer to pg. 141).

> **Pros:** It’s systematic, objective, democratic, non-competitive, and participative. Everyone wins somewhat and feelings of loss are minimal. It’s a fast way of sorting out a complex set of options.
> **Cons**: It’s often associated with limited discussion, hence, limited understanding of the options. This may force unsatisfactory choices on people, because the real priorities do not rise to the surface, or people are swayed by each other if the voting is done out in the open rather than electronically or by ballot.

Uses: When there’s a long list of alternatives or items from which to choose or when choosing a set of criteria to identify the best course of action.

<u>Option 2</u>: Majority Voting

This involves asking people to choose the option they favor, once clear choices have been identified. Usual methods are a show of hands or secret ballot. The quality of voting is always enhanced if there’s good discussion to share ideas before the vote is taken.

> **Pros:** It’s fast - decisions can be of high quality if a vote is preceded by a thorough analysis.

Cons: It can be too fast and low in quality if people vote based on their personal feelings without the benefit of hearing each other's thoughts or facts. It creates winners and losers, hence dividing the group. The show of hands method may put pressure on people to conform.

Uses: When there are two distinct options and one or the other must be chosen; when decisions must be made quickly, and a division in the group is acceptable; when consensus has been attempted and can't be reached.

Option 1: Consensus Building

This involves everyone clearly understanding the situation or problem to be decided, analyzing all of the relevant facts together and then jointly developing solutions that represent the whole group's best thinking about the optimal decision. It's characterized by a lot of listening, healthy debate and testing of options. Consensus generates a decision about which everyone says, "I can live with it."

Pros: It's a collaborative effort that unites the group. It demands high involvement. It's systematic, objective and fact-driven. It builds buy-in and high commitment to the outcome.
Cons: It's time consuming and produces low-quality decisions if done without proper data collection or if members have poor interpersonal skills.

Uses: When decisions will impact the entire group; when buy-in and ideas from all members are essential; when the importance of the decision being made is worth the time it will take to complete the consensus process properly.

Remember that each option has its place so choose the most appropriate method before each decision-making session.

‘DECISION MAKING METHODS’ HANDOUTS: Decision Options Chart

Decision Options Chart			
Option	**Pros**	**Cons**	**Uses**
Spontaneous Agreement	• fast, easy • unites	• too fast • lack of discussion	• when full discussion isn’t critical • trivial issues
One Person Decides	• can be fast • clear accountability	• lack of input • low buy-in • no synergy	• when one person is the expert • individual willing to take sole responsibility
Compromise	• discussion • creates a solution	• adversarial win/lose • divides the group	• when positions are polarized; consensus improbable
Multi-voting	• systematic • objective • participative • feels like a win	• limits dialogue • influenced choices • real priorities may not surface	• to sort or prioritize a long list of options
Majority Voting	• fast • high quality with dialogue • clear outcome	• may be too fast • winners and losers • no dialogue • influenced choices	• trivial matter • when there are clear options • if division of group is okay
Consensus Building	• collaborative • systematic • participative • discussion-oriented • encourages commitment	• takes time • requires data and member skills	• important issues • when total buy-in matters

Adapted from Strengthening Your Facilitation Skills, University of Maine Cooperative Extension, 2007; and Facilitation at a Glance, GoalQPC, 2000.

DECISION MAKING METHODS' HANDOUTS: Effective Decision-making Behaviors

To make any decision process work, group members need to behave themselves in certain specific ways. These behaviors can be shared with the group or generated as norms in advance of any decision-making session.

Behaviors That Help	Behaviors That Hinder
Listening to other's ideas politely, even when you don't agree	Interrupting people in mid-sentence
Paraphrasing the main points made by another person, especially if you're about to contradict their ideas	Not acknowledging the ideas that others have put on the table
Praising other's ideas	Criticizing other's ideas, as opposed to giving them useful feedback
Building on other's ideas	Pushing your own ideas while ignoring other's input
Asking others to critique your ideas, and accepting the feedback	Getting defensive when your ideas are analyzed
Being open to accepting alternative courses of action	Sticking only to your ideas and blocking suggestions for alternatives
Dealing with facts	Basing arguments on feelings
Staying calm and friendly towards colleagues	Getting overly emotional; showing hostility in the face of any disagreement

Adapted from Strengthening Your Facilitation Skills, University of Maine Cooperative Extension, 2007; and Facilitation at a Glance, GoalQPC, 2000.

DECISION MAKING METHODS' HANDOUTS: Decision-making Survey

If you want to assess your group's current decision-making effectiveness, use the following checklist as a post-meeting survey or an observation sheet during a decision-making session. Feedback the data collected once the survey results have been tabulated.

	1	2	3	4	5	
Clear step-by-step process used	1	2	3	4	5	Lack of systematic planned approach
Thorough checking of assumptions	1	2	3	4	5	No checking of assumptions
Use of the right decision method	1	2	3	4	5	Overuse voting, misuse consensus
Active listening by members	1	2	3	4	5	People focus on their own ideas
People build on each other's ideas	1	2	3	4	5	No one builds on the ideas of others
Objectively debate ideas	1	2	3	4	5	Emotionally argue points of view
Periodic process checking	1	2	3	4	5	Never stopping to check
Time carefully managed	1	2	3	4	5	Use of time isn't planned
Active and assertive facilitation	1	2	3	4	5	Passive or lack of facilitation
Full and equal participation	1	2	3	4	5	Some dominate, others are passive
True closure	1	2	3	4	5	Little gets decided
Clear action plans	1	2	3	4	5	No plans to implement

Adapted from Strengthening Your Facilitation Skills, University of Maine Cooperative Extension, 2007; and Facilitation at a Glance, GoalQPC, 2000.

‘DECISION-MAKING’ ACTIVITIES: What Decision Making System are you Using?

Overview: Using handouts, participants will explore using the different **decision-making** options.

Handouts: 6 Decision-making Options; Decision Options Chart; Effective Decision-making Behaviors; Decision-making Survey; Decision-making Options Quick Pick

Materials: Flip chart or white board, pens

Instructions:

1. Divide participants into small groups.
2. Select a facilitator and recorder
3. Review the six options on the **Decision making Options** handout and discuss, when and how you would pick or choose. Elicit ideas and examples from the group sharing one of your own experiences.
4. Ask the questions:

“Which options work best for your meetings? Have you tried other methods? How did they work?”

5. Debrief:
   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

Next Steps

- If time allows, have participants do **Decision-making activity #2.** Follow the same instructions as for the activity above.
- If time allows, have participants do **Decision-making activity #3.** Follow the same instructions as for the activity above.

‘DECISION-MAKING’ ACTIVITIES: Deciding on Your Agenda

Following are decisions that your group of planners might have to make if you are putting on a community leadership day. For each one, choose a method from the handout, **Decision-making Models: A Variety of Options that** your group feels is most appropriate to the situation. Jot down a few notes as to why your group chose this method.

There is no “right” or “wrong” answers and methods may be used multiple times.

Decision to Be Made	Method We Would Use	Why We Chose This Method
Goals of the day (what we want participants to learn)		
Keynote Speaker		
Snack items for breaks		
Roles and responsibilities of youth & adults (who will do which jobs)		
Fees to charge participants		
Workshop content		

Bonus Question: How did you go about completing this worksheet? (that is, how did you make your selections?)____
____

‘DECISION-MAKING’ ACTIVITIES: Decision-making Options Quick Pick

***Instructions**:* Read the situations, *Decisions to be Made*, described below. Then choose a Decision Making Option to use. You may choose more than one option. Enter the option(s) in the blanks preceding the Decision to be Made.

Decisions to be Made

____ Decide top priorities for a community program.

____ Pick the next date to meet with your group.

____ Decide where to buy paper.

____ Choose a member of your group to attend an EF training to become certified.

____ Allocate budget funds to various committees/entities with whom you work.

____ Determine roles and responsibilities of staff in keeping the office clean.

____ Allocate office space (i.e. Who gets which offices?)

____ ________________________________ (choose a decision to be made & option)

Decision Making Options

(SA) Spontaneous Agreement

(OP) Decide & Announce

(C) Compromise

(MV) Multi-voting

(MA) Majority Voting

(CB) Consensus Building

Adapted from **Tools, Tips and Techniques for Building Community in Your Master Gardener Group** by Ellie Rilla and Karen Detwiler, 2011.

8. Active Listening

Learning Objectives	• Learn **Active Listening** techniques • Recognize behaviors that encourage and discourage **Active Listening** • Practice **Active Listening** skills
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **Behaviors that Encourage Active Listening; Behaviors that Discourage Active Listening** • Activities: **Opening exercise; Active Listening**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Have participants run through the **Active Listening** opening exercise and share results
- Ask for a volunteer to record some of the thoughts and ideas in response to the following question:

> "Did you feel like you were being heard and understood?"

Discussion

Ask participants about what behaviors people who employ **active listening** skills exhibit: look for these and others the group comes up with. Examples are:

- *Express an interest* in the opinions of others;
- *Repeat back* what they have heard to show validation; they
- *Ask for clarification* to avoid misunderstanding;
- *Engage* others to promote conversation;
- *Being patient and showing empathy.*

Ask participants what happens when people fail to listen to each other?

- Creates unproductive situations leaving people angry;
- Decisions left unmade and relationships harmed;
- Crucial parts of the conversation are missed.

> *Active listening fosters the creation of new ideas and opportunities, builds trust, promotes effective working relationships and can lead to decisions that are supported by the group.*

Techniques for active listening:

Be curious about the opinion of others. Consciously set aside your own ideas, point of view and arguments until you really hear the other person. Do not dominate the conversation.
Repeat, reframe or paraphrase. Confirm what you heard the speaker say but eliminate any heated words or blaming comments.
Ask for clarification. Are you using shared definitions or understandings? Are you making assumptions? Clarifying a participants input conveys interest.
Ask for more information. Do you have all the information needed to make a decision? Ask open-ended questions. The open-ended question is a probe for further information and is done by asking a question that requires more than a one-word or two-word answer. Open-ended questions can be used in the same conversation many times to get to the root of a speaker's thinking and meaning.

Watch body language. Make eye contact and face the speaker.

Next Steps

- Provide participants the **Behaviors that encourage Active Listening** and **Behaviors that discourage Active Listening** handouts. Discuss and seek clarification if needed.
- Participate in the **Active Listening** activity if time permits

> "People block active listening by changing the subject; focusing on things that are said that support one's own beliefs while dismissing those things that do not; 'pushing' their own ideas or focusing the conversation back onto themselves; speech making; arguing (either out loud or in your head); making assumptions without clarifying; and daydreaming"

'ACTIVE LISTENING' HANDOUT: Behaviors that Encourage Active Listening

Behavior	Description
Listens Actively	Looks at the person who is speaking, nods, asks probing questions and acknowledges what is said by paraphrasing point(s) made
Supports	Encourages others to develop ideas and make suggestions; gives them recognition
Probes	Goes beyond the surface comments by questioning teammates to uncover hidden information; is curious about others ideas & opinions
Clarifies	Asks members for more information about what they mean; clears up confusion
Offers Ideas	Shares suggestions, ideas, solutions and proposals
Includes Others	Asks all members for their opinion, making sure no one is left out
Summarizes	Pulls together ideas from a number of people; determines where the group is at and what has been covered
Harmonizes	Reconciles opposing points of view; links together similar ideas; points out where ideas are the same
Manages Conflict	Listens to the views of others; clarifies issues and key points made by opponents; seeks solutions

Adapted from Facilitation at a Glance. Ingrid Bens. http://www.goalqpc.com

‘ACTIVE LISTENING’ HANDOUT: Behaviors that Discourage Active Listening

Behavior	*Description*
Yeah Buts	Discredits the ideas of others; judges and argues
Blocks	Insists on getting one's way; doesn't com-promise; stands in the way of the team's progress
Grandstands	Draws attention to one's personal skills; boasts
Goes off Topic	Directs the conversation onto other topics
Dominates	Tries to "run" the group through dictating and/or bullying or interrupting
Withdraws	Doesn't participate or offer help or support to others
Devil’s Advocate	Takes pride in being contrary
Criticizes	Makes negative comments about people or their ideas
Personal Slurs	Verbally attacks another with direct insults

Adapted from Facilitation at a Glance. Ingrid Bens. http://www.goalqpc.com

‘ACTIVE LISTENING’ ACTIVITIES: Active Listening Exercise

Objective
The point of the practice session is to give each person the opportunity to experience verbal and non-verbal language that encourages versus discourages open communication.

Find a partner. There are two roles in each subgroup: speaker, listener. Everyone will take each role once in this practice, so decide who is going to take which role first.

To the speaker
Your task is to talk about something that is important to you: your job, your family, a decision, or a question. The practice will be more helpful if you talk about something you really care about. You may find yourself in the midst of discussing something important when the allotted time runs out. If this happens, you could make an agreement with the person listening to carry on later, after work or during a break.

To the listener
Your task is to practice the active listening skills. Listen as if you really care about what the speaker is saying.

Procedure
The first speaker will talk with the listener for under a minute. When the facilitator calls time stop listening actively and stop caring about what they are saying.

Stop when the facilitator calls time again. Then switch roles.

Debrief:
Listener: What did you notice about listening? What was comfortable? Difficult? Did you stay with the speaker?

Speaker: Did you feel listened to? Was it helpful? Did the listener have any habits you found distracting? How did it feel when your partner stopped listening?

How are these skills relevant to your work? Where else would they be useful?

Source: Interactive Skills Program: Helping Through Listening and Influencing, Hedlund and Freedman, Cornell University Cooperative Extension Service, l981

‘ACTIVE LISTENING’ HANDOUT: Active Listening to Solve Problems

Overview: Participants select a scenario from the list below or from their own personal experience, and practice **Active Listening** with another person or small group.

Handouts: Behaviors that encourage & discourage Active Listening

Materials: None

Instructions:

1. Divide into groups of 2 or 3. Let each person choose a different position in the scenario, and state their case while the other person(s) practices **Active Listening**. Switch roles after a few minutes to allow each participant to be a ‘listener’.
2. Provide each group 15 minutes to work on their scenarios.
3. Ask the questions:

> “Are you accurately able to restate the speaker’s position? What techniques did the listener use that made you feel heard?”

4. Debrief:
   - What did you learn?
   - How did the ‘listener’ do?
   - Did they (and participants) act the way you expected?

Active Listening Scenarios:

1. Your Master Gardener Executive Board made a tough decision regarding a contentious budget issue that has divided the membership. This has resulted in a great deal of open discussion and some very emotional dialogue has ensued. The group remains splintered.

   Action – Using **Active Listening** skills, what kinds of steps can be taken to bring the group back together?

2. After many months of gathering data and conducting research, your group is getting ready to prepare their final document in a book format. The document will be used by government agencies, non-profit organizations and the general public. At a public

meeting, you present the book idea but encounter negative comments and dissension for this idea.
Action – Using **Active Listening** skills, what steps can be taken to flush out a solution that works for the public participants?

3. You are participating in a field trip with a rather large group composed of scientists, policy makers, and the general public. Several participants are holding loud side bar conversations, some of the scientists are using very technical terms and acronyms and some of the general public participants are getting frustrated.
   Action – Using **Active Listening** skills, what steps can you take to bring the group back together and focused?

Tools for effective meetings

9. Ground Rules for Effective Groups

Learning Objectives	• To understand the definition and importance of **Ground Rules** • View and discuss an example of working **Ground Rules** • Create a set of **Ground Rules** based on a provided scenario
Trainer Notes	• Session Lenght is 15 to 45 minutes depending on the levels of participation and activities used. • Items needed include: flip charts or white boards, pens
Handouts and Activities	• Handouts: **Sample Ground Rules** • Activity: **Creating Ground Rules** using workplace scenarios provided or one that is applicable to your group

LESSON PLAN

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the brainstorming ideas in response to the following scenario and question: Describe a meeting or group situation that was ineffective; allowed participants to behave negatively and/or lost focus.

"What ground rules could be implemented that might address these issues?

Discussion

Review the opening activity. Are there any missing stakeholders?

Why have Ground Rules?

- Having established **ground rules** at the start of your meeting can anchor participants in agreement even before discussions start.
- **Ground rules** establish how participants will interact with each other and how decisions will be made.
- **Ground Rules** help to create a safe environment where people can participate and share their thoughts and ideas honestly.

Post the **ground rules** for everyone to see. Ask for agreement on them and check if others are needed. If the meeting starts to go astray, you can return to them and refocus the group.

General ground rule themes:

Honor time commitments. Begin and end on time. Check in with the group frequently to make sure they are on track or if the agenda needs modifying. If you accomplish all that is needed ahead of schedule – Great. If not, check with the group and ask how they would like to proceed to make the best use of remaining time. It may be necessary to schedule another meeting to go over remaining items.

Come ready to participate. Are you familiar with the discussion topics? Did you come with ideas to share? Have you muted your cell phone? If you must leave the group to attend to something, have you informed the facilitator? Life is busy and emergencies happen, but participants in effective groups try to lessen the effects of outside influences.

Define key terms and the decision making process. Are participants sharing the same definition of a term? Inconsistencies in definitions can lead to the inability to focus on problem solving and cause frustration over a course of action. What process will be used to make decisions? What if the group cannot reach a decision?

Participate by sharing all relevant information and explain your reasoning and intent. This includes facts, feelings, experiences, concerns – all information you may have that can contribute to the way a group makes a decision or solves a problem. Identifying your personal interest reduces the risk that others will make incorrect assumptions. Be aware of monopolizing the conversation though; make sure everyone has a chance to speak.

Listen and consider the opinions of others. Put aside preconceived ideas, practice active listening, ask for clarification and be open to identifying similar or compatible interests.

Next Steps

- Provide participants the **Ground Rule** handout.
  Discuss and seek clarification if needed.

- Participate in the **Ground Rule** activity if time permits

‘Ground Rules for Effective Groups’ handout: Sample Ground Rules

1. **Turn off cell phones – if you must take a call, please leave the room.**
2. **One speaker at a time – everyone will have a chance to share their opinions.**
3. **No side bar conversations.**
4. **Refrain from negative comments – offer constructive criticism.**
5. **Honor time commitments.**
6. **Practice active listening – ask for clarification if needed.**
7. **Be willing to explore new ideas.**
8. **Clearly state how decisions will be made – if applicable.**

'GROUND RULES FOR EFFECTIVE GROUPS' ACTIVITY: Creating Ground Rules for a Group

Overview: Participants select from the scenarios below; use the information from the opening activity; or from their own personal experience, and practice with small groups or with the group as a whole.

Handouts: **Ground Rules**

Materials: White board or flip chart, markers

Instructions:

1. Hand out a scenario or identify one from personal experience.
2. Each group should choose a facilitator and a recorder.
3. Using information on **Ground Rules** handout, ask

> What **Ground Rules** can you establish to ensure the meeting stays on track and can be as productive as possible?

4. Provide each group a flip chart or white board and 15 minutes to work on their scenario.
5. Debrief:
   a. Ask the groups to share with the entire group their **ground rule** list.
   b. Were they able to identify any surprising or additional rules?
   c. How did the recorder do?

Scenarios:

1. Using the chart created from the opening activity, create a **Ground Rules** chart.
2. You are leading a field trip to view a forested area that has been cleared for Aspen rejuvenation. Participants include local community members, environmental organizations, and government agencies. There has been confusion over the meeting goals and timeframe. Past meetings have been dominated by one group or another and that has led to hard feelings and mistrust.

3. You have been invited to the first meeting of a newly formed 4H group. The group includes children, their parents and group leaders. They will be discussing potential projects, service activities and community involvement.

10. Effective Note Taking and Recording

Learning Objectives	• Understand the need for and process of taking good meeting **notes** • Practice different **note taking** techniques • Discuss the value of identifying and **recording** Action Items and Key Agreements • Learn how to keep a more transparent record of their group's efforts
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart/white board, pens
Handouts and Activities	• Handouts: **Building Good Notes; Guidlines for Recording** • Activity: **Note Taking Practice**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for volunteers to record some of the ideas in response to the following questions:

> "Do participants regularly take notes at their meetings? If so, are they approved by the group? Are they accessible to anyone who wants them? Are Action items/Key Agreements captured?"

The objective is for participants to see improvement in their note taking abilities and to learn tips from the practice, observing other's styles, and the discussion.

Discussion

The role of the note taker/recorder: (These terms are used interchangeably)

- To capture the groups ideas and comments highlighting key agreements, Q&A's, actions, and next steps.
- Notes can be captured on a white board, flip chart, laptop, sticky notes, paper, etc. – be sure that notes will be made available to participants in an agreed upon format and timeframe.
- When taking notes, ask participants to slow down or back track and ask for clarification if needed. You want to *accurately* capture what is being said.

What's the value in recording and note taking?

1. Better record of the background discussions and **key agreements** needed to help make decisions
2. They help to inform a **wider audience**, those that could not attend
3. They offer a great platform for **mutual learning** through the sharing of information with the whole group
4. Notes help document/**organize** the groups progress and direction
5. They help keep the group **on task**
6. Past recorded key agreements may help ground the group in difficult moments when problems arise later
7. They **archive work** for easier reporting
8. Group approval of notes helps build the team's cohesiveness by giving them **ownership** of what comes out of a meeting
9. They create a **transparent record** of group efforts & progress
10. Transparency builds **trust**
11. They make the group more **accountable**
12. They **add value to participants** by recording and improving follow up on their comments

Next Steps

- Provide participants the **Building Good Notes** and **Guidelines for Recording** handouts. Discuss and seek clarification if needed.
- Participate in the **Note Taking** activity if time permits.

Key definitions:

***Action Item –** A commitment to do something within an agreed upon time frame.*

***Key Agreements –** Any decision on how to do something/a procedure/a decision-making method. Each of these recorded agreements anchors the group and are stepping stones to the end goal. They also help to serve as an impartial referee for the group in a moment of confusion. What was decided? What additional decisions need to be made? The process of having to put **key agreements** into concise words will help clarify them.*

***Parking Lot –** A place to capture and validate input that might not be on your agenda or that might be taking up too much time. It is an important tool to validate people's feelings and ideas without getting completely off track. It helps people get past certain discussions*

‘EFFECTIVE NOTE-TAKING AND RECORDING’ HANDOUTS: **Building Good Notes**

Meeting Name:

Date and Time:

Location:

Meeting Leader:

Facilitator:

Recorder:

Purpose statement:

Be Sure to Capture			
What was Discussed	**Key Agreements Reached**	**Action Items Identified/next steps**	**Who was present**
Content briefly	How things will be done. Processes, goals, accomplishments	Who will do what by when	Builds ownership

Sample notes:

Notes for PPT conference call Monday, September 10th, 2012, 9:00 to 10:00 am

In attendance:

Recap recent activities

<u>Outreach update</u> – Anne spoke before the SNC Board meeting in Mariposa on the 9/6/2012, during their opening comment period. This was part of the next steps from the rodenticide meeting in Madera. The goal was to bring attention to the issue of rodenticide poisoning of fisher in hopes of getting technical (grant writing) help as well as funding of clean-up efforts.

Kim will be speaking to the Forest Hill Lions club next week as well as the Forest Forum in November in Jackson. The Forest Forum is a long running group in Forest Hill.

Research update –Adriana has been able to get her learning interview data into a new program. The file is now too large to share easily; so she is working on that.

Web update – Shu Fei will still be on SNAMP about 17 – 20 %, so he will be able to continue handling web postings, but will be unable to “attend” our conference calls. He will be present for one day of the science retreat.

Action item: Susie will send Owl teams Population Trends paper for posting.

Action item: Maggi will revisit reviewing mapping work the owl team is planning in case she can offer any advice.

Action item: Susie will follow up on getting the owl notes posted

‘EFFECTIVE NOTE-TAKING AND RECORDING’ HANDOUTS: **Guidelines for Note taking/Recording**

- Label and date the meeting
- Identify a note taker
- Identify the facilitator if there is one
- Note who is in attendance as well as their affiliation
- If possible, have notes visible to participants so they can make corrections if needed
- Use different colored pens to separate ideas
- Use symbols (* ! ?) and lines (____ ----) to highlight important ideas and comments
- Note brief key details of the topics discussed using the speakers words
- Ask for clarification or for a time-out if needed to catch up
- Record All Key Agreements on the issues before you, small and large
- Record Action Items, who plans to do which task by when following the meeting
- Share your notes with the group afterwards for an accuracy check
- Post your meeting notes somewhere with easy access
- Create a “Parking lot” to help develop future agendas
- Briefly share Action Items (next steps) with the group at the end of the meeting to be sure they have all been captured to the group’s agreement.
- Follow up on Action Items at the beginning of your next meeting

‘EFFECTIVE NOTE TAKING/RECORDING’ ACTIVITY: Note Taking Practice

Overview: Using handouts as guides, participants will practice effective **Note Taking**

Handouts: Building Good Notes; Guidelines for Recording

Materials: Flip chart or white board, pens

Instructions:

1. Select a recorder
2. Two people (the instructors, facilitator or volunteer) will act out one of the meeting scenarios. Each person can portray more than one person in the scenario in order to bring in different perspectives that participants can record.
3. Each participant will take notes, trying to capture what was said, agreements, next steps, etc.
4. After the first recording attempt, stop the meeting role play to ask participants to consider their notes. Change recorders and go again.
5. Debrief:
   - What did you learn?
   - What do you like about the various note-taking methods?
   - How did the recorders do?
   - What were some of the most useful hints?

Scenarios:

1. A Board of Supervisors meeting – A UC researcher is informing the Board about a controversial wildlife study project that may lead to controlling the exotic elk population in a nearby national park via sterilization at a public meeting. The meeting is open to board and public comments that you will attempt to record.

2. A school meeting – You are the principal leading a school board meeting, about the possibility of working with the community to establish a school garden that will help teach science concepts and provide fresh produce for the students. Several of the school board members have concerns that this project will bring in too many outsider and expose the school to increased liability issues

3. Friendly Farming workshop– You are a UCCE farm advisor, working with grape growers and cattle ranchers to suggest a new possible certification program. This is the first meeting and the group has concerns and questions about costs, regulations, and other positive and negative attributes such a program might entail.

11. Stages of Discussion

Learning Objectives	• Learn the definition and importance of the **Stages of a Discussion** • Understand the process of Open, Narrow, Close • Be able to lead a discussion from conceptual ideas to a desired outcome • Participate in an activity that uses the Open, Narrow, Close process
Trainer Notes	• Session length is 15 to 45 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handout: **Open, Narrow, Close; Stages of a Discussion** • Activity: **Practicing Open, Narrow, Close**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following situation and question:

> "Describe a situation where input and discussion lead to a course of action. What techniques were used to guide the process, if any? Was the final result successful?"

Discussion

In any meeting, regardless of its purpose, having a process for the different stages of discussion can keep the meeting on track and participants focused. As a facilitator or meeting organizer, you need to be able to guide the discussion from the meetings purpose to a final decision without getting bogged down with side conversations that take off from a suggestion or from participants back tracking because of a misunderstanding.

Start with gathering information (**open**), organizing that information (**narrow**), and then selecting the best course of action or agreement (**close**).

Defining "Open, Narrow, Close"

Open: Clearly define the meeting purpose or issue then gather suggestions and information from all participants to get the discussion started. The purpose is to generate many ideas for discussion. Ask for input, build on other people's ideas and show interest to encourage participation. All ideas are ok as they are not being evaluated at this stage, so don't try to analyze what someone has suggested.

Narrow: A reminder of the meeting purpose is often useful at this point. Consolidate similar ideas and eliminate any that do not have strong support or are less pertinent to the meeting purpose. Ask for clarification so that everyone has the same understanding. Shared meaning helps individuals make better choices, provides opportunity for mutual learning, creates greater unity and provides stronger support for the end result. Have participants select their top choices. The N/3 concept (number of items divided by 3 = the number of choices per participant) is a good method. N/3 is not intended to arrive at a final vote, but rather to narrow the field and see where most group members are leaning. Ask participants to advocate for ideas they feel strongly for in order to help others see the rationale and strength of an idea.

Close: Can you reach agreement on items not to pursue? Can ideas be refined or combined? Depending on the groups' decision-making process, selecting the best course of action or agreement can then be reached.

Next Steps

- Provide participants the **Stages of Discussion** and **Open, Narrow, Close** handouts. Discuss and seek clarification if needed.
- Participate in the **Open, Narrow, Close** activity if time permits.

‘Stages of Discussion’ handout: Open, Narrow, Close

How to ‘Open’ the discussion:

1. **State the purpose.** “We are here to decide how to …” - any statement that will get the discussion started.
2. **How to proceed.** “Let’s come up with 4 or 5 potential actions that will…” -an idea that will set the course of action – establish a set time for this.
3. **Brainstorm.** “Karen will write down the ideas as you call them out” - produce as many ideas as possible in a short amount of time.
4. **Clarify.** “What do you mean by…?”; “Does anyone have a question about…?” – make sure everyone is clear on what is being suggested before you evaluate the ideas.

How to ‘Narrow’ the discussion:

1. **Combine or eliminate like ideas.** “Can we combine X and Y as they are similar”, “Can we eliminate Z as it has the potential to go beyond our contractual obligations?” – narrow down the choices, ask for clarification if needed and eliminate redundancy.
2. **Prioritize.** “Let’s each chose our top 4 and see where that takes us” – lets the group see where others priorities are without having made a final decision and further narrows the choices. N/3 (number of choices divided by 3 = number of choices by participant) is a good way of establishing how many options one can vote on.
3. **Advocate.** “Does anyone feel particularly strong about a certain option?” – this can raise awareness of the details in a choice and can uncover strengths and weaknesses.

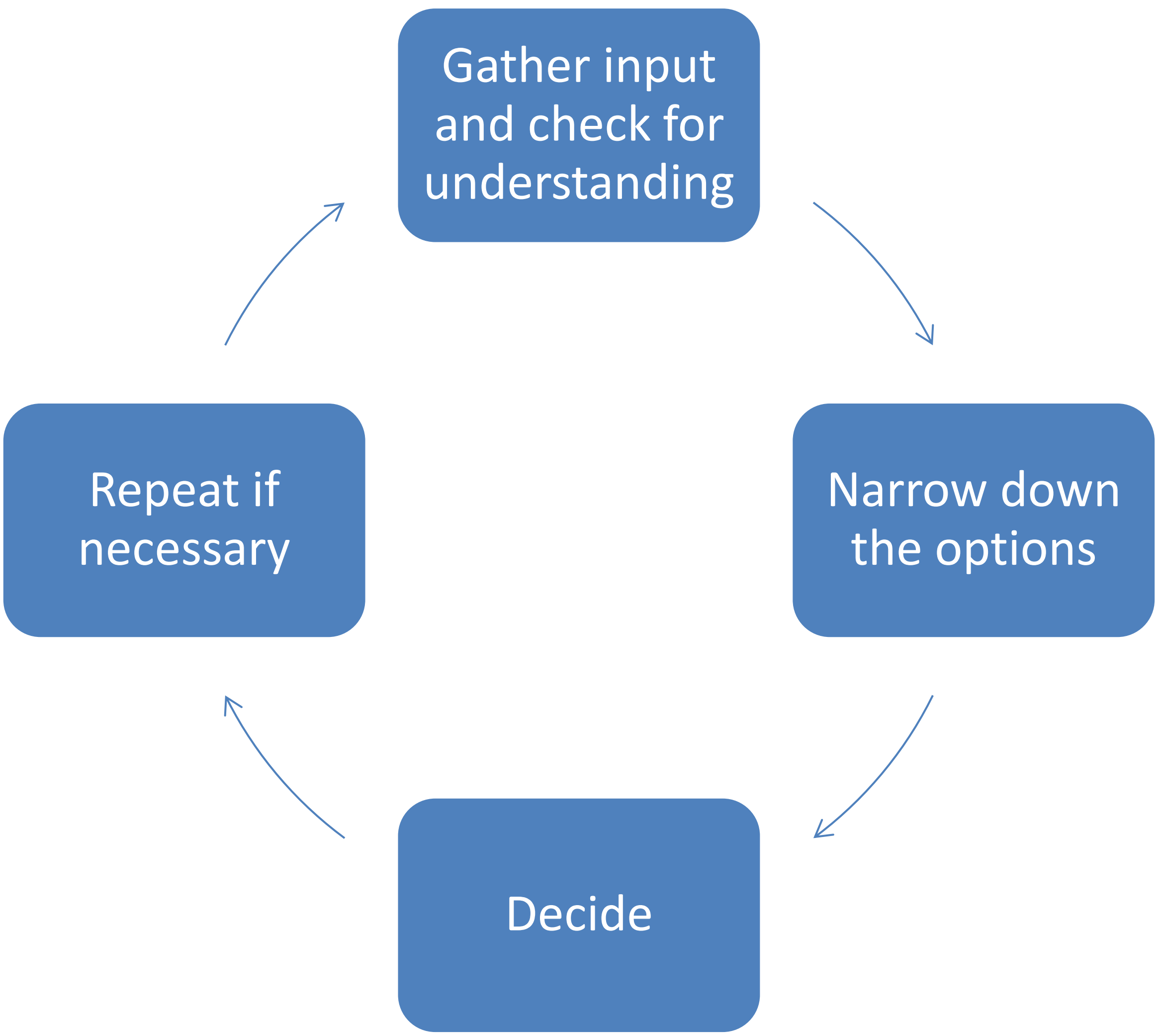
How to ‘Close’ the discussion:

1. **Negative Poll.** “Is anyone not willing to take option 4 off the list?” – reaches quick agreement on an item.
2. **Build up/eliminate.** “What can we add to option A to make it more feasible?”; “Can we combine elements of 2 and 3 to reach an agreement?” – creates a group suggested proposal, a more widely accepted solution and can facilitate agreement between opposing parties.
3. **Straw Poll.** “We have been working hard to get to this point. Can we check in with everyone to see how they are doing? Can we proceed?” – To test the level of agreement within a group and the commitment to continue.
4. **Both/And.** “Do we need to choose between the final options? Is it possible to try both?” – avoids a win/lose or either/or decision.

5. **Make a Proposal/Agree or agree to disagree. “**It looks like we can move on option 2”, “It appears that we are at a stalemate, how would the group like to proceed?” – check for understanding and agreement, then the group moves forward with next steps and a solution…or not.

‘STAGES OF DISCUSSION’ HANDOUT: Stages of a Discussion

In order to reach understanding and agreement, groups must seek input and check for understanding, narrow down the options, and then select the best approach. The decision needs to be tested and monitored to check for positive and effective results. This process may need to be repeated if the results are unsatisfactory or the situation/goals change.



'STAGES OF DISCUSSION' ACTIVITY: Practicing to Open, Narrow, Close

Overview: Using handouts, participants will practice the **Open, Narrow, Close** techniques to try and come to a decision.

Handout: Stages of Discussion; Open, Narrow, Close

Materials: Flip chart or white board, pens

Instructions:

1. Participants select a scenario from the list below or from their own personal experience, and practice with at least a 3-person group. You can suggest quietly to one participant that they should "hold fast" to their position until the end so the group can work through a tougher situation (this person should not be the facilitator).
2. Select a facilitator and recorder
3. Ask the questions:

> "Using the **Open, Narrow, Close** technique, can your group come to a decision?"

4. Debrief:

- What did you learn?
- How did the facilitator and recorder do?
- Did they (and participants) act the way you expected?

Scenarios:

1. The funding for a project that you and your group have been working on for over a year has been decreased. The funding is split between 6 smaller teams each focusing on a different aspect of the project, but the final product is required to be an integration of them all. You are no longer sure that you can meet the obligations of the original contract. There is pressure from outside sources to complete the project or else it may result in litigation.
   Action – Using '**Open, Narrow, Close',** come up with a possible response to this funding crisis. How can the teams continue to do their work while working toward an integrated project?

2. Each year your Master Gardener group participates in a special county event celebrating local agriculture. For the past two years the event chairs have really amped up the level of participation, including personally spending large sums of money to augment the modest budget the group is able to provide. Leadership is now finding it difficult to secure new project chairs because of the over-achieving predecessors.

   Action - Using '**Open, Narrow, Close'** decide what steps can be taken to find new project leadership. How does this project affect others in your group?

12. Building Key Agreements

Learning Objectives	• To recognize **key agreements** as they come up during meetings • Learn to appreciate the value of **key agreements** as important building blocks • Understand the value of clear definitions for commonly used terms. • What 'Success' looks like. • Practice building an agreement.
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **Examples of Key Agreements; Measuring Success** • Activity: **Developing Key Agreements Practice**

LESSON PLAN

Opening

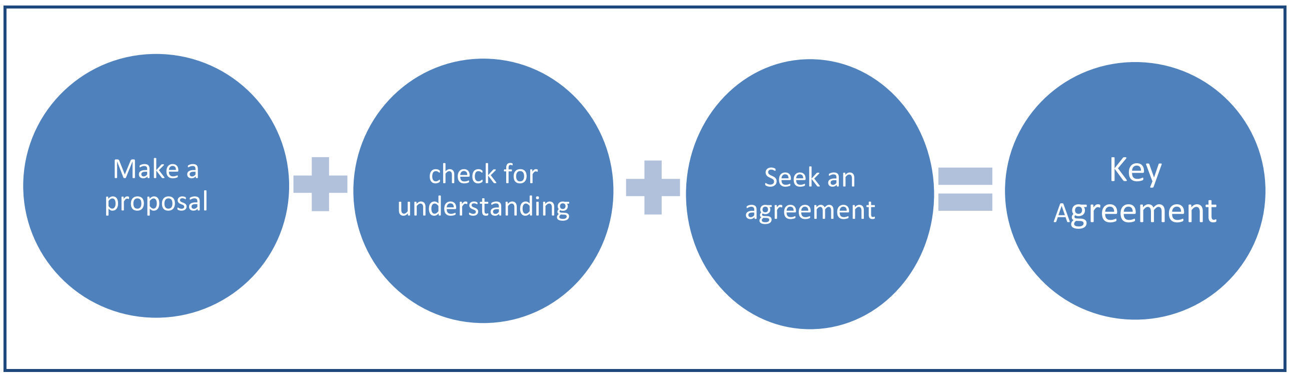
- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following question:

"What are some **key agreements** you think would help in making a successful meeting?"

Participant responses can include:

- Turn off or mute your cell phone
- Honor time commitments
- Be willing to explore new ideas
- Clear goals and objectives
- An identified decision making process

3 Steps to Building a Key Agreement:



Discussion

I. The above "3 Steps to Building a Key Agreement" illustration can be defined as:

1. A **proposal** for action needs to be presented to the group
2. Participants need to have a clear **understanding** of what is being proposed. Additional information required to make a sound decision needs to be identified and provided to the group.
3. If an **agreement** can then be reached be sure to record it. If not move forward with efforts to refine the proposal before seeking agreement again.

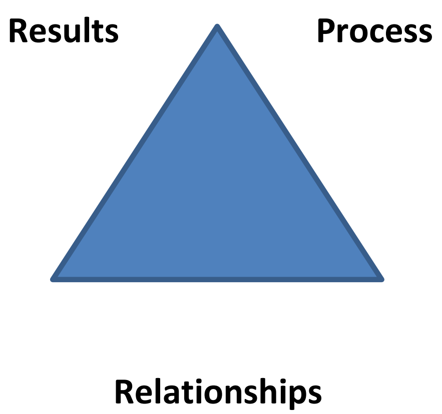
II. Agreeing on clear definitions of commonly used terms is not as easy as you might think, but is important in making sure you are all comparing apples to apples. Ask the group to choose two or three words or phrases that have multiple meanings.

"What are the various definitions of these words and how are they used differently?" "Can we agree on one working definition?"

- Make sure the group develops the definition together.
- Craft your words carefully, you need agreement.
- If you cannot get at the whole idea, break it down into pieces and find agreement in those pieces that you can.

III. Education is important – mutual learning is a key tool to promote the common knowledge needed to make key agreements together. Identifying areas of need or disagreement and encouraging the group to learn more about those issues together is at the core of CAM efforts.

IV. What Success looks like…



All 3 sides working together will produce more successful results and outcomes.

Next Steps

- Provide participants the **Examples of Key Agreements** and **Measuring Success** handouts. Discuss and seek clarification if needed.

- Participate in the **Building an Agreement** activity if time permits.

'BUILDING KEY AGREEMENTS' HANDOUTS: Examples of Key Agreements

Why Record Key Agreements?

• They are your building blocks towards bigger things. The many agreements you collect help build the bridge to your desired outcomes.
• Agreements help remind the group what they have committed to.
• Key agreements about how to get processes accomplished helps streamline your work and helps reduce conflict.
• It is a neutral way to manage the group. It does not rely on people's memory but rather an impartial and clearly written record.
• It makes you look like you are getting something done.
• Remember: Record all you key agreement, small and large, as they have a cumulative power.

Example 1. **Meeting** Wrap Up: next steps

Action item: Chris will map the 53 acres lost from the project for posting on our website.
Action item: Rick will provide an estimate of money needed to continue research past SNAMP.
Action item: Rick, John and Kim will start discussions about a new date for the fisher IT.

Example 2. SNAMP UC Science Team Data Sharing Agreement. Final version March 2010.

Within science team data sharing:

- Proprietary rights to the data begin with the lead PIs of teams that collected it.
- Limited time period of proprietary rights, 12 mo. postdate of last post-treatment data collection.
- Written data requests and approvals by PIs.
- Vote if conflict when 2 parties propose similar analyses using SNAMP data.
- Annual data archive.
- Consistency in publication acknowledgements (SNAMP pub no. and funders).
- Exception for data that originated before SNAMP.
- Consider others on team when writing proposals. Proposals must be submitted to the Academic Coordinator prior to submission.

Sharing data with the public

- Team will share data with the public whenever possible and/or appropriate.
- Proprietary rights to the data begin with the lead PIs of teams that collected it.
- Exception for data that originated before SNAMP

‘BUILDING KEY AGREEMENTS’ HANDOUTS: **Measuring Success**

RESULTS (CONTENT)	Did the meeting result in informed decisions? Was the content interesting and relevant to the participants? Did we meet the meeting objectives? Did we meet participant expectations? Do we know who’s going to handle next steps?
PROCESS	Did our processes help facilitate information exchange and decision-making? Were we able and willing to adjust when needed? Was our process well facilitated? Was it inclusive of all participants? How was the pace and content flow of the meeting?
RELATIONSHIP	Did participants support each other and share responsibility for success? Did everyone felt valued? Did participants feel it was "safe" to participate?

Adapted from How to Make Meetings Work, Doyle & Straus, 1986.

‘Building an Agreement’ activity: Developing Key Agreements Practice

Overview: Participants select an upcoming (or recent) meeting that they are involved in and identify some key agreement they see might be important to improving the process or choose from a scenario below, and practice within groups.

Handout: Examples of Key Agreements

Instructions:

1. Cut up scenarios and hand out or let small groups pick one they want to role play.
2. Each group should choose a facilitator and a recorder
3. Ask the question:

   “What **Key Agreements** could be helpful in the success of this meeting?”

4. Provide each group 20 minutes to work on their scenario.
5. Debrief:
   - Ask the smaller group to report back to the entire group how they were able (or not) to reach agreement.
   - What did you learn?
   - How did the facilitator and recorder do?

Scenario: Discuss a scenario below or one of your making.

Forest Health is a **key term** in forest management discussions but what exactly does it mean? Is it tree health, the health of the water that comes from the forest, the health of the wildlife in the forest or is it all three and more? It might depend on who you ask; sometimes a clear definition is more challenging than you would think once all sides are considered. But if the term is being used frequently the group needs a common definition. Sometimes the agreement is just to work to clarify it. Come up with a definition for Forest Health, as a group.

Outreach: Your sustainable foods group is committed to public outreach/education. What are the **key agreements** required to define the details of your outreach work. Where will the outreach start? What form will it take? How many events a year is realistic? These agreements well defined and clearly recorded will provide a clear process forward. Matters become less personal and more part of an impersonal bank of agreements. This helps to avoid problems if someone has to push for a team member to live up to an outreach goal. They are not asking personally for the action rather the key agreement anchors the need for it. In peoples busy lives it may also help them prioritize their obligations more clearly.

13. Thinking & Learning Styles

Learning Objectives	• Identify and experience different **thinking and learning styles** • Learn the characteristics of yours and others preferred **thinking and learning styles** and how they can assist or hinder group work
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handout: **6 Thinking Hats** • Activity: **Changing Hats**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions and scenario:

> "Have you taken any of the various personality preference profiles (MBTI, 360, Colors, etc.) Was the profile helpful to you? Why or why not?
>
> Think of the last time you brought a team of stakeholders, a project team or a volunteer group together to make an important decision. What did you find? Was everyone on the same page? Were you able to reach agreement quickly?

Discussion

A comfortable work environment is essential to learning and group productivity. Learning styles are behaviors, characteristics, mannerisms that we all use to gather data from the environment.

We know from our own experiences that regardless of the size of the group, or the nature of the decision, most groups struggle to make important decisions quickly and easily. We witness struggles with not only issues but also the personalities and agendas of the people involved. Our social complexity had a huge impact on the speed, pain, and effectiveness of the decision-making process. One reason for this is that as people we tend to get stuck in a familiar style of analysis, familiar ways of seeing the world, and familiar and comfortable ways of interpreting data and information. In other words, we always wear the same hat when viewing the world and coming to decisions for moving forward.

Why Six Hats? The Six Hats exercise is one way to learn how thinking and learning styles impact group processes. There are many others such as the Myers-Briggs Type Indicator, 360, Colors, and understanding your personal style, and how to identify others' styles, helps you become a more effective participant, leader, and facilitator. Six Hats is one simple way to experience and demonstrate the styles.

Next Steps

- Provide participants the **6 Thinking Hats** handout. Discuss and seek clarification if needed.
- Participate in the **Changing Hats** activity if time permits.

‘THINKING AND LEARNING STYLES’ HANDOUT: The Six Thinking Hats

Helping your group or team to focus is one of the most effective ways for overcoming the destructive walls of opinions, positions, and political turf so common in today's workplace. Here are tools and methods that result in:

- building team unity
- generating momentum
- teasing out creative energy within your team

In the book *The Six Thinking Hats*, the author Edward De Bono divided these styles into six common ways of approaching problems and assigned a color to each category. Let's look briefly at each one:

- White - "just the facts"; devoid of all emotion and sentiment
- Yellow - "the optimist"; the positive perspective
- Black - "the pessimist"; the negative perspective
- Red - "feelings, emotions"; the emotional perspective
- Green - "being creative, imagination"; being innovative, thinking outside the box
- Blue - "big picture"; systemic thinking, seeing the integrated whole as a sum of the parts

Think back to your example of a recent meeting, and visualize the people in attendance. Can you identify any hats in the room? Did you have the person who always seemed to wear the black hat or was always pointing out what was missing from the plan or what could go wrong? Likewise, most teams always have the white hat people, “no big emotion or feelings, please; it’s just about the numbers.” So how do we take these differences and not only appreciate them, but utilize them in such a way as to strengthen the team as a whole?

People learn best when they are playing, and the six-hat approach clearly encourages a spirit of play. By giving each person a role (and each person eventually playing all of the roles), the method reduces the amount of personality-based conflict, encourages more participation, and gives validation to many different ways to present the question at hand. This should make each person feel more affirmed and invested in the process. Also, since the route is focused on getting lots out on the table, it also suspends judgment longer so that more ideas can emerge.

Essentially, "Six Thinking Hats" is about improving communication and decision-making in groups. The six "thinking hats" are different ways of looking at an issue that has to be decided: under the white hat one presents the facts, under the red hat one says how one feels about the issue, under the black hat one looks at the negative effects of the decision, under the yellow hat one looks at the positive effects of the decision, under the green hat one thinks of alternatives, and under the blue hat one clarifies which kind of thinking is going on. Overall, thinking becomes clearer when the different parts that go into it are brought into the open. One more point – we often wear more than one hat depending on the situation.

Adapted from Whiteboards that Work. *http://www.whiteboardsthatwork.com*

'Thinking and Learning Styles' Activity: Changing Hats

Overview: Using the handout, participants will explore the different **Thinking and Learning** styles by inviting them all to put on the different hats for a limited time and brainstorm together while wearing a particular hat. The purpose of this quick exercise is to introduce you to an effective method for helping to get your team out of their normal styles and roles to observe how various styles contribute to group problem solving.

Handout: 6 Thinking Hats

Materials: Flip chart or white board, pens

Instructions:

1. Select a facilitator and recorder
2. Quickly review the six hats/colors
   - White-'just the facts'; neutral role, not emotional or sentimental
   - Yellow- 'the optimist'; the positive perspective, open to possibilities
   - Black- 'the pessimist'; cautious, careful, the risk assessment perspective
   - Red- 'feeling, emotions'; the emotional perspective
   - Green- 'being creative, imagination'; innovative, thinking outside the box
   - Blue- 'big picture process'; systemic thinking, sees the integrated whole
3. Explain a situation/project/meeting where you experienced an impasse over a decision. Look at the area of concern from 6 different vantage points. Take 2 minutes to play out the scenario from that 'hats' perspective thinking of everything you can. Start with the white hat and explain that perspective, then move through the other hats.

4. Ask the questions:

> "Are some roles easier or harder to role play? Can you see how another hat style might be hard to understand or appreciate? Do you see the advantages of diverse perspectives in reaching the best decision?

5. Debrief:

   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

Source: *Six Thinking Hats* by Edward deBono, Back Bay Books, 1999.

Tools for effective meetings

14. Stages of Group Development

Learning Objectives	• Learn how group **stages** impact the meeting process, and the group's progress towards meeting their goals.
Trainer Notes	• Session length is 15 to 30 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handout: **Stages of Group Development** • Activity: **Identifying Your Group's Stage of Development**

LESSON PLAN

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

> "Is there a difference between a group and a team? What experience do you have working in a group setting? What worked well and what didn't work?"

Discussion

Group or Team: So what is the difference between a group and a team? Aren't they the same thing? Well, no, they aren't.

A **group** is a collection of people where the individuals are mainly focused on their own goals, whereas a **team** is that same collection of people who are working together on a common goal.

Here's a common illustration of the difference: A group of people walk into an elevator. They all have different goals and agendas for being on the elevator. The group becomes a team when the elevator breaks down. Now they all have the same goal: Get out of the elevator!

Why is this important, you may ask? Too many managers expect groups to act like teams, and to reward performance as an individual in a group. The reality is that there is nothing wrong with being part of a group OR a team – just don't confuse the two!

A group may become a team if a group goal is seen as more relevant than an individual's goal; if rules/roles/responsibilities are established and agreed on by the participants and are linked to some form of accountability; and if there is a sense of cohesiveness and support between participants.*

Are you part of a group or part of a team?

Why is this information useful?

Meetings, in ad hoc groups or long-term teams, do have a life of their own. A group or a team goes through different, predictable stages of development. Research about groups and their functions has shown that there are four major stages in a group's development.

In the public arena the work of groups is most often carried out in meetings. Meetings provide the avenue to plan, carry out tasks, and evaluate results. They also provide a place for socializing and learning new things. They are a very important part of our society and how its work gets done. But meetings can sometimes be very unproductive, leading to confusion and frustration.

Next Steps

- Provide participants the **Stages of Group Development** handout. Discuss and seek clarification if needed.
- Participate in the **Group Stages** activity if time permits.

**Adapted from Ingrid Ben & Kristin Arnold* http://www.extraordinaryteam.com/

‘STAGES OF GROUP DEVELOPMENT’ HANDOUT: Stages of Group Development

Bruce W. Tuckman is a respected educational psychologist who first described the (then) four stages of group development in 1965, soon after leaving Princeton. Looking at the behavior of small groups in a variety of environments, he recognized the distinct phases they go through, and suggested they need to experience all four stages before they achieve maximum effectiveness. He refined and developed the model in 1977 (in conjunction with Mary Ann Jensen) with the addition of a fifth stage. Since then, others have attempted to adapt and extend the model - although sometimes with more of an eye on rhyme than reason.

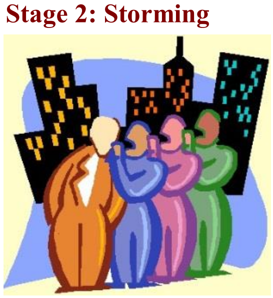
FOUR STAGES OF GROUP DEVELOPMENT

Tuckman described the four distinct stages that a group can as it comes together and starts to operate. This process can be subconscious; although an understanding of the stages can help a group reach effectiveness more quickly and less painfully.

Stage 1: Forming

Individual behavior is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organization, who does what, when to meet, etc. But individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

Stage 2: Storming



Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed. Some people's patience will break early, and minor confrontations will arise that are quickly dealt with or glossed over. These may relate to the work of the group itself, or to roles and responsibilities within the group. Some will observe that it's good to be getting into the real issues, whilst others will wish to remain in the comfort and security of stage 1. Depending on the culture of the organization and individuals, the conflict will be more or less suppressed, but it'll be there, under the surface. To deal with the conflict, individuals may feel they are winning or losing battles, and will look for structural clarity and rules to prevent the conflict persisting.

Stage 3: Norming

As Stage 2 evolves, the "rules of engagement" for the group become established, and the scope of the group tasks or responsibilities is clear and agreed upon. Having had their arguments, they now understand each other better, and can appreciate each other's skills and experience. Individuals listen to each other, appreciate and support each other, and are prepared to change pre-conceived views: they feel they're part of a cohesive, effective group. However, individuals have had to work hard to attain this stage, and may resist any pressure to change - especially from the outside - for fear that the group will break up, or revert to a storm.

Stage 4: Performing

Not all groups reach this stage, characterized by a state of interdependence and flexibility. Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity. Roles and responsibilities change according to need in an almost seamless way. Group identity, loyalty and morale are all high, and everyone is equally task-orientated and people-orientated. This high degree of comfort means that all the energy of the group can be directed towards the task(s) in hand.

Ten years after first describing the four stages, Bruce Tuckman revisited his original work and described another, final, stage:

Stage 5: Adjourning

This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group. They need to recognize what they've done, and consciously move on. Some authors describe stage 5 as "Deforming and Mourning", recognizing the sense of loss felt by group members.

Tuckman's original work simply described the way he had observed groups evolve, whether they were conscious of it or not. But for us the real value is in recognizing where a group is in the process, and helping it to move to the Perform stage. In the real world, groups are often forming and changing, and each time that happens, they can move to a different Tuckman Stage. A group might be happily Norming or Performing, but a new member might force them back into Storming. Seasoned leaders will be ready for this, and will help the group get back to Performing as quickly as possible.

Many work groups live in the comfort of Norming, and are fearful of moving back into Storming, or forward into Performing. This will govern their behavior towards each other, and especially their reaction to change.

Know that the stages aren't always linear, and that some groups skip stages, and come back to them later.

‘Stages of Group Development’ activity: Identifying Your Group’s Stage of Development

Overview: Using the handout, participants will discuss the stages of a group they are part of and see if they are moving forward through the stages or are stuck at one stage.

Handout: Stages of Group Development

Materials: Flip chart or white board, pens

Instructions:

1. Divide participants into smaller groups.
2. Select a facilitator and recorder
3. Ask the questions:

> “What stages of group development is your group in? How have you moved from one stage to another? What were the outcomes? Are there additional stages?

4. Debrief:
   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

15. Evaluation & Follow-Through

Learning Objectives	• Learn the key elements and importance of **follow through and evaluation** • See different styles of **evaluation** questions • Know how to capture **next steps**
Trainer Notes	• Session length is 15 to 45 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **Evaluation Methods** • Activities: **Practicing Asking for Feedback from Your Meeting**

LESSON PLAN

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

> "Have you been in a situation (positive or negative) in which decisions from meetings you participated in were actually carried out – or not. How did you/the group respond?"

Discussion

You've done all of the hard work and have held a productive and successful meeting. Now what? How do you ensure that what has been decided on is implemented? Did participants learn anything new?

Follow- Through is a process for acknowledging what has occurred, recognizes the strengths and weaknesses of the meeting, clearly outlines next steps of actions and timetables and holds participants accountable for any future work.

Key elements of Follow Through:

1. **Document the work already done, including agreements and decisions.** Don't rely on 'memory'. This important information should be part of the meeting notes and available to everyone.
2. **Evaluate.** Were the objectives of the meeting met? Were key participants overlooked? What worked and what didn't? Are there suggestions for future meetings? Evaluate the results (decisions, etc.), process (information exchange, etc.) and relationships (respect and courtesy, etc.). Use evaluations to help inform the success of future meetings.
3. **Establish your Next Steps.** What are the outcomes of the meeting? *Clarify the details of expected tasks,* if you can, to eliminate confusion and the repetition of work. *Assign or ask for volunteers* to handle the tasks. If smaller groups are being employed, assign a leader who can be responsible for the implementation. *Establish a reasonable deadline* of when the task needs to be completed.
4. **Accountability.** Agree on how the group will be notified when the next steps have been completed. Can this be accomplished through an email or does it require another meeting? Is it necessary to have check-ins before the end date in order to give people the opportunity to ask for further input, seek clarity or ask for help?
5. **Thank participants** for their hard work and commitment.

Evaluation can provide constructive input for future meetings if done in an efficient/quick manner. You are more likely to get a high response to an evaluation that has multiple choice answers, 'circle the best option' or short (give us one thing that worked/didn't work)fill in the blanks than to open ended questions like "Tell us what you learned today". Let participants know that you will be asking them to fill out an evaluation in case someone needs to leave early then they can fill out their evaluation early too. Tell participants what you will do with the evaluations. "We will be using the evaluation results to plan a series of trainings that will fulfill your needs in fiscal solvency and finding funding sources." Decide if the evaluation results will be made available to all participants as is, will they be confidential, compiled in a graph form, posted on a web site, etc.

Evaluations can be done individually or as a group effort on a flip chart or white board. Remember to assign someone the role of capturing the results for the meeting notes and next steps no matter which method you use.

Outlining **Next Steps** before the close of every meeting is a quick and easy way to track of What tasks need to be done, Who is going to do each one and When each task needs to be completed. A simple template for capturing these key points on one sheet of paper can be set up before the meeting**. Next Steps** can be listed on a sheet as they come up throughout the course of the meeting and reviewed and confirmed at the end of the meeting.

Example:

WHO	**WHAT**	**WHEN**
Anne	Prepare meeting notes for review and submit to team for comment	November 1st
Kim	Compile evaluation results and submit to team	November 1st
Team	Submit note revisions and comments to Anne – Anne will follow up with team if needed	November 5th
Anne	Finalize notes and post to website	November 8th
Team	Submit draft of phase 2 to Kim – Kim will follow up with team if needed	November 25th

Next Steps

- Provide participants the **Evaluation and +/- methods** handout. Discuss and seek clarification if needed.
- Participate in the **+/-** and **Next Steps** activities if time permits.

Sample Evaluation Questions

How did you hear about today's SNAMP event? *(Please circle all that apply)*
SNAMP Email SNAMP Website SNAMP Representative Employer Friend/Colleague Other

Please let us know how much you agree or disagree with the following statements by circling the appropriate response:

	Strongly Disagree...		Neutral...		Strongly Agree	
The goals and objectives of the event were clearly stated.	1	2	3	4	5	NA
Constructive discussion was encouraged by facilitators.	1	2	3	4	5	NA

How do you think you might use or apply what you learned today?

+/- Evaluation Method

+/- : A group-led evaluation method that uses + for positive feedback and – for what needs improvement. This method can be done on a flip chart or white board and provides immediate feedback to participants and trainers. Make sure the meeting Recorder, or some other assigned person, has a copy of the evaluation to include in the meeting minutes.

LET'S EVALUATE TODAY'S MEETING	
"+" What worked well today was…	"-" What we can improve on in the future…
* Having John serve as facilitator * Everyone doing their homework before meeting * Capturing key ideas on easel paper	* Having enough chairs for everyone to sit in. * Having someone serve as timekeeper to make sure we have enough time for each topic. * Next steps need to be more clearly stated

‘EVALUATION AND FOLLOW THROUGH’ ACTIVITY: Practicing Asking for Feedback on Your Meeting

Overview: Using the handout, participants will practice a **+/- evaluation**

Handout: Evaluation methods

Materials: Flip chart or white board, pens

Instructions:

1. Select a facilitator and recorder
2. Using the scenario below or today’s training, use the **+/-** method to evaluate the meeting.
3. Ask the questions:

> “What worked well today? What needs improvement? Does this method provide a good level of evaluation?”

4. Debrief:
   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

Scenario: You have just taken a training course on Follow Through and Evaluation. The trainer is asking the group to evaluate what they have learned, how the course was taught and if there could be any improvements.

Overview: Participants use the scenario below to work through the **Next Steps** process

Instruction:

1. Select a facilitator and recorder
2. Using the scenario below or today’s training, come up with ideas for **Next Steps**.
3. Ask the question:

> “In review of the meeting, are there any **Next Steps**?”

When the going gets tough…

16. Dealing with Difficult Behaviors

Learning Objectives	• Be able to address common **difficult behaviors** • Know how to identify silence and violence actions • Identify prevention and intervention techniques
Trainer Notes	• Session length is 15 to 45 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activities	• Handouts: **Problem Behaviors & Solutions; Behaviors that Help Effectiveness; Behaviors that Hinder Effectiveness** • Activity: **Practive using a Difficult Behaviors**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

> "What constitutes **difficult behavior**? How does the behavior affect the group? "

When **difficult behavior** occurs, how a facilitator or the group responds is critical to whether the dialogue continues in a productive manner, or dissolves into name calling or worse.

Discussion

Difficult behaviors can be ‘silent or violent’ in nature. Often, when a conversation becomes difficult, individuals go to one side or another; silent or violent. Neither is good and both will cause a conversation to fail. Individuals have a preference but will toggle between the two depending upon the situation.

Silence is defined as any action taken to withhold information. These actions can be illustrated as:

- Masking: Use of Sarcasm, Sugarcoating, and couching.
- Avoiding: Staying completely away from sensitive subjects. Don’t address the issue.
- Withdrawing: Pulling out of the communication. Shutting down.
- Willful blindness: Not acknowledging a conflict means no action is required - denial. Often maintains the status quo.

Violence is defined as an action taken to compel others toward your point of view. These actions can be illustrated as:

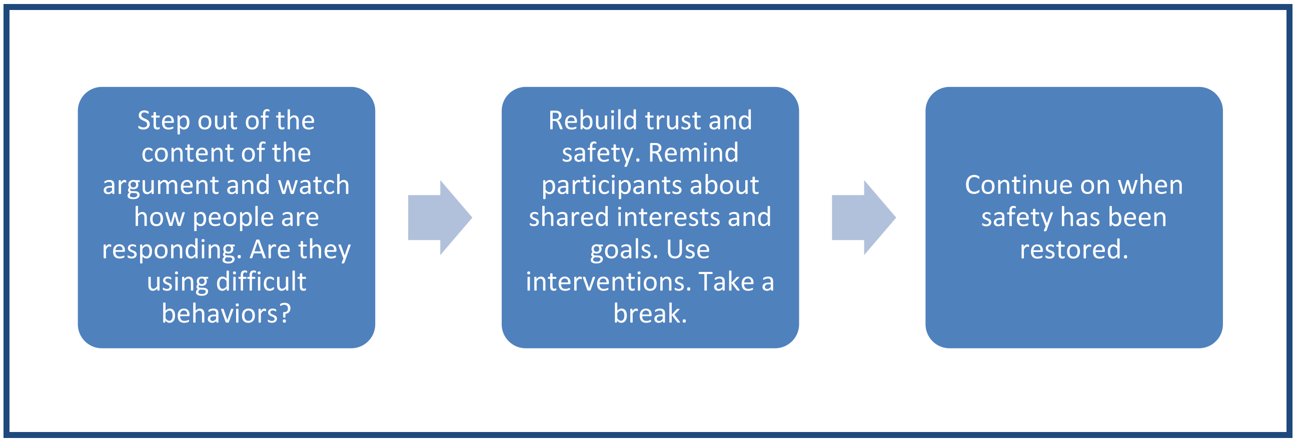
- Controlling: Coercing others through how we share our views or how we drive the conversations. Cutting others off, speaking in absolutes, being forceful.
- Labeling: Label people or ideas so we can dismiss them under the general stereotype.
- Attacking: Violence. Abusive tactics such as belittling, name-calling, and threatening/bullying.
- Actual violence: Though rare, this behavior occasionally occurs or is threatened at meetings.

How to Restore Dialogue: *Recognizing when dialogue is at risk*

- When things begin to go wrong in a conversation we often assume it is the context of our message so we begin to water down our conversation.
- What we need to do is to be honest, and learn how to make things safe so we can talk about most anything. If we do this, dialogue can continue

- When people become unsafe in a conversation they begin to move to silence/violence and it is not because of content or context but rather it is because of intent. If you are honest about your intent then you can talk candidly about almost anything.

To bring safety back into your conversation:



Being aware of individual and collective behaviors can help improve group effectiveness when working together.

Next Steps

- Provide participants the **Problem Behaviors & Solutions; Behaviors that Help Effectiveness;** and **Behaviors that Hinder Effectiveness** handouts. Discuss and seek clarification if needed.
- Participate in the **Dealing with Difficult Behaviors** activity if time permits

‘Dealing with Difficult Behaviors’ handouts: Problem Behaviors & Solutions

If someone is always **late,** you can: Ask them beforehand if there is something that is hindering them from arriving on time; Assign them a role in the beginning of the meeting so they will have to be on time; Discover if the meeting is of importance to them or not. Do not confront them at the time of their arrival but say to them that you would be happy to catch them up on what they missed later so the meeting can proceed.

If someone **leaves early,** you can: Ask the group if they need a break – is the meeting too long, off topic, boring? Find out at the beginning of the meeting if anyone needs to leave early and get a commitment from all participants on the end time. Do not call out the person as they leave, but check in with them later to bring them up to speed on what they missed.

If someone **continuously repeats a point or perspective**, you can: Acknowledge their input, record it (use appropriate flip charts for current discussion input or use a ‘parking lot’ flip chart for off-topic points) and confirm with them that you have captured it accurately. Ask the group if they wish to consider the point now or at a future date. Refer back to the meetings **ground rules** of ‘Say it once’.

If someone takes the stance of **“I’ll believe it when I see it”,** you can: Refer back to the meeting **ground rules** of the willingness to explore new ideas and refraining from negative comments. Record their comments so they can feel heard, but don’t allow the group to dwell on negativity.

If someone **appears bored or disgusted**, you can: Ask the person if they have a particular issue with the process or content of the meeting. Do they have something they would like to contribute? Refer back to the **ground rules** of active participation and listening.

If someone is a **side bar conversationalist**, you can: Walk up close to them, this often will stop them talking. Ask them directly if they have a point to contribute or if you may have mis-interpreted something. Refer back to the **ground rules** of no side bar conversations and active listening.

If someone is **dominating the conversation**, you can: Move closer to them and maintain eye contact – this will often calm them down. Record their input once, check for accuracy, and then refer back to the **ground rules** of 'Say it once' and allowing everyone to participate. Call for a break and mention to the dominator that they are potentially inhibiting others from participating.

If someone is **arguing or attacking**, you can: Refer back to the **ground rules** of focusing on issues not people, and refraining from negative comments.
Record any valid/non-personal attacks they have and check for accuracy.
Call for a break if needed.

If someone tries to **'help' another person with their thoughts**, you can: Ask the first participant for clarification on their idea and if the 'helper' accurately heard what they were trying to say.

If someone is **providing half-truths or rumors**, you can: Take a moment to ask for clarification from the group. Record comment in the 'Parking lot' for follow-up and get back to the group on what is discovered.

If someone is **a forceful expert**, you can: Acknowledge the person's expertise and thank them for their input, but remind them that this is a group effort and input from everyone is being requested. Ask the 'expert' if they are willing to provide a list of resources or some other information that others can utilize to help inform the discussion.

If someone is **trying to run the meeting their own way**, you can: Ask the group if there is agreement on a change of process. If so, then adapt to the group's desires. If not, record the suggestion for a potential later discussion.

'Dealing with Difficult Behaviors' handouts: Behaviors that Help Effectiveness

Behavior	Description
Listens Actively	Looks at the person who is speaking, nods, asks probing questions and acknowledges what is said by paraphrasing point(s) made
Supports	Encourages others to develop ideas and make suggestions; gives them recognition
Probes	Goes beyond the surface comments by questioning teammates to uncover hidden information; is curious about others ideas & opinions
Clarifies	Asks members for more information about what they mean; clears up confusion
Offers Ideas	Shares suggestions, ideas, solutions and proposals
Includes Others	Asks all members for their opinion, making sure no one is left out
Summarizes	Pulls together ideas from a number of people; determines where the group is at and what has been covered
Harmonizes	Reconciles opposing points of view; links together similar ideas; points out where ideas are the same
Manages Conflict	Listens to the views of others; clarifies issues and key points made by opponents; seeks solutions

‘Dealing with Difficult Behaviors’ handouts: Behaviors that hinder effectiveness

Behavior	Description
Yeah Buts	Discredits the ideas of others; judges and argues
Blocks	Insists on getting one's way; doesn't com-promise; stands in the way of the team's progress
Grandstands	Draws attention to one's personal skills; boasts
Goes off Topic	Directs the conversation onto other topics
Dominates	Tries to "run" the group through dictating and/or bullying or interrupting
Withdraws	Doesn't participate or offer help or support to others
Devil’s Advocate	Takes pride in being contrary
Criticizes	Makes negative comments about people or their ideas
Personal Slurs	Verbally attacks another with direct insults

Adapted from Facilitation with Ease. Ingrid Bens. 1997.

‘Dealing with Difficult Behaviors’ activity: Practicing Using a Difficult Scenario

Overview: Using the handouts, participants will practice different ways of **dealing with difficult behaviors.**

Handout: Problem Behaviors & Solutions

Materials: Flip chart or white board, pens

Instructions:

1. Working as one large group, select a facilitator and recorder
2. Read a scenario from below, or have a participant recall a situation.
3. Ask the questions:

> “What are the difficult behaviors? What can the facilitator and/or group do to bring the situation back under control?”

4. Debrief:
    - What did you learn?
    - How did the facilitator and recorder do?
    - Did they (and participants) act the way you expected?

Scenarios:

1. It was our 3rd meeting, 5 sheriffs attended for the first time (we wanted 1, none of them RSVP, or made contact). They got VERY stuck on a point about code/regulations and they would not move off of it. Many folks in the room were getting frustrated. The sheriffs wanted to "fix" something that was outside of our goals and even our level. It is a constraint that our group is never are going to be able to tackle. Our facilitator could not make it. The group wanted the sheriffs to attend and then they complained when they showed up.

2. A collaborator has become touchy and protective of her work; no longer open to collaboration unless "collaborators" have jumped through the correct hoops (which may not have been previously stated); and follows a formal, unstated chain of command in an informal academic setting. There are lasting problems from perceived slights with several close collaborators.

When the going gets tough…

17. Tools for Preventing and Reducing Conflict

Learning Objectives	• Know how to identify the underlying issue • Know how to improve group communication and what tools to use • Learn what to do when you lose control of the group
Trainer Notes	• Session length is 15 to 45 minutes depending on levels of participation and activities used • Items needed include: flip chart or white board, pens
Handouts and Activites	• Handouts: **Preventing & Managing Conflict; Ladder of Inference** • Activity: **Identifying the Issues**

Lesson Plan

Opening

- Read aloud the objectives of this module.
- Ask for a volunteer to record some of the thoughts and ideas in response to the following questions:

"Have you ever been in a group when there was conflict between group members? How did it make you feel? What tools, if any, were used to assist with managing the conflict?

Discussion

The first step in dealing with conflict is to **identify the issue.**

Is the conflict over facts, ideas or the course of action? Is it a Process or a Content issue?

Ask the individuals in conflict, “Can you tell me what is happening here?”

- People are holding different viewpoints on issues and their needs appear to be incompatible
- People don’t believe it’s possible to reach agreement.
- Each group/person was a win/loss and they want to win.

What is the underlying cause?

- Look beyond the issue and try to identify a deeper cause at the base of the conflict.

The second step in dealing with conflict is to **check your own beliefs**.

Am I interpreting the conflict the same way as others?

- The “**Ladder of Inference**” is a visual framework that shows how individuals can develop very different beliefs, even when experiencing the same system.
- Individuals may notice different aspects of the situation. They add different meanings to the same data that’s based on cultural and personal experiences of the past.
- The “**Ladder of Inference**” can help one understand and communicate how and why individuals interpret a situation differently based on different perceptions.

* The **"Ladder of Inference"** from *The Fifth Discipline Fieldbook and also available at http://www.watersfoundation.org/webed/mod8/mod8-2.html*

The third step in dealing with conflict is to **manage it.**

What can the facilitator or group do to bring the situation back under control?

Preventions: Preventions are actions that are taken before or during a meeting that keep the meeting in focus and can prevent difficult behaviors.

Prevention techniques include:

- Clearly stated goals and objectives – what is the meeting going to discuss and what next steps are being sought
- A well-organized agenda – provides a framework and direction for the meeting
- Ground rules – post behaviors and actions that will be needed at the meeting. Ask for agreement on ground rules before the meeting begins. Are there additional rules that need to be added? Ask the participants.
- Parking Lot – a place for ideas and issues that need to be dealt with at a future date but for which your current agenda does not have time for. Someone must take responsibility for following up with these!
- Clearly defined decision making process – if a decision is being sought, who will make it? How will input be used? When? What is your Plan B if the primary decision making method does not work? For example, if consensus is your goal but you cannot reach it, then what?

Interventions: Interventions are actions you take during a meeting. The appropriate use of interventions can address the needs of the 'difficult' participant, have individuals take responsibility for their own actions, reinforce the power of the group and keep the group moving forward.

Intervention techniques include:

- Boomerang – paraphrase back what the 'difficult' person is expressing to seek clarification; return a question to the 'difficult' person
- Regain focus – make sure everyone is working on the same task; restate the goals and objectives of the meeting

- Ask "What is going on?" – are there underlying issues that have surfaced? Did someone bring their own agenda into the meeting? Do you need to call for a break? Request feedback from the group.
- Enforce process rules for the activity at hand – review Ground Rules
- Accept/legitimize/deal with or defer – people want to be heard and know their comments are being taken under consideration. Is it something the group wants to deal with now? Ask. If not, place issue in 'Parking Lot' for future consideration.
- Use body language – walk towards or stand near the 'difficult' person; maintain eye contact with them; show them you are listening.

Other techniques to manage conflict:

1. ***Avoidance –*** *Avoid the conflict when the issue is minor or is shown to be unrelated to the topic at hand. If the conflict is recorded, so the speaker feels heard and the issue held over to another time, this will often give people time to cool down and respond to the issue with facts not feelings.*

2. ***Accommodation –*** *When the greater good of the group or the maintenance of relationships is the goal, yielding to an opinion may be the best way to handle conflict.*

3. ***Compromise-*** *When you are working under strict timelines or have to come to a decision quickly, compromising may be the only way to keep things moving forward and on track.*

4. ***Collaboration –*** *With goal of mutual learning, inclusiveness, and consensus, collaboration can guide the group toward its mutual goals. It takes time, listening and discussion to truly make collaboration work.*

Next Steps

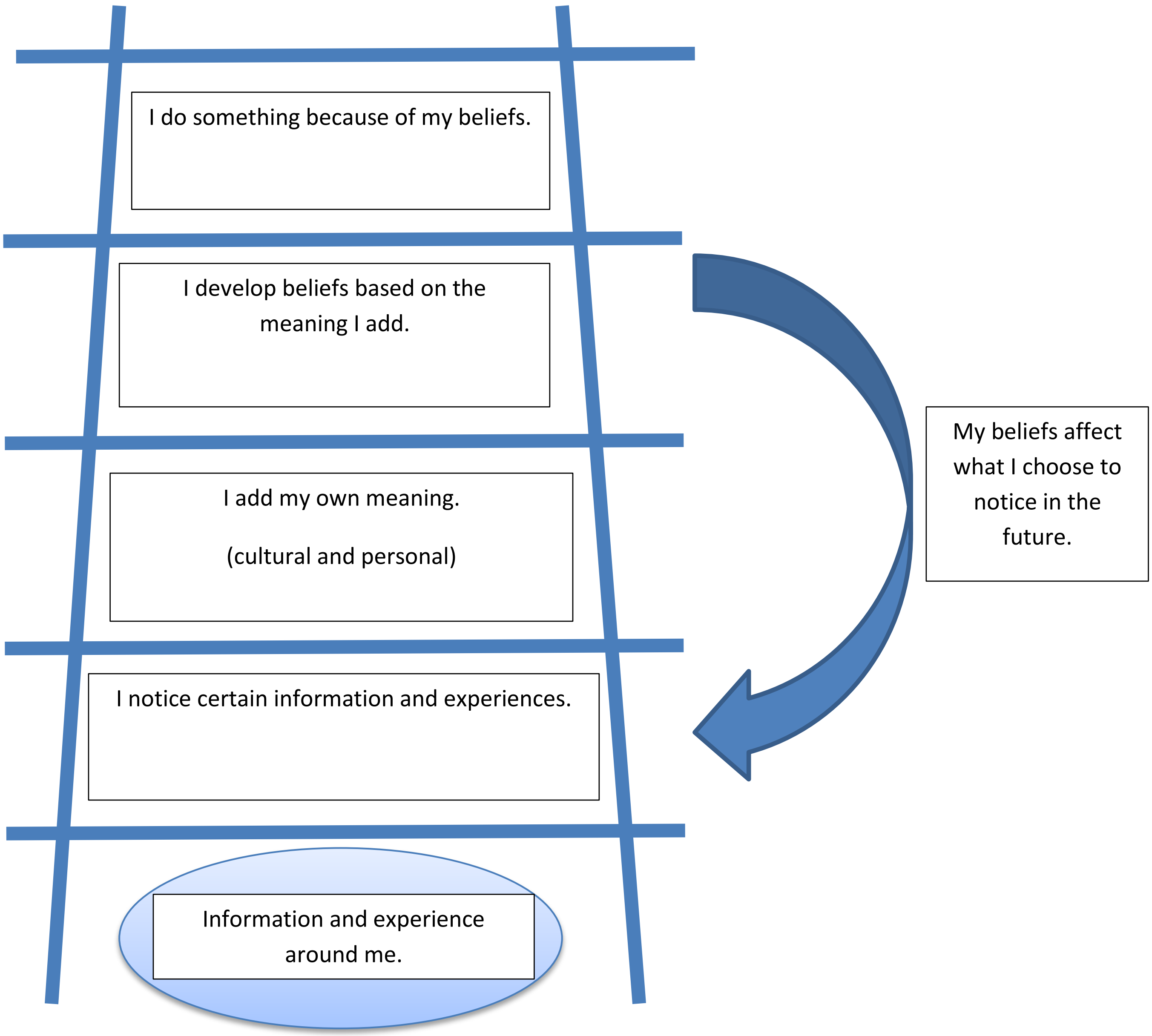
- Provide participants the **Preventing and Managing Conflict** and **Ladder of Influence** handouts. Discuss and seek clarification if needed.
- Participate in the **Identifying the Issue** activity if time permits.

‘TOOLS FOR PREVENTING & MANAGING CONFLICT’ HANDOUTS:

Preventing and Managing Conflict

1. Identifying the Issue
    a. What is the issue?
    b. Are there other underlying issues?
    c. What is causing this to be a difficult issue or creating difficult people?
    d. Who is involved in the issue?
    e. Work to find a shared interest beneath the issues.
2. Improving Communication
    a. Practice Active Listening
    b. Watch for your own internal “Ladder of Inference” thoughts.
3. How to Build a Safe Environment to Discuss and Dialogue the Issue
    a. Look at the content of the meeting.
    b. Look at the process meeting.
    c. Be aware of tension in the room and deal with it before it grows.
    d. Develop skills to strengthen the process
4. Be aware of Silence or Violence Techniques used by the Difficult Person
5. Putting It All Together – using Prevention and Intervention techniques

‘TOOLS FOR PREVENTING & MANAGING CONFLICT’ HANDOUTS: ‘The Ladder of Inference’



Adapted from *The Fifth Discipline Field book.*

‘TOOLS FOR PREVENTING AND MANAGING CONFLICT’ ACTIVITY:
Identifying the Issues

Overview: Using the handouts, participants will practice identifying underlying issues.

Handout: Preventing and Managing Conflict; Ladder of Influence

Materials: Flip chart or white board, pens

Instructions:

1. Break into small groups then select a facilitator and recorder
2. Choose a scenario from below or have a participant provide one.
3. Ask the questions:

> “What are some potential underlying issues? Are there steps that can be made to alleviate the issue? How can you find shared underlying interests to work through the issues?”

4. Debrief:
   - What did you learn?
   - How did the facilitator and recorder do?
   - Did they (and participants) act the way you expected?

Scenarios:

1. Jim’s cherry tree is located in his backyard, near the back fence. It has very large branches that hang over the fence into neighbor Chris’s backyard. For several years, both neighbors have enjoyed the abundant cherries and shade from this tree, but now there is trouble. Jim wants to cut down the tree; Chris does not want him to and is complaining to the neighborhood association. We know that cherries are available on both sides of the fence; Chris has a chicken coop that is protected from the afternoon sun by the cherry tree; and Jim’s dog likes to eat the cherries.

2. Timber Company X owns 1500 acres of mixed conifer forest adjacent to Smalltown and has owned and managed these lands for over 150 years. Smalltown is located in a wild-land urban interface area with an active artist and outdoor tourist economy. Timber Company X has filed plans to selectively harvest timber on 300 acres; Smalltown has filed an objection to this harvest. We know Smalltown is working on reducing the fuel loads in the forest that surrounds it and hosts many events in the forest. We also know that Timber Company X has harvested on this land in the past and regularly contributes to the economic and social well-being of Smalltown.

Appendix 1. Glossary

Compromise – a negotiated approach applicable where there are several distinct options and members are strongly polarized

Crucial conversation – a conversation with 3 elements: opposing opinions of the issue, strong emotions about the issue, and high stakes for the individual or group

Consensus – an agreement everyone can actively support

Content – what information is shared/needed, or what needs to get done

Desired outcome – the expected results of a meeting or project

Ground rules – the ways in which participants will interact with each other, carry out a process and make decisions; should be agreed upon by all participants at the start of a meeting.

Group – a collection of people where the individuals are mainly focused on their own goals

Ladder of inference – a visual framework that shows how individuals can develop very different beliefs, even when experiencing the same situation

Multi-voting – a priority-setting tool that is useful in making decisions when the group has a lengthy set of options before them. Ranking the options based on a set of criteria can help clarify the best course of action

Process – how something is going to get done

Silence – any action taken to withhold information from the pool of shared meaning

Spontaneous agreement – when there is a solution favored by everyone and 100% agreement seems to happen automatically.

Stakeholder - any person or group of persons who are responsible for a final decision, are likely to be affected by the outcome of a decision, are interested in the process and content of a meeting, and/or is in a position to support or prevent a decision from being implemented.

Stakeholder analysis – identifies who would be interested in a particular project and what position (for/against/neutral) they may hold in the process and outcome.

Success – the balancing of process, results and relationships in order to produce an effective and supported outcome.

Team – a collection of people who are working together on a common goal

Violence – as action taken to compel others toward your point of view

Appendix 2. Ice breakers and Energizers

Overview: Icebreakers and energizers can greatly enhance the learning experience, especially in content dense, multi-day trainings. Included here are those that have been shown to be effective in past trainings.

Objectives:

1. Increase participants' trust in the process and in one another
2. Allow participants to work with many other participants
3. Reenergize the group and individual participants
4. Create atmosphere of fun

Summary of Activities

Icebreakers/Get Acquainted

1. "What is . . " – Each person responds to a different card asking them questions such as "What is the best pet you ever had?" or "What is the weirdest job you ever had?"
2. "Move if. . . ". - Both a get-acquainted activity and an energizer, this activity gets participants out of their seats and moving.
3. "Three Characteristics" **–** Opportunity for participants to meet others while setting the stage for the work to come.
4. "If I Were . . . " – A quick game that lets people share characteristics about themselves in a fun way.

Energizers

1. "Airplane Aerobics" – A quick activity to both energize and create laughter.
2. "My Bonnie Lies Over the Ocean" – This activity takes place in participants' seats but will quickly energize them.

Group Mixing

Continually mixing groups so that the same people do not always work together has really helped foster interest in and trust among participants. Here are six methods for scrambling the groups.

1. "Birthday Order" – Fun and gets participants out of their seats.
2. "Things in Common" – Another fun one that can also be used as a get acquainted activity.
3. "Pick a Candy" – Quick and can be done from chairs.
4. "Same shoes" - Fun mixer although it sometimes results in same gender groups.
5. "Count off" – Very quick means to form groups.
6. "Find Someone" – Method to ensure they work with new people.

ICEBREAKERS/GET-ACQUAINTED ACTIVITIES

"What is . . . "

A good activity to use mid-training to continue to build trust and connectivity among participants.

Advance Preparation: Print set of question cards on colorful card stock. Laminate and cut into individual cards. Put cards into Ziploc bag.

Supplies Needed: Set of laminated cards

Total Time: ~ 10 minutes (depends on size of group)

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Ask each participant to reach into the bag and take a card.	Set of cards	1 min
Step 2: Ask each participant to answer the card's question. Ask them to limit their response to 30 seconds or less.	----	~10 min

"Move if . . . "

A good activity to use after lunch or other times when the group's energy is low.

Advance Preparation: Break or cut tape into 2-3" piece

Supplies Needed: 1 2-3" piece of tape per person

Total Time: 10 – 15 minutes (can adjust time to whatever is available

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Ask participants to stand in a circle. Have them place their piece of tape on the floor and stand on it.	Pieces of tape	1 min
Step 2: Stand in the middle of the circle. Tell them that they are going to move if they share the same factoid that the person in the middle shares. For example, if you say, "Move if you have a dog" everyone with a dog must move including person in center. Also let them know these rules: • they may not move onto tape to immediate right	----	1 min

or left of where they are standing • they must move if the factoid is true about them • the person left without a piece of tape must move to the center and call out a factoid • the factoids should not be TOO personal		
Step 3: Play the game until time is up or interest diminishes		10-15 min

"Three Characteristics"

A good activity to frame the training and allow people to meet one another.

Advance preparation: Write directions on flipchart paper

Supplies Needed: 1 index card per person; pens/pencils

Total Time: About 20 minutes

Process Steps:	**Supplies/ Materials**	**Estimated Time**
Step 1: As participants arrive, give them an index card and ask them to write down three characteristics of a good ____________ (facilitator, teacher , coach or whatever function they are there to learn about). Stress that it is their opinion – no right or wrong answers.	Index cards, pens/pencils; flipchart page with directions	2-3 min
Step 2: Ask them to get up and move around the room and: • find a person and introduce themselves • compare cards – how many characteristics are the same? • Keep mingling and comparing cards until time is called	----	~10 min
Step 3: Call time and ask them to be seated. Ask if anyone found someone with same 3 and have them share those characteristics. Then ask for same 2. May also ask entire group what characteristics the think are important *Optional:* write the characteristics on a piece of flipchart paper and save.		5 min

"If I Were . . ."

Another get-acquainted game that is fast, non-threatening, and encourages playfulness

Advanced Preparation: None

Supplies Needed: None

Total Time: About 7-10 minutes

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Explain to the group that you are going to name a category and they must then tell the entire group what specific item they would be and why. For example, ask them, "If you were a piece of candy, what kind would you be and why." Other categories could include: jungle animals, trees, dog breeds, desserts, etc.		7-10 min

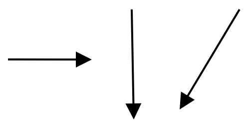
ENERGIZERS

"Airplane Aerobics"

A good stretch activity that is both energizing and fun.

Advance Preparation: Create a pattern of several dozen arrows pointed in different directions on either a white board or on a poster board.

Example



Supplies Needed: Poster or diagram of arrows; yardstick or stick to use as pointer

Total Time: 5-8 minutes

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Ask participants to stand up and spread out enough so they won't bump into one another. Tell them that you will point to an arrow and when you do, they should stretch their arms in the same directions and say "Uh" (loudly).	Poster of arrows; pointer (such as yardstick)	1 min
Step 2: Begin slowly pointing to each arrow. Ensure that they all stretch in the correct direction and say "uh". Point to every arrow on the poster. Repeat, going faster. Then repeat at least once more going very fast (this makes it fun and increases laughter)	----	4-7 min

"My Bonnie Lies Over the Ocean"

This energizer, from the *Essential Facilitation* binder, gets participants moving and creates laughter.

Advance Preparation: None

Supplies Needed: Knowledge of first verse and chorus lyrics:

My Bonnie lies over the ocean,
My Bonnie lies over the sea,

My Bonnie lies over the ocean,
O bring back my Bonnie to me.

Chorus:
Bring back, bring back, O bring back my Bonnie to me, to me:
Bring back, bring back, O bring back my Bonnie to me.

Total Time: 3-4 minutes

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Tell participants that everyone is going to sing "My Bonnie Lies Over the Ocean". Every time they hear a "B" they should stand if sitting or sit if standing. Start slowly and then sing faster so that participants stand and sit rapidly.		3-4 min

"Birthday Order"

Advance Preparation: None

Supplies Needed: None

Total Time: About 10 minutes

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Tell participants that they are going to arrange themselves in "birthday order" (month and day – no years)WITHOUT talking. They may make hand signals, gesture, but cannot talk. Show them the end where January 1 would stand and the place where December 31st would stand.		3-4 min
Step 2: Once they have put themselves in order, have them check for accuracy, calling out their birthday (congratulate those who have a recent birthday). Once the order is correct, form them into groups (e.g. the first 3 are one group, the next 3 are another, etc.)		6-7 min

"Things in Common"

Advanced Preparation: Prepare a notecard with possible groupings such as:

- Type of pets you live with
- Number of siblings you grew up with
- Favorite candy bar
- Favorite ice cream flavor

Supplies Needed: Note card with grouping ideas

Total Time: 10 min

Process Steps:	Supplies/ Materials	Estimated Time
Step 1: Have everyone stand up. Tell them that you will call out a group and that they need to find others with the same item in common. For example, if you call out "pets you live with", they need to find and form a group with all the others who live with the same pets. There may be a "no pets group", a "dog group", a "cat group", an	Note card with possible categories	1 min

"assorted group" and so forth.		
Step 2: Once everyone is in a group, ask what they have in common (e.g. dogs, cats). Repeat several times with new groupings.		6-7 min
Step 3: At the end of 3-4 rounds, keep the participants in their group for the next group activity. Combine the groups for balance as needed (e.g. put the reptile and birds together to form a group the same size as dogs)		1-2 min

"Pick a Candy"

Advanced Preparation: Sort candy so you have equal number of same color/type. For example, if you plan to divide a group of 12 participants into 4 smaller groups, include 3 pieces each of 4 different candies.

Supplies Needed: Bag of (variety) candy. Individually wrapped Lifesavers work well as they typically have at least 5 flavors/colors (red, green, orange, yellow, light yellow) in each bag; paper bag, hat or bowl.

Total Time: 2-3 minutes

Process Steps:	**Supplies/ Materials**	**Estimated Time**
Step 1: Walk around with bag (or bowl) of pre-sorted candy; ask everyone to reach in and take out one piece of candy without looking into bag(and don't let them trade!)	Bag with presorted candy (see above)	1 min
Step 2: Ask everyone with same type candy to form a group. Then they may eat or trade their candy.		1-2 min

Other Sorting Strategies

"Same Shoes" – Ask participants to find person or persons with shoes closest in match to their own. (Note – they can decide what makes them match – color or style or whatever.

"Count off" – Have participants count off (e.g. 1, 2, 3, 4, 1, 2, 3, 4) and then put all the same numbers together to work as a group.

"Find Someone" – Ask them to find at least one person with whom they have not yet worked to be in their group or in a pair.

Resources

Miller, B. (2004). *Quick Team building activities for busy managers.* New York: Amacon

Tamblyn, D. & Weiss, S. (2000). *The big book of humorous training games*. New York: McGraw Hill.

'Questions to get people talking'

What was the weirdest job you ever had?	**What is your favorite movie?**
What do you consider your biggest achievement to date?	**What is one place you MUST visit before you die?**
Who was your hero growing up and why?	**What was your favorite TV show growing up?**
What is your favorite way to spend a leisurely day?	**What is your favorite hobby or pastime?**

What is your favorite stress reliever?	**How would you spend a $10 million Lotto win?**
What would you request for a last meal ever?	**What is your comfort food?**
What is your favorite book?	**If you had to evacuate and take only one treasured possession, what would it be and why?**
What is your favorite way to eat vegetables?	**What is your favorite dessert?**
What do you think you will be doing in 10 years?	**Who was the best pet you ever had and why?**

If you have an unexpected 2 hours to kill would you read, go for a walk or surf the net?	**Where did you go on your best vacation ever?**

Appendix 3. Learning Objectives

The following **Learning Objectives** examples are structured around the workshop model that we have used to teach this series. They can be rearranged and modified to meet your specific objectives.

Lessons in Collaborative Adaptive Management (CAM) for Natural Resource Managers and Stakeholders – Workshop #1- Learning Objectives

I. ***Welcome and overview -*** *Meeting goals and agenda; review participant worksheet*: To understand content and process of the workshop; review input from the pre-workshop assessment; and make adjustments to the agenda (if necessary) based on feedback from participants.

II. ***Definition & Purpose of CAM – what is your role?:*** To come to an understanding and agreement on the working definition and purpose of CAM as it relates to natural resource management; define the functions of the many roles in a CAM process; practice identifying roles in different scenarios; identify various levels of stakeholders and their needs/objectives; and learn how to do a stakeholder analysis.

III. ***Understanding constraints - environmental, economic, staffing, confidentiality, scientific, etc.:*** To identify boundaries and constraints and the limits they create; learn to use the limitations these constraints create as a way to develop realistic goals; and learn how the identification of limits beyond one's control can help reduce conflict

IV. ***Content vs. Process:*** Learn to distinguish between content and process and the problems they create within meetings; analyze and select the best processes for your meetings

V. ***Desired Outcomes:*** To be able to identify, articulate and capture desired outcomes in order to have meaningful and productive meetings.

VI. ***Listening as an ally:*** To learn active listening techniques; identify behaviors that encourage active listening; and practice these skills.

VII. ***Stages of discussion:*** To learn the concept of "Open/Narrow/Close" and how it can lead to a decision, agreement or next steps; and to practice other tools to help narrow the larger group of input and ideas.

VIII. ***Next Steps:*** To identify action items that need to be taken before the next workshop; and to evaluate the workshop and help trainers identify what worked well and what needs improvement.

Lessons in Collaborative Adaptive Management (CAM) for Natural Resource Managers and Stakeholders – Workshop #2- Learning Objectives

I. ***Welcome and overview -*** *Meeting goals and agenda; review participant worksheet*: To understand content and process of the workshop; and make adjustments to the agenda (if necessary) based on feedback from participants.

II. ***The decision making process:*** To identify and learn the characteristics of different decision making processes; and to assess the benefits and disadvantages of each.

III. ***Learning styles and Group dynamics:*** To be able to identify the characteristics of different learning styles and how they can assist or hinder a group; and to learn the developing stages of a groups progress as they move toward a common goal.

IV. ***Dealing with difficult behaviors:*** To identify the characteristics of Silence/Violence used by difficult people and how to build a safe environment to interact with them.

V. ***Reducing conflict:*** To learn techniques on how to regain control of a meeting; and how to identify the issues that are causing problems.

VI. ***Logistics of a successful meeting:*** To learn how to build effective agendas; the importance of recording; and energizers and ice breaker examples.

VII. ***Evaluation and Follow-through:*** To learn different evaluation techniques; and ways to ensure your groups work is not lost or forgotten.

VIII. ***Integration and Capacity transfer:*** Pulling all your facilitation skills together and transferring the knowledge on to help others succeed in Collaborative Adaptive Management.

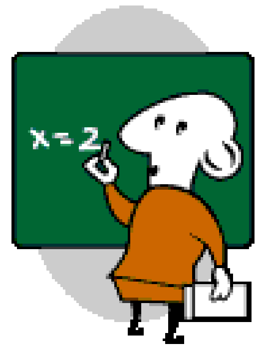
IX. ***Next Steps:*** To identify action items that need to be taken before the next workshop; and to evaluate the workshop and help trainers identify what worked well and what needs improvement.

Appendix 4. Other helpful tools

From our experiences with collaborative processes and facilitation, we have created (or borrowed from other wise people) some ‘best practices’ or ‘tips’ that can help you with your own meetings. There are also check lists of what to do before/during/after a meeting; helpful hints for facilitators; and a facilitation ‘jigsaw puzzle’ to help visualize the connectivity of facilitation techniques. We also drew up a ‘Certificate of Completion’ for participants who completed the workshop to recognize the hard work they did.

ORGANIZING AN EFFECTIVE MEETING

Why is it important?



- Putting in the time to organize a meeting can often determine its success or failure. It involves making conscious choices about all the things that could influence the process, content and outcomes.
- It ensures that all stakeholders have a role to play; that expectations of what can and cannot be done are clear; and outcomes and decisions can be supported.

How do I do it?

- Identify the meeting purpose – why are you meeting?
- Identify the desired outcomes – what results do you want from the meeting?
- Identify potential discussion areas that affect the outcome.
- Identify the stakeholders – who should be invited? What roles will participants play? Do you need a facilitator/recorder/meeting leader?
- Identify the decision making process – how will a decision be made? Who has the authority? Will input be considered? What happens if you cannot reach a decision?
- Prepare an agenda – what input do you need from stakeholders first? How much time will be needed to cover all topics? Is the timeframe flexible? What will happen if you do not cover all of the agenda topics?

What about logistics? Above and beyond the actual meeting.

- Give as much advanced notice as you can, especially if you are expecting people to attend from out of the area. Send a reminder notice closer to the actual date.
- Choose a meeting location that can accommodate various numbers of participants, has good parking, and is as convenient as possible.
- Will there be a fee to participate? How will you collect the money? Will stipends be available?
- Will you be serving snacks and/or lunch? Are there participants with dietary restrictions? Do participants need to pay in advance?
- Do you need audio-visual equipment? Internet access? Teleconferencing?
- Ask for an evaluation of the meeting. How did it go? What worked? What didn't?

"FACILITATION JIGSAW PUZZLE" ACTIVITY

Overview: Do you have all of the core process pieces of the puzzle in order to have a successful meeting? In this summary activity, participants will work together to explain 6 key elements of facilitation and show how they all work together to support a productive meeting.

Instructions:

Divide participants into 6 groups and provide them with 1 of the 6 puzzle pieces.

Each group should choose a facilitator and a recorder.

Groups will be asked to explain their piece of the puzzle and answer the following:

> "How does your piece fit in with the other pieces? What can happen if your piece is missing?"

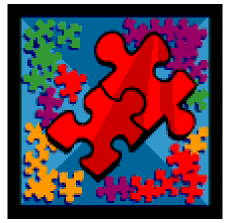
Provide each group 20 minutes to work on their puzzle piece.

Debrief:

Ask the smaller group to report back to the entire group.

- What did you learn?
- How did the facilitator and recorder do?

The pieces of the facilitation puzzle are: *Desired Outcomes; Meeting Agenda; Process Roles & Responsibilities; Content Roles & Responsibilities; Ground Rules; and Building Agreements.*



Facilitation Jigsaw Puzzle – Piece 1

Desired Outcomes

Definition: A statement that defines the expected products or results a group will have at the end of a meeting. They are also referred to as goals or objectives. Desired outcomes answer the question: “By the end of the meeting we will have_______________”.

It is important to clarify the desired outcome for each meeting or topic on the agenda or people will make assumptions about what they are being asked to accomplish or what the meeting is about.

There are 2 kinds of desired outcomes:

Products

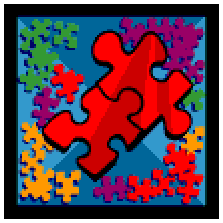
Lists
Plans
Decisions
Agreements

Knowledge

Awareness of something
Understanding of something

Desired outcomes should be:

- Brief, written statements
- Specific and measurable
- Written from the perspective of the participant
- Nouns not verbs



Facilitation Jigsaw Puzzle – Piece 2

The Meeting Agenda

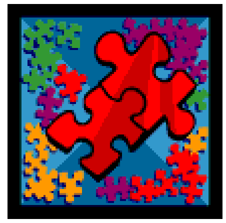
<u>Definition:</u> The plan to be used to guide a group in reaching their desired outcomes.

Elements of an effective meeting agenda include:

- What will be covered (the content) during the meeting and how it will be covered (the process).
- Total meeting time, including the start and end times, and minutes allotted for each meeting segment.
- The desired goals and outcomes.
- Person(s) responsible for each segment.
- Meeting logistics such as location, call in numbers, and web links.

Provide the agenda well in advance of your meeting and keep it posted during the meeting to help participants stay on track.

A 2/1 ratio should be used when preparing an agenda for meetings with complex issues – 2 hours of preparation for every hour of a meeting.



Facilitation Jigsaw Puzzle – Piece 3

Process Roles & Responsibilities

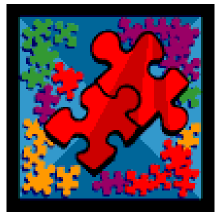
Definition: Process refers to *how* things get done in a meeting. It includes how people talk to each other, how decisions are made, and how conflicts are handled. Different meeting roles have different responsibilities with process.

Facilitator

- Guides the group in a neutral way through the process of the meeting
- Focuses the group on a common goal or task
- Supports everyone and encourages participation
- Suggests alternative procedures to help the group accomplish its goals
- Does not judge ideas or individuals
- Focuses on building agreement and understanding

Recorder

- Captures the key points in the meeting
- Records enough so that ideas can be understood at a later date
- Only contributes ideas when requested to do so in order to maintain neutrality
- Writes legibly and accurately, pausing to seek clarification or verification when necessary
- Creates a 'parking lot' for future topics



Facilitation Jigsaw Puzzle – Piece 4

Content Roles & Responsibilities

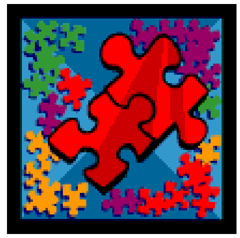
Definition: Content is the *what* part of the meeting. It is the topic of the meeting; what participants are working on. Different meeting roles have different responsibilities with content.

Meeting Leader

- Accountable for final decisions and results
- Actively participates in the meeting
- May delegate process roles and responsibilities
- Plans and convenes the meeting
- Assisits in setting goals and agenda building
- Identifies boundaries and constraints
- Ensures that tasks are completed
- Makes sure that appropriate decision making takes place
- Gives the group credit and support
- Represents the group at other meetings

Meeting Participant

- Focuses on meeting content
- Actively listens and participates in the meeting
- Shares comments, concerns and ideas
- Strives to keep an open mind and consider all perspectives
- Ensures that all ideas are accurately recorded
- Supports the group and the process
- Shares in the overall success of the meeting



Facilitation Jigsaw Puzzle – Piece 5

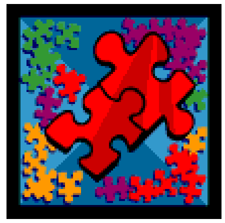
Ground Rules

Definition: A set of meeting agreements that create a guide for the ways in which participants will work together and accomplish its tasks. Provides a 'first line of prevention' for typical meeting problems.

Ground rules can include:

- Begin and end on time
- One person speaks at a time
- Practice active listening
- Focus on issues not individuals
- Say it once

Ground rules should be posted for all to see, reviewed by the group, amended if necessary, and used by the facilitator and group to guide their work.



Facilitation Jigsaw Puzzle – Piece 6

Building Agreements

3 steps in building an agreement:

- *Present a proposal* – 'Would the group be willing to table the discussion until after lunch?'

- *Check for understanding and clarification* – 'We have some additional data to share that could be of importance to the discussion and we want to make sure everyone has all of the facts.'

- *Check for agreement* – 'It appears that everyone is ok with postponing the discussion until after lunch then, agreed?'

Building on small agreements, such as ground rules, will create a firm foundation for collaboration within the group. Allowing people to agree or disagree increases clarity and buy-in.

INTEGRATION AND CAPACITY TRANSFER

Successful **Collaborative Adaptive Management** (CAM) is the coordination of many important components. At its heart is mutual learning and a willingness by participants to work towards an outcome whose success or failure is unknown. The scientific and technical aspects of CAM cannot be implemented if they are not communicated in ways that promote shared understanding. These workshops and training modules support the scientific inquiry aspects of AM and provide critical tools for success of any/all CAM projects. Most CAM efforts fail to be implemented and the lack of clear communication, shared understanding and fundamental agreements are a significant factor in these failures.

In the beginning, we recognized that Col**LABOR**ative Adaptive Management is a laborious process that can take unexpected twists and turns depending on the desires of the participants. Having tools available to help the facilitator/meeting leader/participant work through processes of clear communication, shared understanding, and reduced conflict can lead to agreements and a sense of trust that make a project successful.

We hope that you will share these ideas and methods with others, so that they too can transfer the knowledge on to future collaborators.

With this in mind we offer a few last suggestions and comments:

1. **Identify who you would like to share** this training with. Don't let the knowledge die with you once you leave your current position/work place. Reinventing the wheel takes time so spread the word and avoid future frustration and hard feelings!
2. **Remember to be flexible**. These training modules were established to be guidelines, so add your experiences (both good and bad) to them to make a better CAM tool.
3. We have established a **Collaborative Tools website** through UC ANR. The purpose of this site is to have a central place for participants to share their experiences, ask questions, add resources, and float ideas. You can access this site through:
4. We will **monitor the site and continue to be a resource** for you as you work through your CAM projects.
5. We are proposing **a follow-up workshop sometime** in the next 3-6 months. The purpose is to share CAM experiences and work through any challenges you may have encountered.

WHAT SUCCESS LOOKS LIKE

We asked participants in our workshop to describe what a 'successful' collaborative process looked like – this is how they responded…

Having a voice:

- "All stakeholders had a voice…"
- "Effective dialog among community of interests on defining best strategies for engagement…"
- "Where after the process the participants feel that their concerns were heard and acknowledged…"
- "Frequent communication"

Mutual learning and active listening:

- "At minimum, collaboration creates opportunities for collaborative learning."
- "A respectful group of stakeholders who explore the interests and perceptions that leads to mutually acceptable management direction."
- "Learning on all sides"
- "Working together means willing to hear and consider all viewpoints"

Clear knowledge of the desired outcomes and the decision making process:

- "A successful collaborative process is where there is buy in on what the desired outcome is to be and folks work together to achieve that outcome"
- "Decisions made with input…"
- "Maximum number of people are comfortable with the decisions and the decision-making process"
- "moving towards consensus"
- "…coordinators actually incorporate the new information as best they can"

Support for the final outcomes:

- "…be willing to make compromises to meet the common goal"
- "Most participants come to a workable solution to the issues at hand"
- "…everyone can live with the outcomes"
- "No surprises"
- "Reaching an outcome that is not litigated".

Real world scenarios for use with activities

We asked participants in our workshops to provide real world scenarios of challenging situations they have faced in a Collaborative Adaptive Management process. The purpose was to give them an opportunity to work through the situation using skills they learned during the workshop and for others to observe and provide feedback. Here are some of their examples and the modules we used them in…

‘Scenarios for Collaborative Adaptive Management and Facilitation workshop’

Stakeholder analysis scenario:

> Proposed action to change allowable management levels for wild burros went out to the public. One morning several days later the District FAX machine started running continuously receiving comments from wild horse group members. The staff let it run out of paper so it would not break and asked what to do.

Desired outcomes scenario:

> We have been working with a collaborative group for 25+ years but have recently been singled out by stakeholders in the watershed as an NGO that is not to be trusted. Agency partners are supportive of our efforts but some community members are not, and they have used local political pressure to try and stop further collaborative work on stream and meadow restoration projects in the watershed. The original coordinated resource mgmt. process that was established through an MOU 20 years ago is convoluted and has not been precisely followed over the years. When this was brought to everyone's attention in 2012, we made an effort to honor that process and be transparent on all projects. However, there continues to be mistrust and hostility toward our organization. My goal would be to collaborate on developing a process that everyone can support and start moving forward in a positive direction on projects that stakeholders can get behind instead of every project being a battle.

Dealing with difficult behaviors scenario:

> 1. It was our 3rd meeting, 5 sheriffs attended for the first time (we wanted 1, none of them RSVP, or made contact). They got VERY stuck on a point about code/regulations and they would not move off of it. Many folks in the room were getting frustrated. The sheriffs wanted to "fix" something that was outside of our goals and even our level. It is a constraint that we never are going to be able to tackle. It was a bit frustrating for me

as the lead, our facilitator could not make it, the group wanted the sheriffs to attend and then they complained when they showed up.

2. A collaborator has become touchy and protective of her work; no longer open to collaboration unless "collaborators" have jumped through the correct hoops (which may not have been previously stated); follows a formal, unstated chain of command in an informal academic setting; lasting problems from perceived slights with several close collaborators

Reducing and managing conflict scenario:

PROJECT: Roadside Habitat for Native Pollinators Pollinators are declining because of habitat destruction & fragmented habitat. Roadsides can provide sites to enhance habitat. One participant asked what about honey bees? The answer was that the focus is on natives & honey bees will be helped by default. This participant was dismayed to tears that we didn't care about honey bees. How can we sell the idea to the public if we don't care about honey bees? Data will not help this individual understand the concept. How do I to introduce the "Bambi" factor to draw in those who are not data driven? I have great difficulty understanding how others who are NOT data driven as I am make decisions.

Best management practices (BMP) scenarios:

I created and host a collaborative learning forum with the purpose of building community while facilitating participant learning from each other about the implementation of a Record of Decision. No decisions are made and this is not a group. It is an opportunity for participants to express their perceptions, to learn about what is or is not taking place in implementing the decision, to learn from experts about any new science or other implementation that may affect implementation, and to interact with diverse stakeholders. The collaborative learning forum has been in existence for 13 years and has served to keep rumors and misperceptions in check on a project that has polarized stakeholders. Many stakeholders also participate in volunteer activities.

The scenario is from Travel Management. The Management Issue: developing a strategy for parking that minimized or eliminated resource concerns while sustaining recreation opportunities. Resolution: Brought key members of the issue in a collaborative setting met on several occasions to review the areas of interests with various groups, listened to the concerns, reviewed the areas and surrounding resources through GIS exercise, clarified critical existing areas for access, came to consensus on areas to maintain and develop a management strategy to sustain.

FACILITATOR'S CHECK LIST

Before a meeting:

- Work with the meeting leader to determine the purpose and desired outcomes of the meeting from meeting leader and participant perspectives
- Asses the content of the meeting
- Identify stakeholders (think outside the box)
- Determine how decisions will be made and who will make them
- Identify any constraints and potential problems
- Outline meeting roles (facilitator, recorded, meeting leader, meeting organizer, presenters, decision makers, participants)
- Design an agenda and identify any related materials to be sent in conjunction for meeting preparation
- Decide and secure meeting date, time and location
- Will you need food/drinks? Flip charts & pens? Internet connection, phone lines & polycom? Name tags?
- Send meeting announcement, agenda and related materials in advance. Confirm that the desired outcomes meet participant expectations
- Does the meeting need to be advertised through external media?
- Draw up a sign-in sheet and meeting evaluation
- Arrive early to set up, arrange tables and chairs, post signs, etc.

During a meeting:

- Start on time
- Point out location of restrooms, parking constraints, and other general housekeeping items
- Review agenda, objectives and any process measures

- Get agreement on ground rules
- Clarify decision making methods and identify constraints
- Encourage participation and active listening
- Record agreements big and small
- Check in periodically on the mental/physical health of participants. Do we need a break?
- Summarize periodically what has occurred and check if any clarification is needed
- Ask open-ended questions
- Keep the meeting safe and free from personal attacks
- Use a ‘parking lot’ for unrelated comments and issues. Ask the group how they would like to proceed on those issues
- Summarize next steps and evaluate the meeting (+/-)
- Thank participants for coming

After the meeting:

- Summarize the meeting evaluations and collect feedback from meeting leader, recorder, etc.
- Post notes, agreements and action items
- Make sure unresolved issues get addressed
- Identify **who** is doing **what** by **when**
- Follow through on action items
- Celebrate accomplishments
- Learn from the evaluations on how to do a better job next time

HELPFUL HINTS FOR TABLE FACILITATORS

Allocate your time for each discussion question accordingly – You may want to appoint a time keeper in the group

A recorder for the group will be assigned to take notes at each table.

These notes will be general and will ***not*** include names attached to specific comments.

Ground Rules for Small Groups

- Start and end on time
- Please focus on issues – not people or personalities
- Seek understanding
- Listen actively
- Fully participate – we need your input! (but say it once – do not dominate the conversation)
- When brainstorming response – reserve judgment – all ideas are welcomed and encouraged

Remind group of the Desired Outcomes!

- If your small group gets "stuck" you might:
- Make a process suggestion to the group to help move them towards the desired outcome(s)
- Get a group agreement on how to move forward
- Ask open-ended questions to generate participation
- Request that people reserve judgment – seek clarification(s) but avoid debates
- Enforce ground rule agreements to stay on time and on target – focus on the goal!

SIERRA NEVADA
ADAPTIVE
MANAGEMENT
PROJECT
SNAMP.CNR.BERKELEY.EDU

CERTIFICATE OF COMPLETION

THIS CERTIFICATE IS PRESENTED TO

FABULOUS PERSON

FOR HIS PARTICIPATION IN AND SUCCESSFUL COMPLETION OF THE SNAMP 'LESSONS IN COLLABORATIVE ADAPTIVE MANAGEMENT FOR NATURAL RESOURCE MANAGERS AND STAKEHOLDER' WORKSHOP SERIES.

SPRING/SUMMER 2013

KIM RODRIGUES SUSIE KOCHER KIM INGRAM

Appendix 5. Sample Agendas

For each workshop session, we've created an agenda of the day's activities. We include learning objectives, topics of instruction, who was teaching the session, how the session would be taught, and its timeframe. This allows participants to come to the workshop fully prepared for the activities of the day. It is also useful as an attachment to the invitation to attend.

We also create a 'facilitator's' agenda for each workshop. This agenda is for facilitator's and meeting leaders only and it contains more details on who will do what when.

The following are agenda examples for just one workshop. Others are modified to show changes in learning objectives and topics.

Lessons in Collaborative Adaptive Management (CAM) for Natural Resource Managers and Stakeholders – Workshop #1

August 8, 2013, 9am to 3pm

Amador County General Services/Dept. of Agriculture building, 12200 B Airport Rd., Conference room A, Martell, CA

Desired Outcomes:

- To improve communication and facilitation skills between natural resource managers and stakeholders
- To learn effective Collaborative Adaptive Management and mutual learning techniques
- To increase the effectiveness and efficiency of the collaboration process

What	How	Time
I. Welcome and overview Meeting goals and agenda; review participant worksheet	Presentation and Q&A	9:00 - 9:40 40 minutes
II. Definition & purpose of CAM – what is your role?	Presentation and discussion	9:40 – 10:00 20 minutes
III. Understanding Constraints – economic, environmental, staffing, scientific, confidentiality, etc.	Presentation and discussion	10:20 – 11:00 40 minutes
Break		11:00 – 11:15
IV. Content versus process	Presentation and discussion	11:15 – 11:55 40 minutes

What	How	Time
V. Desired Outcomes – what do you want to get out of your meeting?	Presentation and discussion	11:55 – 12:35 40 minutes
Lunch		12:35 - 1:05 30 minutes
VI. Listening as an ally	Presentation and discussion	1:05 – 1:45 40 minutes
VII. Stages of discussion – open, narrow, close	Presentation and discussion	1:45 – 2:25 40 minutes
VIII. Wrap up: next steps and evaluation	Discussion	2:25 – 3:00 35 minutes

Lessons in Collaborative Adaptive Management (CAM) for Natural Resource Managers and Stakeholders – Workshop #1

August 8, 2013, 9am to 3pm

Amador County General Services/Dept. of Agriculture building, 12200 B Airport Rd., Conference room A, Martell, CA

Facilitator's agenda

Desired Outcomes:

- To improve communication and facilitation skills between natural resource managers and stakeholders
- To learn effective Collaborative Adaptive Management and mutual learning techniques
- To increase the effectiveness and efficiency of the collaboration process

What	How	Time
I. Welcome and overview Welcome & Introductions – Susie Meeting goals – Susie (what are their expectations?/flip chart) Binders, etc. - Kim Agenda – Kim What success looks like – Kim (handout) Pre-workshop survey - Susie	Presentation and Q&A	9:00 - 9:40 40 minutes

What	How	Time
II. Definition & purpose of CAM – what is your role? What is CAM? – Kim (flip chart) Meeting roles – Kim (flip chart – see workshop #1;flip chart responses b) Hostage/vacationer/explorer Stakeholder analysis – Susie (results/process/relationship) Building key agreements/ground rules/measuring success – Susie (revisit ground rules chart, propose/check for understanding/ask for agreement)	Presentation and discussion	9:40 – 10:20 40 minutes
III. Understanding Constraints – economic, environmental, staffing, scientific, confidentiality, etc. What are they? What are their effects? - Kim (flip chart – list some constraints/ask for solutions)	Presentation and discussion	10:20 – 11:00 40 minutes
Break		11:00 – 11:15 15 minutes
IV. Content versus process What are some problems with meetings? C or P? – Kim (flip chart)	Presentation and discussion	11:15 – 11:55 40 minutes
V. Desired Outcomes – what do you want to get out of your meeting? What are they and how they affect/drive your meeting? – Susie (Can review earlier 'what people want out of this meeting' flip chart)	Presentation and discussion	11:55 – 12:35 40 minutes
Catered lunch		12:35 – 1:05 30 minutes
VI. Listening as an ally Activity, behaviors that encourage/discourage (flip chart), pointers – Kim	Presentation and discussion	1:05 – 1:45 40 minutes
VII. Stages of discussion – open, narrow, close Open, narrow, close - Susie	Presentation and discussion	1:45 – 2:25 40 minutes

What	How	Time
VIII. Wrap up: next steps and evaluation CT site for other modules, flip chart notes – Kim +/- and what to look for next time, evaluation - Susie	Discussion	2:25 – 3:00 35 minutes

Lessons in Collaborative Adaptive Management (CAM), Facilitation and Public Participation for Scientists and Students
December 2, 2013, 1pm to 4pm

UC Berkeley, 201 Wellman Hall, Berkeley, CA

Facilitator's Agenda

Desired Outcomes:
- To improve communication and facilitation skills between scientist, students and stakeholders
- To learn effective Collaborative Adaptive Management and mutual learning techniques
- To increase the effectiveness and efficiency of the collaboration process

What	How	Time
I. Welcome and overview Meeting goals and agenda **Kim R**	Presentation and Q&A	1:00 – 1:10 10 minutes
II. Definition & purpose of CAM, Facilitation and Public Participation SNAMP overview **Kim R** – curriculum only, NO activity	Presentation and discussion	1:10 – 1:20 10 minutes
III. Desired Outcomes – what do you want to get out of your meeting? **Susie** – curriculum only, NO activity	Presentation and discussion	1:20 – 1:40 20 minutes

What	How	Time
IV. Boundaries and Constraints – economics, environmental, staffing, scientific, confidentiality, etc. **Kim I** – curriculum only, NO activity	Presentation and discussion	1:40 – 2:00 20 minutes
V. Content versus process **Susie-** curriculum and activity: what are some problems you have encountered with meetings? Are they content or process issues?	Presentation and discussion	2:00 – 2:20 20 minutes
VI. Listening as an Ally **Kim I –** curriculum and activity: Best or worst situation in your academic career	Presentation and discussion	2:20 – 2:40 20 minutes
VII. Stages of Discussion – open, narrow, close **Susie –** curriculum and activity: rank results of content vs process and the possibilities of addressing them so they are no longer problems, N/3	Presentation and discussion	2:40 – 3:00 20 minutes
VIII. Dealing with Difficult Behaviors **Kim R** – curriculum only, NO activity	Presentation and discussion	3:00 – 3:20 20 minutes
IX. Managing Conflict **Kim I-** curriculum **Kim I/Susie** – activity: Smalltown	Presentation and discussion	3:20 – 3:45 25 minutes
IX. Wrap up: next steps and evaluation **Kim R** – CT site, tailored curriculum, PPT workbook	Discussion	3:45 – 4:00 15 minutes

Appendix 6. Evaluations

The purpose of an **evaluation** is threefold.

First, it gives participants a chance to give input and feedback on the meeting or workshop. What worked well for them or what needs improving? Were the speakers informative; did they learn something; did meeting leaders address all issues? Many people do not feel comfortable giving feedback directly to a meeting leader, so this is an especially useful tool for those participants. Plus, it is a written document for your project/groups records.

Secondly, **evaluations** can give meeting leaders a sense of participant knowledge. Was the information shared useful to them? What other topics need to be addressed or expanded upon? Did participant views change after the meeting?

Lastly, participant feedback on **evaluations** can inform the next meeting's agenda.

The following is an example of an evaluation that has been used after a facilitation workshop. This is followed by a figure used to help display the collected evaluation information.

COLLABORATIVE ADAPTIVE MANAGEMENT WORKSHOP EVALUATION FORM

Location: Martell/Jackson, CA　　　　　　Date: 9/10/2013

Please evaluate your most recent workshop experience and let us know how much you agree or disagree with the following statements.

Strongly Disagree…….Neutral……Strongly Agree

Logistics/Administrative Topics:

1. The training room was arranged to facilitate learning.	1	2	3	4	5
2. I was given ample notice of the workshop dates and access to related information prior to the workshop.	1	2	3	4	5

Workshop Content:

3. The workshop's learning objectives were clearly defined.	1	2	3	4	5
4. I have learned the characteristics of different decision making methods and how they are used differently.	1	2	3	4	5
5. I can identify various learning styles, and the different stages of group development.	1	2	3	4	5
6. I have learned the concept of silence/violence, how to identify crucial conversations and tools to address difficult behaviors.	1	2	3	4	5
7. I have learned tools in dealing with conflict and the role inference plays in conflict.	1	2	3	4	5
8. I have learned tips on building an effective agenda; the importance of note taking; and other important logistics of an effective meeting.	1	2	3	4	5
9. I have learned different evaluation techniques.	1	2	3	4	5
10. I understand the importance of integration and capacity transfer for successful AM.	1	2	3	4	5
11. This workshop was timely and relevant – it dealt with an issue with which I am currently dealing.	1	2	3	4	5
12. This workshop provided practical and useful knowledge and skills that are immediately applicable to my job.	1	2	3	4	5
13. This workshop provided me new information, ideas, methods and techniques.	1	2	3	4	5

Workshop Design:

14. The participant materials (handouts, binders) were useful throughout the workshop.	1	2	3	4	5

15. The way that this workshop was delivered was an effective way for me to learn this topic.	1	2	3	4	5
16. I had enough time to understand, learn, and integrate the workshop materials.	1	2	3	4	5
17. The workshop content was logically organized.	1	2	3	4	5
18. There was a good mix of teaching methods and formats that enabled me to learn the course content.	1	2	3	4	5

Trainer/Workshop Instructor:

19. The instructor was knowledgeable in the workshop subject.	1	2	3	4	5
20. The instructor was organized and prepared.	1	2	3	4	5
21. The instructor established a good learning environment.	1	2	3	4	5
22. The instructor was open to participants' questions and concerns and was willing to adjust the program to meet participants' needs.	1	2	3	4	5
23. The instructor generated active discussion and involvement by participants.	1	2	3	4	5
24. Overall, I was satisfied with the instructor.	1	2	3	4	5

Overall Assessment:

25. Overall, the pace of this workshop was (circle one):	Too fast	Too slow	Just Right
26. My expectations for this workshop were(circle one):	Not met	Met	Exceeded

27. My overall evaluation of this workshop is (circle one):

Very poor 1 2 3 4 5 Excellent

Comments:

28. What I found most helpful from this workshop was…

29. Ideas for improving or strengthening this workshop include…

30. I would like to see additional training in…

31. Additional comments:

Thank you.

EVALUATION RESULTS WRITE UP

Then participants were asked what worked well in the workshop and what could be better next time. Participants in Auburn said they liked discussing the real world scenarios, the one-page summary handouts, Scott Conway's presentation and emphasis on collaboration lessons learned, having multiple instructors with different experiences and depth of knowledge, and the variety of information covered. Participants in Oakhurst said they especially liked the presenters and the stories they told, lunch was good as was the room.

Suggestions for improving the workshop in Auburn were to have an on-line tool as part of workshop support, have a big picture introduction for those who did not attend the previous workshops, have more ice breakers and examples of collaborations that worked. Suggestions in Oakhurst were to provide a success triangle handout, have less paper handed out as part of the diagram, have more breaks and to address agenda time constraints.

Participants also filled out written evaluation forms. They ranked the workshop as very good/excellent. Their expectations for this workshop were met (60%) and exceeded (40%). 89% said the pace of this workshop was just right, 11% said it was too slow. 53% said it exceeded their expectations, while 47% said it met them. Comments and rankings are shown below.

What I found most helpful from this workshop:

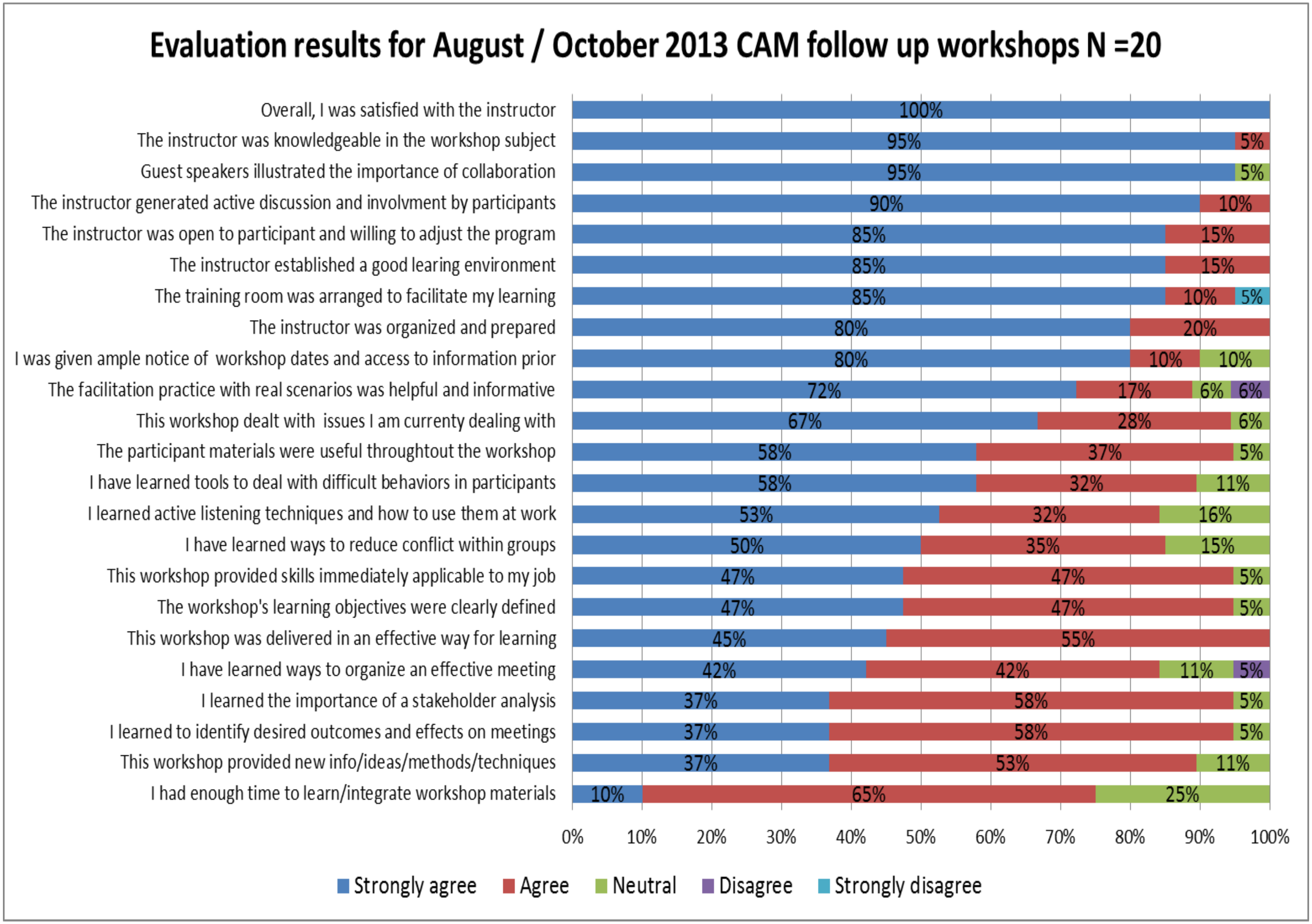
- Real world examples and lessons from guest speakers (4)
- Handouts (2)
- Discussion and feedback from instructors and participants
- Scenarios
- Useful, practical knowledge
- Ways to deal with difficult people
- Experiences shared by instructors
- How to work with myself to be open

Ideas for improving or strengthening this workshop include:

- More time, more in depth
- Include online tools available for improving collaborative efforts
- Would like to do the detailed sessions
- Include material on stakeholder analysis
- Organizing through a big picture introduction
- Closer to honoring agenda
- Better room set up - circle or u shape.

I would like to see additional training in:

- Setting up collaboratives
- Building org capacity
- Decision making tools
- Facilitation
- Charter drafting


Evaluation results for August / October 2013 CAM follow up workshops N =20
Overall, I was satisfied with the instructor
The instructor was knowledgeable in the workshop subject
Guest speakers illustrated the importance of collaboration
The instructor generated active discussion and involvment by participants
The instructor was open to participant and willing to adjust the program
The instructor established a good learing environment
The training room was arranged to facilitate my learning
The instructor was organized and prepared
I was given ample notice of workshop dates and access to information prior
The facilitation practice with real scenarios was helpful and informative
This workshop dealt with issues I am currenty dealing with
The participant materials were useful throughtout the workshop
I have learned tools to deal with difficult behaviors in participants
I learned active listening techniques and how to use them at work
I have learned ways to reduce conflict within groups
This workshop provided skills immediately applicable to my job
The workshop's learning objectives were clearly defined
This workshop was delivered in an effective way for learning
I have learned ways to organize an effective meeting
I learned the importance of a stakeholder analysis
I learned to identify desired outcomes and effects on meetings
This workshop provided new info/ideas/methods/techniques
I had enough time to learn/integrate workshop materials
100%
95% 5%
95% 5%
90% 10%
85% 15%
85% 15%
85% 10% 5%
80% 20%
80% 10% 10%
72% 17% 6% 6%
67% 28% 6%
58% 37% 5%
58% 32% 11%
53% 32% 16%
50% 35% 15%
47% 47% 5%
47% 47% 5%
45% 55%
42% 42% 11% 5%
37% 58% 5%
37% 58% 5%
37% 53% 11%
10% 65% 25%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Appendix 7. Additional Resources

Bacow, Lawrence and M. Wheeler. 1984. Environmental Dispute Resolution. Plenum Press.

Carpenter, Susan and W.J.D. Kennedy. 1988. Managing Public Disputes. Jossey-Bass.

De Bono, Edward. 1999. Six Thinking Hats. New York: Back Bay Books.

Dotson, A. Bruce, Godschalk, D. and J. Kaufman. 1989. The Planner as Dispute Resolver: Concepts and Teaching Materials. Washington, D.C.: National Institute for Dispute Resolution.

Doyle, M. and D. Straus. 1976. How to Make Meetings Work: The New Interaction Method. Jove Books, New York, N.Y.

Facilitation of supervisor-subordinate conversations and a video presentation on responding without defensiveness (partially based on the work of Marshall Rosenberg): http://www.cnr.berkeley.edu/ucce50/ag-labor/7conflict/PartyDirMediationMedia.htm

Fisher, Roger and S. Brown. 1988. Getting Together: Building a Relationship that gets to Yes. Boston: Houghton Mifflin.

Fisher, Roger and William Ury. 1981. Getting to Yes. Boston: Houghton Mifflin Company.

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Gray, Barbara. 1989. Collaborating: Finding Common Ground for Multi-Party Problems. Jossey-Bass.

Hammond, Sue Annis. 1998. The Thin Book of Appreciative Inquiry. Oregon: Thin Book Publishing Co.

Havergal, M. and J. Edmonstone. 2001. The Facilitator's Toolkit. England, UK: Gower Publishing, Ltd.

Heider, John. 1985. The Tao of Leadership. New York: Bantam.

Heron, John. 1989. The Facilitator's Handbook. New York: Nichols Publishing.

Improving communication through more effective decision-making meetings. Ch. 11 http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/001.htm

Interactive Associates, Inc. http://www.interactiveassociates.com/

Kieffer, George D. 1988. The Strategy of Meetings. New York: Warner Books.

Ladder of Inference: http://www.watersfoundation.org/webed/mod8/mod8-2.html

"Leadership & Learning" blog at http://blog.kevineikenberry.com/

Listening skills seminar: http://www.cnr.berkeley.edu/ucce50/ag-labor/7article/article40.htm

Manual for Small Meetings: Techniques to Make Small Meetings Produce Results. Philadelphia, P.A.: Brill Communications, 1975.

Moore, Christopher W. 1987. The Mediation Process: Practical Strategies for Resolving Conflict. Jossey-Bass.

Newstrom, J. & E. Scannell. 1996. The Big Book of Business Games. New York: McGraw-Hill.

Party-Directed Mediation (2nd edition). Free download from: http://www.cnr.berkeley.edu/ucce50/ag-labor/7conflict/

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Patterson, K., Grenny, J., McMillan, R. & A. Switzler. 2012. Crucial Conversations. New York: McGraw-Hill.

Reducing conflict when dealing with employee discipline and termination. Chapters 14 & 15. http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/001.htm

Schwarz, Roger M. 1994. The Skilled Facilitator. San Francisco, CA: Jossey-Bass Inc.

Sibbett, David. 2002. Best Practices for Facilitation. Facilitation Guide Series. San Francisco: The Grove Consultants International.

Susskind, L. & J. Cruikshank. 1987. Breaking the Impasse: Consensual Approaches to Resolving Public Disputes. Basic Books, Inc..

Ulschank, F., L. Nathanson & P. Gillan. 1981. Small Group Problem Solving: An Aid to Organizational Effectiveness. Reading, MA: Addison-Wesley.

Ury, William. 1991. Getting Past No: Negotiating with Difficult People. Bantam Books.

Vitalsmarts, L.C. 2005. http://vitalsmarts.com

Von Oech, Roger. 1983. A Whack on the Side of the Head. New York: Warner Books.

Yankelovich, Daniel. 2001. The Magic of Dialogue – Transforming Conflict into Cooperation. New York, NY: Simon & Schuster, Touchstone Edition.

Zander, Alvin. 1982. Making Groups Effective. New York: Jossey-Bass.