

Working Together to Get Things Done Participant Workbook



A TRAINING IN COLLABORATIVE LEARNING
HOSTED BY ELKHORN SLOUGH NATIONAL ESTUARINE RESEARCH RESERVE
SPONSORED BY THE NATIONAL ESTUARINE RESEARCH RESERVE SYSTEM SCIENCE COLLABORATIVE
TRAINING MATERIALS PREPARED BY CHRISTINE FEURT

Watsonville, California

January 25-26, 2012

Opening Activity: Why Are You Here?

Please take a few minutes to complete the following 4 items. This should only take a few minutes. Below is an example of the level of detail we are looking for. You will be asked to use this information later this morning. Write down who you are and why you are attending this training in Collaborative Learning.

1. My name is

2. I am working with

3. ...to

4. ...in order to

Example:

1. My name is **Chris Feurt.**

2. I am working with **stakeholders in the Salmon Falls Watershed Collaborative**

3....to **implement the group's Action Plan**

4....in order to **sustain high quality drinking water for communities in the watershed.**

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Agenda for Working Together to Get Things Done

Module 1, Day 1: Collaborative Learning Overview

8:30 am **Registration and coffee**

9:00 am **Welcome and course overview:** Orientation with a participatory activity introducing you to the collaborative process.

Collaborative Learning—What's in it for me? This introduction will help you understand how Collaborative Learning can be used for more effective resource management.

Collaborative Learning—How does it work in the real world?

Become familiar with the four phases of Collaborative Learning through the lens of a relevant case study from Sanford, Maine.

Collaborative Learning phase 1: assessment. How does it apply to my work? Apply what you're learning to a situation that you and your fellow participants wish to improve.

The morning will include a 15-minute break...

12:00 pm **Lunch and facilitated discussion:** Lunch provided compliments of the Elkhorn Slough Coastal Training Program. Enjoy a locally grown and produced lunch with certified organic ingredients and join a facilitated discussion of local collaborative projects.

Module 2, Day 1: Using Collaborative Learning to “Get Things Done”

1:00 pm **Phase I: assessment continued: Figuring Out the Who, What, and Why.** Hone your skills in active listening and skillful discussion as you walk through a stakeholder assessment related to the situation you and your team want to improve.

Phase II: Designing a Collaborative Learning Process: Walk through the design of a process to address your issue.

The afternoon will include a 15-minute break...

4:00 pm **Adjourn**

Module 2, Day 2: Using Collaborative Learning to “Get Things Done” (Continued)

- 9:00 am** **Coffee and light snacks**
- 9:30 am** **Phase III: Implementing a Collaborative Learning plan to address your issue.** Walk through the specifics of an effective implementation process.
The morning will include a 15-minute break....
- 12:00 pm** **Lunch**
- 1:00 pm** **Phase IV: Evaluating & managing progress to achieve shared goals.**
Prepare to evaluate implementation of your action strategy and determine next steps to continue improvement.
- 2:45 pm** **Preparing to take your plan back to the “real world.”** An opportunity to refine and further develop your plan. Get constructive feedback from participants and leave the training with a product that you and your colleagues can use to improve the situation of concern.

Complete Course Evaluation
The afternoon session will include a 15-minute break....
- 4:30 pm** **Adjourn**

Working Together to Get Things Done: Training Goal & Learning Objectives

Goal

“Working Together to Get Things Done” is a two-part training that will increase your capacity to more effectively work with people who have different priorities, viewpoints, and knowledge in order to achieve resource management goals. The training will provide opportunities for you to apply what you are learning to issues that are immediately applicable to your work.

Learning objectives

As a result of participation in this training you will:

Module 1:

1. Understand how the principles and practices of Collaborative Learning can contribute to your work;
2. Identify the ways that the four steps of Collaborative Learning can be used to improve a situation you are working on;
3. Identify benefits and challenges to adapting Collaborative Learning to your work;
4. Understand the skills and mind set required to be an effective participant in a Collaborative Learning process;
5. Identify your role(s) in the Collaborative Learning process.

Module 2:

1. Build stakeholder teams for problem solving, policy analysis, adaptive management, and the generation or integration of science into the decision making process;
2. Practice the phases of Collaborative Learning;
3. Identify ways to incorporate elements of Collaborative Learning into your work;
4. Work in small groups to evaluate an issue of interest to the group work and adapt the Collaborative Learning approach to improve that situation.

Collaborative Learning Overview

Why Collaborative Learning?

Collaborative Learning creates a flexible structure in which stakeholders from diverse backgrounds can share knowledge, reservations, and ideas around a complex issue. The process enhances their ability to shape and support a project designed to address a particular situation. It increases accountability, provides access to information that might not have been otherwise available, fosters more trusting relationships and community, and helps participants identify steps that need to be taken to address commonly identified problems. Ultimately, Collaborative Learning clarifies and broadens the range of choices stakeholders can consider to improve a situation, refines their understanding on how information can and will be used, and enhances the potential for measureable change.

When is Collaborative Learning a good idea?

There are six fundamental motivations for the use of collaborative learning in a coastal management context. Collaborative Learning may be the right approach when....

1. One is dealing with complex situations that require diverse perspectives;
2. Feedback from multiple indicators is difficult to understand;
3. There is a shared sense of urgency to act;
4. There are directives from “upstairs”;
5. Multiple sources of expertise are needed to innovate and adapt;
6. Participation in problem solving contributes to implementation of solutions.

What are the elements of Collaborative Learning?

The Collaborative Learning process has five fundamental elements:

1. An emergent process;
2. Interdependent stakeholders;
3. Differences addressed constructively;
4. Joint ownership of decisions;
5. Stakeholders assume shared responsibility for outcomes.

How does Collaborative Learning work?

Collaborative Learning draws from theories developed through research in the disciplines of adult learning, alternative dispute resolution, and soft systems methodology to bring effective, practical social science methods to people working to sustain natural resources and ecosystems services.

Collaborative Learning is comprised of four phases; we'll cover those in brief as part of this overview. You'll find more information and tools to implement these phases later in the workbook.

Phase I: Assessment. This phase uses the Progress Triangle Framework to bring the multiple systems engaged in the situation into sharp focus. In this phase you will...

1. Understand and clarify the nature of the situation you want to improve;
2. Identify potential stakeholders and listen to different perspectives;
3. Use the Progress Triangle worksheets to organize knowledge about the system in which your project will occur.

Phase II: Design. This phase brings stakeholders together to make progress on shared objectives and develop activities that respect the knowledge, expertise and time constraints of everyone involved. In this phase you will....

1. Complete the Role Assessment worksheet;
2. Confirm the problem statement and purpose of the process in the invitation to participate;
3. Develop facilitation and knowledge management skills.

Phase III: Implementation. Implementing Collaborative Learning requires 10 essential process elements. When linked to the knowledge you gain during the assessment phase, these elements will transform interactions within your group from the passive receiving of information from outside experts to sharing of expertise within the group. To be effective, your implementation of Collaborative Learning should...

1. Provide orientation to: purpose, process, outcomes
2. Establish relevance to work
3. Connect to values
4. Build shared understanding – Create and synthesize situation maps that capture the diversity of perspectives.
5. Generate individual issues of concern (worksheet)
6. Evaluate issues of concern – small group
7. Develop individual improvement analysis (worksheet)
8. Develop Critical Concerns Improvements – small group (worksheet)
9. Complete group improvements analysis (worksheet)
10. Develop action items with measures of success and accountability

Phase IV: Evaluation & Adaptive Management of the Collaborative Learning Process.

1. Track improvement toward group generated goals
2. Document learning, conflicts and ideas through meeting minutes
3. Solicit feedback through participant surveys and on-going dialogue

Idea Catcher—A Place to Capture Notes, Questions, and “Ah Ha” Moments....

Digging into Phase 1: Assessment

How do you know if Collaborative Learning is appropriate for a situation that you want to improve?

Every collaborative process starts with an assessment of the system(s) that encompass a situation. The questions below are designed to help you begin to assess the potential for using Collaborative Learning to improve a particular situation that is important to you. These questions derive from the “Progress Triangle” concept, which provides a three element framework for analyzing policy conflicts and evaluating collaborative potential based upon the relationships among people who care about the situation, the processes agreed upon for making and measuring progress and the substance or knowledge and information required to understand and work on the situation.

Interviews, meetings and review of policy documents are the sources you can use to conduct a thorough assessment. In the case of interviews you do not have to ask every question; choose those that best fit your circumstances and time you have available to conduct interviews and analyze the data. Make sure to ask about situation (step 1) and then choose at least one question from each category of the Progress Triangle—relationship, procedural, and substance.

Step 1: Describe the *situation* that needs to be improved as you see it.

Step 2: Select from the following questions designed to evaluate the *relationship* dimension of the situation that has been described.

- a. Who are the primary parties directly involved? What are their skills and level of knowledge of the situation?
- b. Are these parties willing to collaborate? To what extent? Can those opposed to collaboration be persuaded to try?
- c. What is the history among the major parties?
- d. What is the degree of trust among the parties and how might it be improved?
- e. Who are the essential decision makers? What do you know about their values, concerns and fears?
- f. What are the power relationships, sources of conflict and incentives to collaborate?

Step 3: Select from the following questions designed to evaluate the *procedural* dimension of the situation.

- a. What methods other than collaboration might the parties use to pursue their goals? Are there traditional approaches to problem solving that support or conflict with a collaborative approach?
- b. Can decision-making about this situation be shared? Are there jurisdictional, legal or organizational duty aspects of the situation that affect the degree to which collaborative decisions can be developed and implemented?
- c. Are there sufficient resources of time, staff, expertise and money to conduct a Collaborative Learning process? Are there needs for design and facilitation by an impartial party?
- d. What are alternative methods that might be used that include key parties and require less resource use?

Step 4: Select from the following questions designed to evaluate the *substance* dimension of the situation.

- a. What are the issues important to this situation?
- b. Do the issues vary among the parties?
- c. Which of the issues are tangible?
- d. Which of these issues are primarily symbolic?
- e. Are there differences in how the major parties understand the situation, define the issues, and prioritize the issues?
- f. What are the parties' interests and concerns about the issue?
- g. What policies or actions have been tried in the past to deal with this situation?
- h. What are the key information needs (data) or information gaps that should be addressed as part of the process? Is the information accessible and understandable?

Step 5: Evaluation—Will Collaborative Learning Get the Job Done?

When the interviews are complete, use the data you have collected to consider the following questions...

- ✓ Is there recognition of interdependency and acceptance and respect for diverse perspectives?
- ✓ Is there commitment to learn and understand from sources considered credible and reliable?
- ✓ Is there desire for situation improvement and recognition of the potential for mutual gains?
- ✓ Can decision-making be shared?
- ✓ Is there a shared sense of responsibility for outcomes?
- ✓ Is there evidence of flexibility about ways to share and analyze information and reach agreement?
- ✓ Are there sufficient resources to implement a collaborative process over the time required?

Idea Catcher—A Place to Capture Notes, Questions, and “Ah Ha” Moments....

Sample Assessment: Preparation for “Working Together to Get Things Done” Training at the Elkhorn Slough National Estuarine Research Reserve

Here’s an example of how the assessment questions were adapted to help our host prepare for this training. We’ve also included the guidance that he used to select interviewees and conduct interviews.

Number of Interviewees

Determine the number of interviews based on your knowledge of potential participants. If the group’s perspectives are homogeneous and there is little conflict, three interviews should provide the information needed to prepare for the training. If you anticipate multiple, issues-based groups, try to interview one person from each group.

Interview process

1. In the space provided on the interview form, [option 1] record the situation you think can be improved through a collaborative process or [option 2] provide an example of such a situation to prompt the interviewee to supply his/her own.
2. Assure interviewees that their responses are confidential. Explain that the purpose in collecting this information is to help the training team enhance materials and activities. It will not be attributed to them in the training, and their role as one of the people providing input will not be revealed.
3. Read the introductory paragraph on the interview form; allow time for questions from the interviewee.
4. Read each question slowly, exactly as written. Allow interviewees ample time to answer. Use the "prompt" for each question only if needed.
5. If you feel an interviewee did not fully answer a question, you can prompt them using specified prompts, or general phrases like, "Anything else?" "Tell me a little bit more about that" or "What exactly do you mean by _____?"
6. Do not share stories or express opinions related to the interviewee’s subject matter.
7. Record responses as accurately as possible for each question; you may do this on one form or separate forms for each interview.
8. Compile and share your interview information with your trainer.

Interview Form

[Introduction] To prepare for the training in January, I'd like to take advantage of your familiarity with the....[insert your general description of situation that you believe this person is in a position to help improve.] To better understand your perceptions on this situation, I'd like to ask you seven questions. It should take 20 minutes. Do you have any questions before we begin?

Name:

Issue:

Affiliation:

Professional role/title:

Contact Information:

Brief description of interest, involvement, skills, reputation, level of involvement, knowledge, strengths etc.:

Can/Should Trainer Contact?

I'd like to ask you 7 questions to help me understand your perspective on a local situation that could be improved through a collaborative process. Your responses are confidential. The purpose of collecting this information is to help the training team enhance materials and activities. It will not be attributed to you in the training and your role as one of the people providing input will not be revealed. This should take~ 20 minutes. Do you have any questions before we begin?

1. Describe the situation that needs to be improved, as you see it.

Prompt: What are the issues that contribute to this situation?

2. Who do you consider to be the essential decision makers in this situation?

Prompt: What do you know about each decision maker's values (what they care about), concerns, and fears (aspects that might be barriers to improving the situation)?

- 3. Do you think decision-making about this situation can be shared?**
Prompt: Can you think of any jurisdictional, legal or organizational aspects of the situation that affect the degree to which collaborative decisions can be developed and implemented?

- 4. What past policies or actions have been used to deal with this situation?**
Prompt: Are there effective actions or policies that could be used to facilitate action? Are there past failures that are important to understanding the situation?

- 5. What information or data is needed to improve this situation?**
Prompt: Are there key information needs or gaps that should be addressed as part of the process?

- 6. Is there something other than, or in addition to, information or data required to improve this situation?**

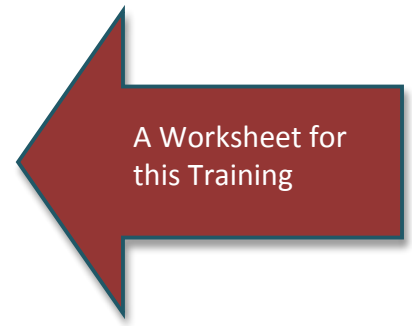
- 7. Is there anything else you would like to add that you think will be important as we prepare for this training?**

Role Assessment Activity: Finding the Best Fit

This activity will help you (and your group) identify people who will (or should) participate in a collaborative process to improve the situation you have identified and the role(s) that might be most appropriate for them. In the space below, describe the situation you would like to improve and consider the two questions that follow. Then complete the role assessment table on the next page. Try to fill in at least one name for each row.

The situation that I would like to improve is....

Role Assessment Activity: Finding the Best Fit



Who do you consider to be the essential decision makers in this situation?

What do you know about each decision maker's values (what they care about), concerns, and fears (aspects that might be barriers to improving the situation)?

Defining the Roles in a Collaborative Process

Participant: Has an interest but no strong position. A participant wants to be involved but is not a primary voice for a particular point of view or outcome.

Advocate: Holds a strong position on one or more of the major issues, generally a primary stakeholder who is prepared to support a specific policy decision.

Representative: Participates for or advocates on behalf of a group or organization, may or may not have decision authority.

Decision maker: Has authority to make and implement a decision. Establishes decision parameters and decision space (how much of the decision authority can be shared).

Information provider: Provides data or information pertaining to issues in the situation, may be a technical expert or source of local knowledge.

Initiator: Identifies the need for Collaborative Learning process, may then become the convener or sponsor.

Convener: Brings parties together and provides a venue, may also participate in process design. Internal organizational support for the Collaborative Learning process is critical.

Sponsor: Provides public support for the Collaborative Learning process or may provide resources. Internal organizational support for the Collaborative Learning process is critical.

Designer: Develops the Collaborative Learning event or series of events to accomplish group goals, may be a planning team or steering committee.

Facilitator: Guides the process in an impartial manner, may be internal member of a convening organization or an external consultant.

Evaluator: Analyzes input collected during the Collaborative Learning event, may be a planning team or steering committee member.

Role Assessment Table

Please fill in the blanks in the table below and the blanks in the statements at the bottom of the sheet. Be prepared to share your responses with your group.

Collaborative Role	Stakeholder or Party	What is important to them (related to your team's situation)?
Initiator(s)		
Convener(s)		
Sponsor(s)		
Designer(s)		
Facilitator(s)		
Evaluator(s)		
Advocate(s)		
Decision Maker(s)		
Information Provider(s)		
Representative(s)		
Participant(s)		

I can see myself in the role(s) of

My next step(s) in the process would be...

Taking Assessment to the Next Level

Using Cultural and Mental Models to Understand the Situation You Want to Improve.

Mental models are a simplified representation of the world used by people to interpret observations, infer from what they know and do not know, and to solve problems. When mental models are shared within a culture or social group, they become cultural models. These shared perceptions and attitudes about how the world works are implicit, taken for granted, and operate below the level of consciousness.

Cultural models motivate us to act and guide our behavior. They are cognitive tools that help us to pay attention to aspects of our surroundings, recognize objects and patterns, process information, and assign meaning to our experiences. They can facilitate learning and communication within a group and/or be barriers to cross-scale and interdisciplinary ecosystem management. Today, we'll apply some tools and skills needed to create a cultural model of the situation you want to improve.

Using Active Listening to Understand, Interpret and Evaluate What You Hear

The ability to listen actively can improve personal relationships through reducing conflicts, strengthening cooperation, and fostering understanding. Here's a checklist of the "essential elements" of active listening.

- Listen opening and actively
- Withhold judgment until the other person's view is understood
- Ask questions for understanding before responding
- Give everyone equal opportunity to speak
- Focus on concerns and interests rather than positions
- Examine future improvements rather than dwelling on the past
- Emphasize the situation rather than the people
- Value disagreement and constructive argument
- Look for ways to achieve mutual gain

- Regard one another's views as legitimate and deserving respect
- Tips for Active Listening**

To know how to listen to someone else, think about how you would want to be listened to. While the ideas are largely intuitive, it might take some practice to develop (or re-develop) the skills. Here's what good listeners know:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact, to the degree that you all remain comfortable.
3. Minimize external distractions. Turn off the TV. Put down your book. Ask the speaker and other listeners to do the same.
4. Respond appropriately to show that you understand. Murmur ("uh-huh" and "um-hmm") and nod. Raise your eyebrows. Say words such as "Really," "Interesting," as well as more direct prompts: "What did you do then?" and "What did she say?"
5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
6. Minimize internal distractions. If your own thoughts keep hornning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.
7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.
8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.
9. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in...and be ready for more.
10. Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying..."

As you work on developing your listening skills, you may feel a bit panicky when there is a natural pause in the conversation. What should you say next? Learn to settle into the silence and use it to better understand all points of view. Ironically, as your listening skills improve, so will your aptitude for conversation.

Source: <http://powertochange.com/students/people/listen/>

Using Skillful Discussion to Make Real Progress in Your Collaborative Process

Skillful Discussion is a technique you can use to enhance your understanding of the system that surrounds your situation. The intent of Skillful Discussion is decision-making on actions to move the group forward. The ability to conduct Skillful Discussion supports the generation of action strategies and the implementation of tasks to improve your situation. People will leave a “skillful discussion” with priorities for action and a timetable for progress. Skillful discussion requires:

- An "even playing field" where all participants treat each other as colleagues
- Openness and trust where group members feel secure enough to speak freely without fear of ridicule or ramifications
- Groups to agree to keep discussion content within the confines of the group process
- Exchange of points of view and new perspectives taking precedence over the "selling" of new ideas
- An agenda, time (< 2 hrs is unacceptable) and context to allow skillful discussion to happen
- Every participant to expect to talk about the same subject.

How to Engage a Skillful Discussion

1. Pay attention to your intentions: What do you want from this conversation? Are you willing to be influenced?
2. Balance advocacy with inquiry: What led you to that view? What do you mean by that statement?
3. Build shared meaning: When we (your group) use the term _____, what are we really saying?
4. Use self-awareness as a resource: What am I thinking? What am I feeling? What do I want at this moment?
5. Explore Impasses: What do we agree on, and what do we disagree on?

Skillful Discussion: Balance Advocacy with Inquiry

You've chosen a situation that is important to you—how do you know when you are effectively balancing feelings of advocacy with open-minded inquiry? Use self-reflection and the following chart to assess.

<p>HIGH</p> <p>↑</p> <p>A D V O C A C Y</p> <p>↑</p> <p>LOW</p>	<p>TELLING</p> <p><u>Asserting</u>: Here's what I say and here's why I say it.</p> <p><u>Explaining</u>: Here's how the world works and why I can see it that way</p> <p><u>Dictating</u>: Here's what I say and never mind why. (dysfunctional)</p>	<p>GENERATING</p> <p><i>Skillful Discussion</i>: <i>Balancing advocacy and inquiry, genuinely curious makes reasoning explicit, asks others about assumptions without being critical or accusing.</i></p> <p><u>Dialogue</u>: Suspending all assumptions, creating a container in which collective thinking can emerge.</p> <p><u>Politicking</u>: Giving the impression of balancing advocacy and inquiry, while; being close-minded (dysfunctional)</p>
	<p>OBSERVING</p> <p><u>Sensing</u>: watching the conversation flow without saying much but keenly aware of all that transpires</p> <p><u>Bystanding</u>: Making comments which pertain to the group process but not to the content</p> <p><u>Withdrawing</u>: Mentally checking out of the room and not paying attention (dysfunctional)</p>	<p>ASKING</p> <p><u>Interviewing</u>: Exploring others points of views and the reasons behind them.</p> <p><u>Clarifying</u>: what is the question we are trying to answer</p> <p><u>Interrogating</u>: why can't you see that your point of view is wrong (dysfunctional)</p>
<p>LOW → INQUIRY → HIGH</p>		

(Adapted from *The Fifth Discipline Fieldbook* by Senge et al., 1994)

Situation Map Activity: Finding (and Describing) Common Ground



A Worksheet for
this Training

Situation mapping is an individual and group activity designed to reveal components of the systems that comprise the situation. Situation mapping is used to build shared understanding of how those components are interacting to create the current situation. Today, your group will engage in a situation mapping activity about your issue. Use these blank pages to record any personal notes throughout this process. (Adapted from Daniels and Walker, 2001)

Situation Map Activity: Finding (and Describing) Common Ground



A Worksheet for
this Training

Collaborative Learning Phase II: Designing Your Collaborative Process

Collaborative Learning aims to manage conflict and uncertainty in a situation by making progress through group generated ideas and actions that improve the situation. The objectives of the design phase of Collaborative Learning are to bring stakeholders together to make progress on shared objectives and to develop activities that respect the knowledge, expertise, and time constraints of everyone involved.

In a sense, you are developing a “social contract” with stakeholders during this phase. If stakeholders will give the Collaborative Learning process a chance, conveners ought to promise:

- Process efficiency
- Civil discourse
- Respect for stakeholder knowledge and time
- Process that fosters learning
- Outcomes—an action plan to improve the situation.

In the process you are designing, “knowledge is power” and knowledge must be co-created. The process should...

- Be based on a solid assessment of the situation that is relevant to the process participants.
- Be “safe”—participants should feel safe to interact as they choose, safe to speak and to challenge dominant ideas: what happens in Vegas stays in Vegas.
- Respect the knowledge in the room the kaleidoscope of expertise. Relationships based upon authenticity and respect.
- Allow participants to learn by doing, with self reflection.
- Reinforce that Collaborative Learning is an iterative process; while it can be a one shot deal it is better for long term engagement of problem solving teams.
- Mindful of cognitive, affective, and psychomotor process that people use to interpret a situation, make decisions, etc.

Collaborative Learning Phase III: Implementation

Implementing Collaborative Learning requires ten essential process elements. These are linked to content elements (arrived at in the assessment phase) that transform interactions within the group from the passive receiving of information from outside experts to sharing of expertise within the group. Outside information still plays a role, but time must always be built into the agenda for group members to discuss the meaning of the information for actions relevant to their work. Experience is the best teacher and the beauty of Collaborative Learning is its adaptability to match the expertise, mission and culture of the group you are working with.

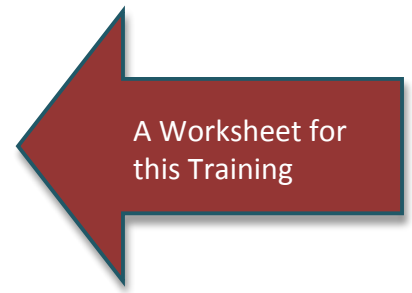
Today we'll break into small groups to discuss the following issues, and fill out the worksheets on the following pages.

1. Improving the ESNERR Volunteer Program
2. Planning for fire at the landscape level in Monterey County
3. Rangeland water quality
4. Landscape restoration of Elkhorn Slough
5. Central Coast Joint Venture
6. EBM Initiative of Monterey Bay Marine Sanctuary
7. California Coastal Training Program Collaboration

Idea Catcher—A Place to Capture Notes, Questions, and “Ah Ha” Moments....

Implementation Step 1: Issues of Concern Worksheet

(To be filled out by each participant individually. Be prepared to share with your group.)



Name _____ Phone _____ Email _____

Think about the current challenges of _____ situation, as portrayed by the map your group has just created and discussed.

1. What part of the Situation Map is important to you? What issues are involved?
2. What are your specific concerns and interests about these issues? Why are these issues important to you?
3. What other parts and issues of this situation must be considered when designing improvements related to this part of the situation map?
4. What people or views must be considered when designing improvements related to this issue or area of concern?

(Adapted from Daniels and Walker, 2001)

Collaborative Learning – *Working Together to Get Things Done*
Elkhorn Slough National Estuarine Research Reserve and the NERRS Science Collaborative
January 2012

Implementation Step 2: Improvements Worksheet

(To be filled out by each participant individually. Be prepared to share with your group.)



A Worksheet for
this Training

Name _____ Phone _____ Email _____

Think about the concerns and interests you have just written about. With those concerns and interests in mind, identify an improvement in the _____ situation. An improvement may be an action, project, or management approach that you think would be both desirable and feasible.

1. How could the _____ situation be improved? Is this a short-term or a long-term improvement? Describe the improvement; be as specific as possible.
2. Why is this improvement desirable?
3. How is this improvement feasible? For example, who might be responsible for implementation? How might your improvement be funded? Be as specific as possible.
4. What obstacles currently stand in the way of making this improvement? How might those obstacles be overcome?
5. How does this improvement relate to other parts and issues of the _____ situation?

(Adapted from Daniels and Walker, 2001)



Implementation Step 3: Critical Concerns Improvements Worksheet

(To be filled out collectively as a group.)

Improving the _____ Situation

Critical Concern(s) _____

Think about the critical concern(s) your group has selected. Identify up to three improvements that address the concerns. This can be an action, a project, or a management approach that is both desirable and feasible. A policy change improvement can either add to or subtract from the present situation. A policy improvement could also be an extension or refinement of a current policy.

Improvement One:

Improvement Two:

Improvement Three:

(Adapted from Daniels and Walker, 2001)

Collaborative Learning – *Working Together to Get Things Done*
Elkhorn Slough National Estuarine Research Reserve and the NERRS Science Collaborative
January 2012



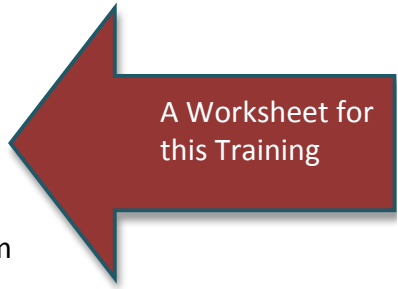
Implementation Step 4: Improvements Analysis Grid Worksheet

Analyzing Improvements – Consider your team’s list of improvements from your individual or group worksheets. Analyze each improvement in the following areas:

Implementers	Affected Parties	Key Players	Values and Beliefs	Outside Forces
Who will implement your improvements? Who will administrate? What people, groups, organizations?	Who will benefit from improvements? Who will be hurt or lose from improvements?	What parties may have the desire and/or power to block improvements? What parties can provide key support for improvements?	What mind sets, values and beliefs are important to consider when implementing improvements?	What factors should be considered as “givens” in the situation that pertains to your improvements but seem outside or external to your list?

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Ten-Minute Priorities Worksheet



In each square below, circle the number corresponding to the strategy you prefer. Enter the number of times you voted for each strategy in Column A. In Column B, rank the strategies based on your points, giving the most points a rank of 1. Add the group's points from Column A and list in Column C. In Column D rank the strategies based on points in Column C giving the most points a 1. Column D gives the group's decision, but column C tells you how wide the gaps were between the top ranked and bottom ranked choices. You may see, for example, that the top three choices stand out as the only ones worth considering.

1	2
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1	3	2	3
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1	4	2	4	3	4
---	---	---	---	---	---

1	5	2	5	3	5	4	5
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1	6	2	6	3	6	4	6	5	6
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1	7	2	7	3	7	4	7	5	7	6	7
---	---	---	---	---	---	---	---	---	---	---	---

1	8	2	8	3	8	4	8	5	8	6	8	7	8
---	---	---	---	---	---	---	---	---	---	---	---	---	---

1	9	2	9	3	9	4	9	5	9	6	9	7	9	8	9
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

1	10	2	10	3	10	4	10	5	10	6	10	7	10	8	10	9	10
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Alternative Strategies	A Your Points	B Your Priorities	C Group Totals	D Group Priorities
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Collaborative Learning Phase IV: Evaluation

In Collaborative Learning, evaluation is not an end of pipe activity. It is a continuous process of attending to, documenting, and reflecting on how your progress compares to the goals and objectives that have been set for each phase of your collaborative project. It creates opportunities for you and your group to make the course corrections necessary to reach shared goals in an efficient and productive way.

Evaluation engages everyone involved in a Collaborative Learning project. Individuals evaluate their own participation and their achievement of personal action items that contribute to the larger strategy generated by the group. Planning team members evaluate the design and implementation of the collaborative process and group progress toward shared goals.

With your group, you can develop an evaluation strategy that matches the needs and scope of your Collaborative Learning project. In the list below are samples of the aspects of the Collaborative Learning process that can be evaluated by the group and contribute to improving the situation getting things done.

1. Perceptions of the management situation: pre and post
2. Factors contributing to the usefulness of the Collaborative Learning process
3. Judgments concerning the Collaborative Learning process
4. Assessment of specific workshop activities
5. Effect of the workshop on participants' views of stakeholders
6. Generation of collaboratively developed vision (plan, practices)
7. Preferences concerning processes for achieving goals generated by process

Resources

Audience Response Systems as a Tool or Collaborative Learning

- Collect demographic information
- Evaluate the Collaborative Learning process
- Gather feedback on participant values, attitudes, preferences
- Engage group members
- Pre and post evaluation for community education
- Select and prioritize strategic planning actions

Example: Turning Technologies: <http://www.turningtechnologies.com/>

TurningPoint audience response system integrates 100% into Microsoft® PowerPoint® and allows audiences and students to participate in presentations or lectures by submitting responses to interactive questions using a ResponseCard™ keypad or other hand-held/computer devices.

Using a TurningPoint audience response system, your PowerPoint presentations become powerful data collection and assessment tools that collect real-time audience responses and dramatically improve productivity and results for your business or educational organization. Author, deliver, assess and report without ever leaving PowerPoint.

Internet Resources to Support Collaborative Learning

Changing Minds

http://changingminds.org/explanations/theories/a_motivation.htm

The Learning Theory into Practice Database

<http://tip.psychology.org/backgd.html>

Learning from Experience, a website of natural resource collaboration case studies

<http://www.partnershipresourcecenter.org/>

COMPASS the Communication Partnership for Science and the Sea

<http://www.compassonline.org/>

Land-Ocean Interactions in the Coastal Zone (LOICZ) provides the knowledge, understanding and prediction needed to allow coastal communities to assess, anticipate and respond to the interaction of global change and local pressures which determine coastal change. http://www.loicz.org/mediacentre/heritage_lectures/index.html.en
http://www.loicz.org/imperia/md/content/loicz/print/rsreports/34_the_analysis_of_governance_responses_to_ecosystem_change.pdf

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Marine Planning Practical Approaches to Ocean and Coastal Decision-making
<http://marineplanning.org/index.html>

The Economics of Ecosystems and Biodiversity (TEEB) study
<http://www.teebweb.org/>

The Millennium Ecosystem Assessment
<http://www.maweb.org/en/index.aspx>

Bridging the Science to Management Divide
<http://www.ecologyandsociety.org/vol11/iss1/art4/>

References

Materials in this workbook have been adapted from:

- *Working through Environmental Conflict a Collaborative Learning Approach* by Steven Daniels and Gregg Walker (2001)
- *The Fifth Discipline Field Book* by Peter Senge et al. (2004)

The practitioner guide *Collaborative Learning for Ecosystem Management*, written by Christine Feurt, is designed to support this workshop and is available for download at <http://swim.wellsreserve.org/ctp/Collaborative%20Learning%20Guide.pdf>

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