

Working Together to Get Things Done



Elkhorn Slough National Estuarine Research Reserve &
The NERRS Science Collaborative
January 25- 26, 2012
Watsonville, California



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WHICH WAY SHOULD I GO?



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Why are you here?



My name is:
I am working with:
To:
In order to:



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Why are you here?

1. My name is Chris Feurt and
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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Getting Things Done Through Collaboration

It's not Rocket Science

...or is it?



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6 Motivations for Collaboration

1. Complex situations require diverse perspectives

2. Feedback from multiple indicators is difficult to understand



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6 Motivations for Collaboration

3. Shared sense of urgency to act

4. Directives from "upstairs"



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6 Motivations for Collaboration

5. Multiple sources of expertise are needed to innovate and adapt

6. Participation in problem solving contributes to implementation of solutions



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What is your motivation?

1. My name is _____ and
2. I am working with _____
3. To _____
4. in order to _____



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Your participation in this training will enable you to:

- Understand how the principles and practices of Collaborative Learning contribute to your work



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Your participation in this training will enable you to:

- Identify the ways the 4-phases of Collaborative Learning can be used to improve a situation you are working on



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Your participation in this training will enable you to:

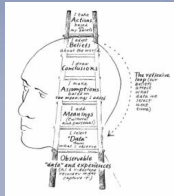
- Identify benefits and challenges to adapting Collaborative Learning to your work



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Your participation in this training will enable you to:

- Understand the skills and mind set required to be an effective participant in a Collaborative Learning process



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Your participation in this training will enable you to:

- Identify your roles in the Collaborative Learning process



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What is Collaboration?



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Humans are *hardwired* for Collaboration

- An emergent process
- Interdependent stakeholders
- Differences addressed constructively
- Joint ownership of decisions
- Stakeholders assume shared responsibility for outcomes

(from B. Gray, *Collaborating*, 1989)



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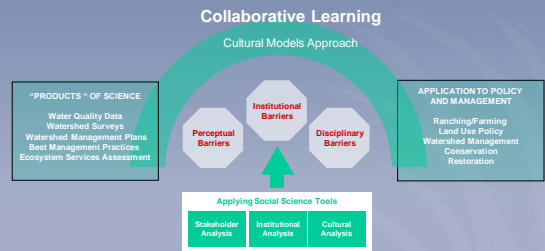
Collaboration can help us address the Sustainability Challenge in our work

Understanding and overcoming barriers to the integration of science, management and policy to protect the things people care about



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Collaborative Learning Can Bridge the Science to Policy & Management Barrier



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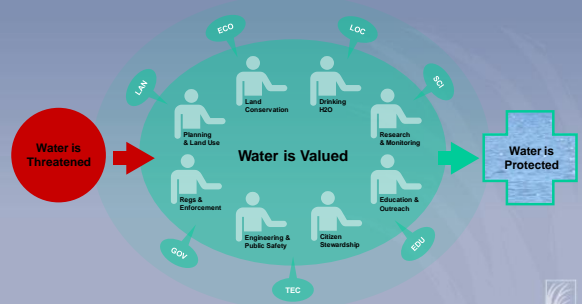
A Traditional Concept Model

of the Role of Education & Outreach for Science Translation



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Engaging Stakeholders & Partners as a Resource not a Receptacle



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Environmental Communication

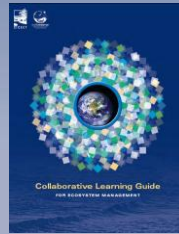
- Public Participation & Civic Engagement
- Community Based Social Marketing
- Technology Transfer & Science Translation
- Collaborative Learning



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What I like about Collaborative Learning

"A framework and set of techniques intended for multiparty decision situations... A means of designing and implementing a series of events to promote:



Creative thought,
Constructive debate and the
Effective implementation of proposals
that the stakeholders generate."

Theoretical Grounding: Systems Thinking,
Conflict Resolution, Adult Learning

*Working Through Environmental Conflict
The Collaborative Learning Approach*
By Steven E. Daniels and Gregg B. Walker (2001)



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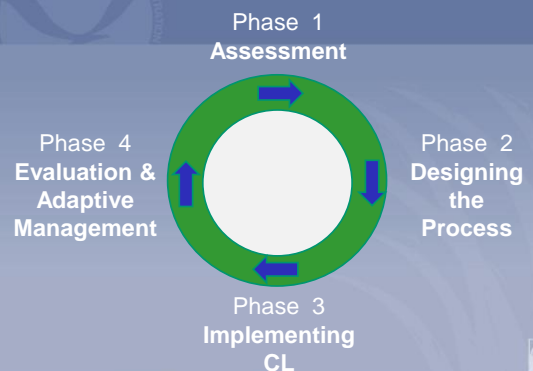
The Social Contract of Collaborative Learning

If stakeholders will give the process a chance, conveners promise:

1. Process efficiency
2. Civil discourse
3. Respect knowledge and time
4. Fosters learning
5. **OUTCOMES:** an action plan to improve the situation



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Assessment reveals the Kaleidoscope of Expertise



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Assessing the Collaborative Potential



Of your work situation

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Keypad Polling:

A "High Tech" tool that complements the "High Touch" qualities of collaboration



Keypad polling is an interactive technology that allows stakeholders to vote on a variety of questions anonymously and see the results instantaneously.

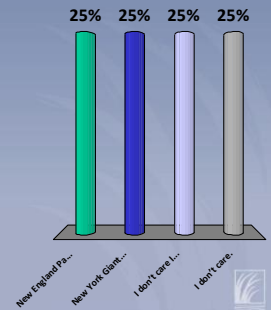
- Collect demographic information
- Evaluate the process
- Gather feedback on stakeholder values
- Engage group members

Keypad polling can make every voice equal, empowering those who normally might not be heard.

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Who will win the Super Bowl?

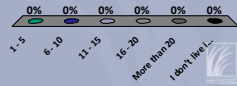
1. New England Patriots
2. New York Giants
3. I don't care I only watch for the ads
4. I don't care.



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How many years have you lived in California?

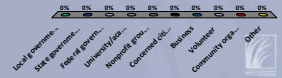
1. 1 - 5
2. 6 - 10
3. 11 - 15
4. 16 - 20
5. More than 20
6. I don't live in California



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How would you best characterize your affiliation?

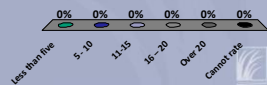
1. Local government
2. State government
3. Federal government
4. University/academia
5. Nonprofit group
6. Concerned citizen
7. Business
8. Volunteer
9. Community organization
10. Other



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Number of years in your current position?

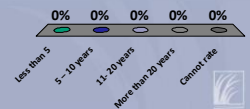
1. Less than five
2. 5 - 10
3. 11-15
4. 16 - 20
5. Over 20
6. Cannot rate



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Number of years you have done this type of work?

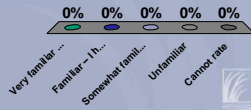
1. Less than 5
2. 5 - 10 years
3. 11- 20 years
4. More than 20 years
5. Cannot rate



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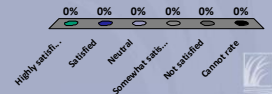
Please rate your level of experience with collaborative approaches

1. Very familiar – I have led them
2. Familiar – I have been a key participant
3. Somewhat familiar - I have been an observer
4. Unfamiliar
5. Cannot rate



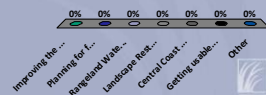
Please rate your level of satisfaction with your most recent experience with collaboration

1. Highly satisfied
2. Satisfied
3. Neutral
4. Somewhat satisfied
5. Not satisfied
6. Cannot rate



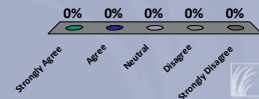
Please indicate which group you are working with for the purposes of this training

1. Improving the ESNERR Volunteer Program
2. Planning for fire at a landscape scale
3. Rangeland Water Quality
4. Landscape Restoration ESNERR
5. Central Coast Joint Venture
6. Getting usable feedback from fishermen
7. Other



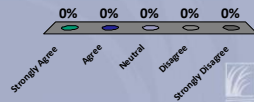
Multiple stakeholders are involved in the situation I am focusing on for this workshop

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



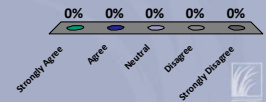
These stakeholders have deeply held values about the situation

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



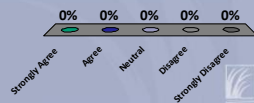
There are cultural differences among the stakeholders in this situation

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



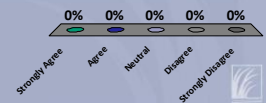
The situation is actually a collection of multiple issues

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



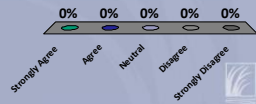
There is scientific and technical uncertainty about this situation

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



There are legal and jurisdictional constraints associated with this situation

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



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If you agreed with most of these questions

Then you may benefit from the Collaborative Learning Approach



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Working Together to Get Things Done



Participant Workbook
Pages 2 & 3



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We're All in the Same Boat

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We are all faced with unprecedented challenges in our work

And with unprecedented opportunities to meet those challenges



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Our Common Journey: A Transition Toward Sustainability

National Research Council, 1999

Introduces the emerging field of Sustainability Science
Multiple subsequent studies identify:

- Inadequate scientific understanding of ecosystems
- Failure to effectively link science to decision-making
- Inadequate inclusion of stakeholders in the process of building the scientific basis for EBM

As the key impediments to achieving sustainability of coastal-marine ecosystems



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Collaborative Learning contributes to the goals of Sustainability Science

Coupled Human and Natural Systems
Ecosystem Science & EBM
Social Ecological Systems
Integrated watershed/coastal management
Holistic Management
Knowledge to Action
Action Research




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The Millennium Ecosystem Assessment

Collaboration is a core element of work to sustain ecosystem services



This training is about recognizing & building your skills to bring these concepts into practice

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From the Headwaters to the Sea, Using Integrated Watershed Planning Approaches as a Framework for Sustainability



Collaborative Learning CASE STUDY



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A Story of Lessons Learned Developing *Headwaters - A Collaborative Conservation Plan for Sanford, Maine USA*



Application of:

1. Collaborative Learning
2. Community Based Ecosystem Management

Demonstrate: How this approach was useful
Describe: How the 4 phase process played out
Identify: Some of the Roles played in the process

Inspire!



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Roles in a Collaborative Process Page 16 in Workbook

- Participant:
- Advocate:
- Representative:
- Decision maker:
- Information provider:
- Initiator:
- Convener:
- Sponsor:
- Designer:
- Facilitator:
- Evaluator:



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Community-based Ecosystem Management

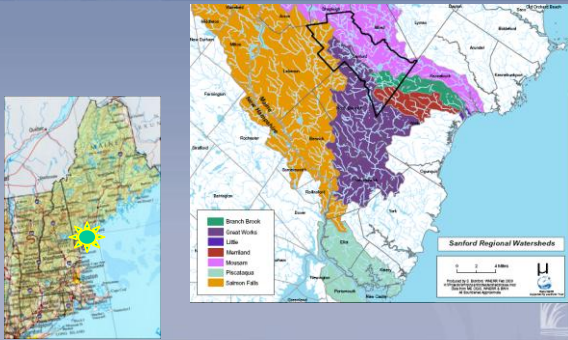
Theory, Principles and Practices for sustaining ecosystems and the communities dependent upon them
(Meffe et al., 2002)

1. **Sustainability:** An approach to maintaining or restoring the composition, structure and function of natural and modified ecosystems to sustain the provision of benefits and services that people want and need.
2. **Place-based:** Make the places we live, work and play noticeably better today and in the future.
3. **Holistic:** Based upon a collaboratively developed vision of desired future outcomes that integrates ecological, socioeconomic, cultural and organizational perspectives



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Sanford's Significant Headwaters Linking national and local watershed protection goals



Phase I: Collaborative Learning Assessment is about Listening

- Who will oversee the project?
- Who will provide stakeholder input?
- How can stakeholders be engaged in the planning process?
- What is the status of existing conservation efforts?

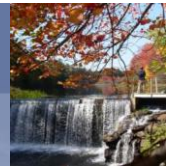


Engage the Kaleidoscope of Expertise in Collaborative Learning events to develop the Plan



Phase 2: Designing the Collaborative Learning Process

- Stakeholder Visioning
- Field-based Workshops
- Evaluation of Conservation Maps
- Key Pad Poling
- Value Voting
- Evaluation of Conservation Strategies
- Planning Board Review and Approval
- Community Outreach



Phase 3: Implement Stakeholder Visioning Activity to Characterize Conservation Values

1. Working in small groups stakeholders generate 50 year vision
2. Coding of stakeholder notes reveals five conservation values



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"Today's farms will still be here." – Maura Herlihy, Town Council Member

"... preserve Sanford's rural character." – Jean Noon

Farmer/Three Rivers Land Trust

"Large blocks of woodland sustainably managed water quality, wildlife, ecological preserves, and timber." – Lee Burnett
Sanford Trails Committee and Grant Writer

Community Visioning to Characterize Conservation Values

"My family farm is still a farm." – Jerry Rivard, Blueberry Farmer

"To develop lands with people in mind so that quality of life is enhanced by the development, not spoiled" -Marcel Blouin, Sanford Parks and Rec.

Stakeholder Conservation Values

1. Water quality protection
2. Conserving productive land for agriculture
3. Conserving significant wildlife habitat and biodiversity
4. Protecting human health and safety through conservation of floodplains, water supply buffers and wetlands
5. Conserving cultural, scenic and recreational resources



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Phase 4. Evaluation Phase punctuates a series of Collaborative Learning events

Create GIS maps of conservation priorities

Stakeholder review of maps with key pad polling and value voting

Stakeholders evaluate conservation strategies & ways to implement the plan

Careful review of the plan with the Sanford Planning Board



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Integration of High Tech and High Touch is Vital

Use GIS Technology to Characterize and Map Conservation Priorities

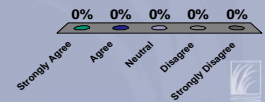
Use Collaborative Learning to Evaluate and Reflect Upon the Meaning and Relevance of Technology products



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Water quality protection is an important goal for the Sanford Conservation Plan.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



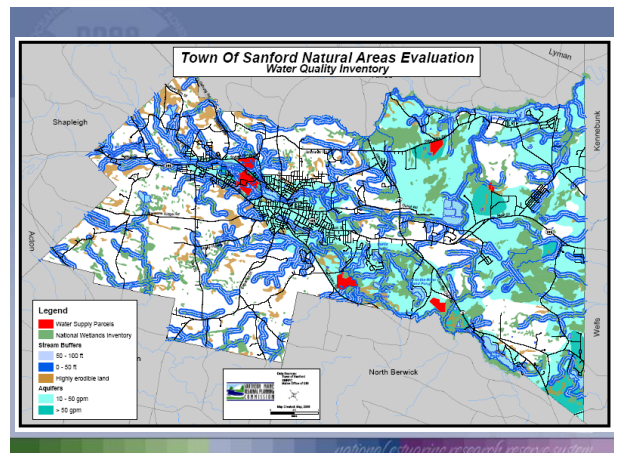
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Watershed ecosystem services were mapped and reviewed by participants

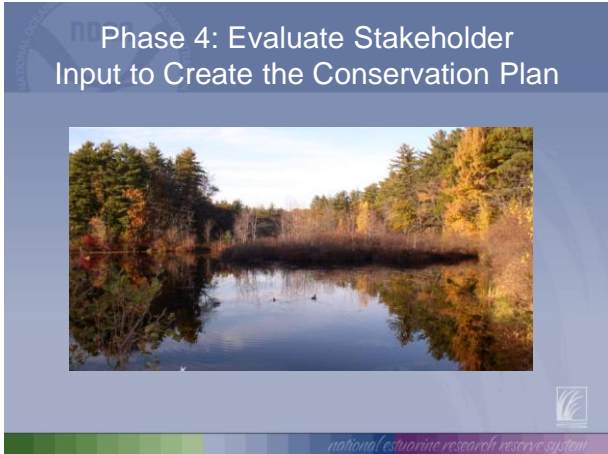
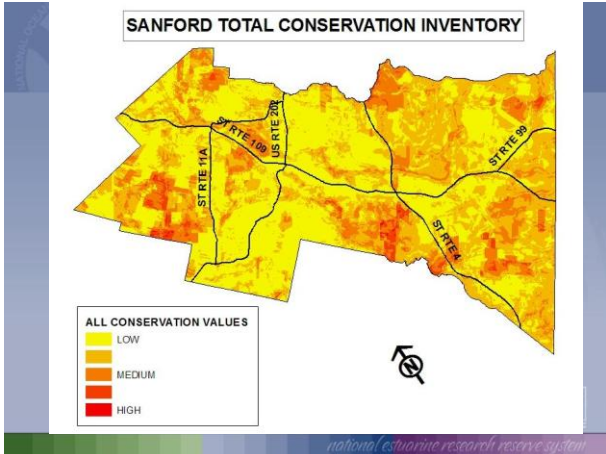
- Aquifer recharge areas - storage
- Riparian buffers - filtration
- Wetlands – storage, filtration, purification
- Public Water Supply Source
- Floodplain- hazard protection

GIS layers provided science-based input to align with stakeholder values

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Adopt Existing Science-based Best Practices for Protecting Valued "Green Infrastructure"

- The Eight Tools of Watershed Protection
- Beginning with Habitat Toolbox
- Saving Maine's Farmland – A Collaborative Action Plan

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Who will implement the plan?

The people who helped to create the plan

- The Municipal Role:**
Approval by Planning Board as a part of the Comprehensive Plan. Build on existing strength of municipal boards and committees in plan implementation.
- Land Trusts:**
Integrate the Sanford Conservation Plan with local land trust priorities. Coordinate Sanford actions with regional land trust in adjacent towns.
- Watershed and Lake Associations**
- Large Landowners:**
A key group determining the future landscape of Sanford.
- Community Service Organizations**
- Business Community**

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NOAA Summary of Lessons Learned



1. Community Based Ecosystem Management depends upon developing a holistic & shared vision for sustainability and a way to move forward toward that vision.
2. Collaborative Learning includes theories, principles & practices that provides a methodology to make progress in CBEM.
3. Collaborative Learning can be used to engage the Kaleidoscope of Expertise at the science to management interface to accomplish conservation goals.
4. Collaborative Learning's 4 phase process integrates high tech and high touch.
5. Either you or someone you work with can become an architect of or participant in the Collaborative Learning process.

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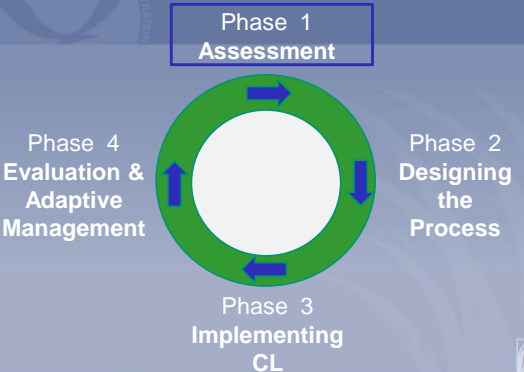
NOAA

To review the plan *Google* "Sanford Conservation Plan"

QUESTIONS ABOUT THE CASE STUDY?

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Phase 1 Assessment

Phase 2 Designing the Process

Phase 3 Implementing CL

Phase 4 Evaluation & Adaptive Management

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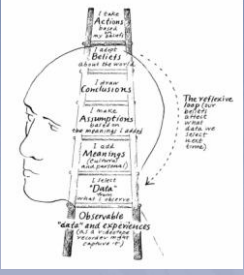
NOAA

Assessment of Your Situation

Page 12 & 13


"Interviewing is our only defense against mistaken expectations"

Learning from Strangers, The Art and Method of Qualitative Analysis (Weiss, R. 1994)




The Fifth Discipline Field Book (Senge, et al., 1994)

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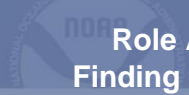


Activity

Finding the Best Fit




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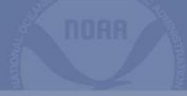


Role Assessment Activity: Finding the Best Fit (Pages 14 - 17)


1. The situation that I would like to improve is....
2. Who do you consider to be the essential decision makers in this situation?
3. What do you know about one decision maker's values (what they care about), concerns, and fears (aspects that might be barriers to improving the situation)?
4. What role will these people play in a Collaborative Process?



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Next Steps




I can see myself in the role of _____


My next step in the process is _____



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When is Collaboration Not Appropriate?



Cautious Word Cloud



Skeptical Word Cloud



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How can you tell if someone is a good listener?



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NOAA
Taking Assessment to the Next Level

Use Active Listening
to understand, interpret
and evaluate what
you hear



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"Americans think the opposite of speaking is
waiting to speak"



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聽

= to listen

目

< Chinese character for EYES

一

< Chinese character for ATTENTION

心

< Chinese character for OPEN HEART

耳

< Chinese character for EARS



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Practice Active Listening

- <http://www.youtube.com/watch?v=zBl-xVriWNk>

The 10 Golden Rules of Active Listening

1. Listen openly and actively
2. Withhold judgment until the other person's view is understood
3. Ask questions for understanding before responding
4. Give everyone equal opportunity to speak
5. Focus on concerns and interests rather than positions

The 10 Golden Rules of Active Listening

6. Examine future improvements rather than dwelling on the past
7. Emphasize the situation rather than the people
8. Value disagreement and constructive argument
9. Look for ways to achieve mutual gain
10. Regard one another's views as legitimate and deserving respect

Protecting Our Children's Water Using Cultural Models and Collaborative Learning to Frame and Implement Ecosystem Management



Knowing the path connecting your work as a scientist to actions people will take



“Just tell me what you want me to do...”



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Research Question	Linking Multiple Disciplines to CBEM	Strategic Tools Use: Theory & Practice
Stakeholder Analysis What are the cultural models of water, its management and pollution, used by stakeholders in municipal decision-making?	Cultural Anthropology Discourse Analysis	Ethnographic Interviews Participant Observation Cultural Models Theory Grounded Theory: Constant Comparison Method
Institutional Analysis How can knowledge of the cultural models used by stakeholders be used to improve community based ecosystem management? (CBEM)	Action Research Instructional Systems Design Environmental Communication	Logic Model Program Planning ADDIE Process Collaborative Learning Conflict Theory Adult Learning Theory Systems Theory (+ Diffusion of Innovations) (+ Community Based Social Marketing)

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Cultural Models Defined

Mental models are a simplified representation of the world used by people to *interpret observations, infer from what is known to unknown and solve problems*.

Mental models that are shared within a culture or social group are cultural models. People organize their culture's beliefs and values with cultural models.

(Kempton, et al., 1995, emphasis added)

Cultural models are shared perceptions and attitudes about how the world works. They are implicit, taken for granted and operate below the level of consciousness.

(Holland and Quinn, 1987; Strauss & Quinn, 1997)



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Cultural Models Methods

1. Qualitative Interviews of *Water Experts* (n = 5) and *Municipal Officials* (n = 15)
(Bernard, 1998; Weiss, 1994)
2. Grounded theory analysis of interview transcripts combined with analysis of field notes from participant observation
(Strauss and Corbin, 1990; Quinn, 2005)
3. Participant observation of municipal meetings and trainings relevant to water management (200 hours)
4. Participant observation of NERRS, Wells NERR and CTP Advisory Committee programs for watershed management, education and outreach (200 hours)
(Bernard, 1998; Schensul, et al., 1999)

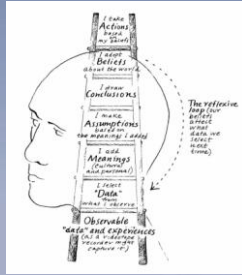


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You can understand your mental models and recognize cultural models

Active Listening
Personal Reflection
Inquiry
Skillful Discussion

See CICEET website for
Guide to CM for
Coastal Managers



What I learned from interviewing water managers in southern Maine

- Why is water important?
- What are threats to water?
- What can be done to protect water?



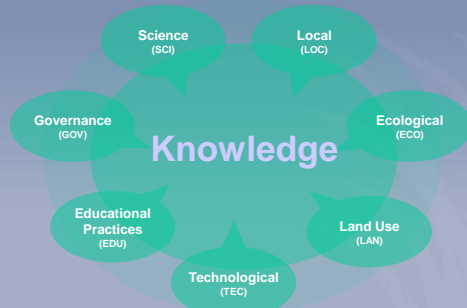
How water is valued

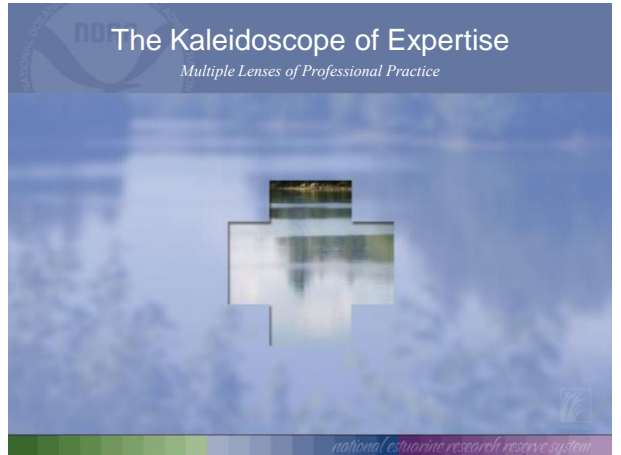
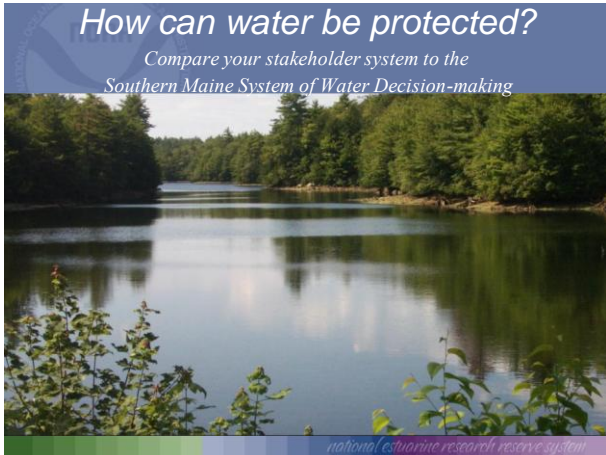
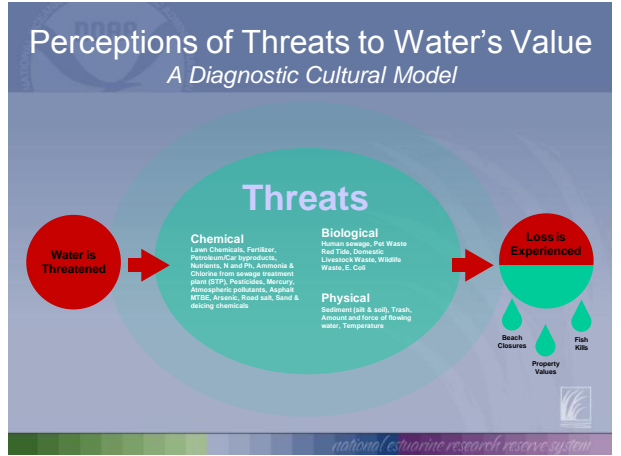
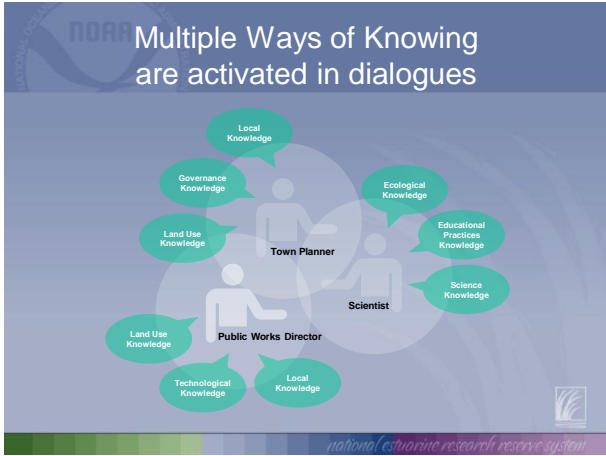
Pages 6 & 7 in CL Guide



7 Ways of Knowing


A Knowledge Resource for Collaborative Learning





The Kaleidoscope of Expertise
The Southern Maine System

Regulations, Ordinances & Enforcement




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The Kaleidoscope of Expertise
The Southern Maine System

Regulations, Ordinances & Enforcement

Planning & Land Use Management




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The Kaleidoscope of Expertise
The Southern Maine System

Regulations, Ordinances & Enforcement

Planning & Land Use Management

Engineering & Public Works



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The Kaleidoscope of Expertise
The Southern Maine System

Regulations, Ordinances & Enforcement

Planning & Land Use Management

Engineering & Public Works

Citizen & Business Watershed Stewardship



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The Kaleidoscope of Expertise

The Southern Maine System

Regulations, Ordinances & Enforcement

Planning & Land Use Management

Engineering & Public Works

Citizen & Business Watershed Stewardship

Education & Community Outreach

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The Kaleidoscope of Expertise

The Southern Maine System

Regulations, Ordinances & Enforcement

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Citizen & Business Watershed Stewardship

Education & Community Outreach

Science: Water Research & Monitoring

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The Kaleidoscope of Expertise

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Education & Community Outreach

Science: Water Research & Monitoring

Drinking/Source Water Protection

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The Kaleidoscope of Expertise

The Southern Maine System

Regulations, Ordinances & Enforcement

Planning & Land Use Management

Engineering & Public Works

Citizen & Business Watershed Stewardship

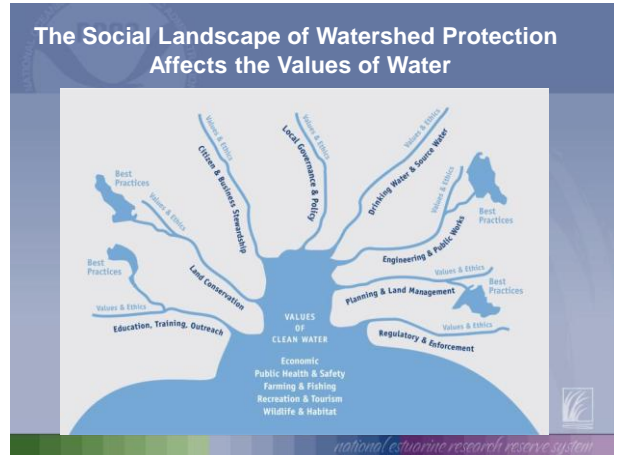
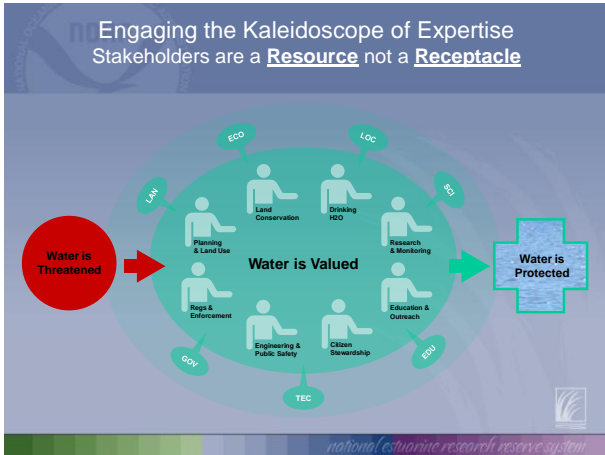
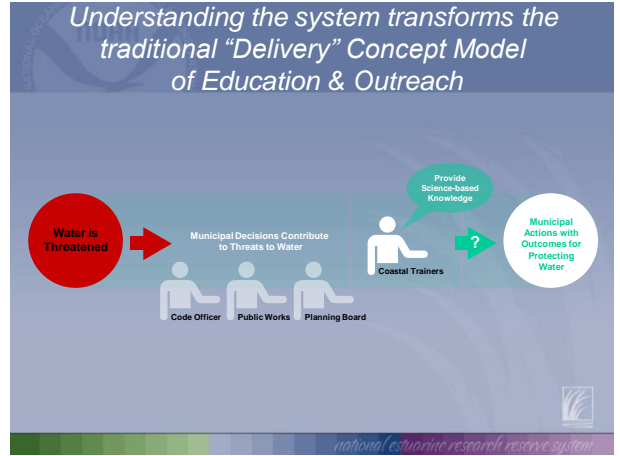
Education & Community Outreach

Science: Water Research & Monitoring

Land Conservation

Drinking/Source Water Protection

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Taking Assessment to the Next Level

Use **Skillful Discussion** to Make Progress



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A Skillful Discussion Balances Inquiry with Advocacy

- Pages 20-21 of Workbook
- Generating
- Telling
- Observing
- Asking



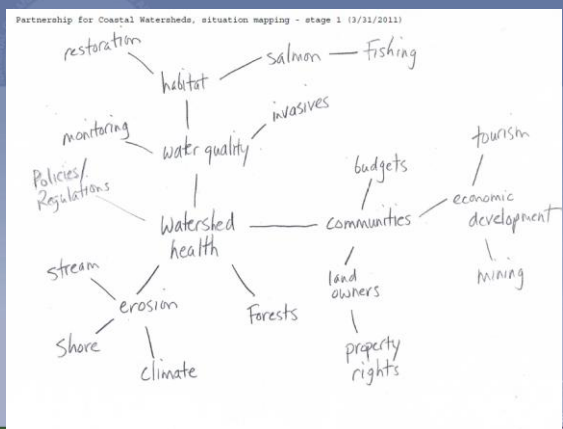
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Situation Mapping Practicing Active Listening & Skillful Discussion

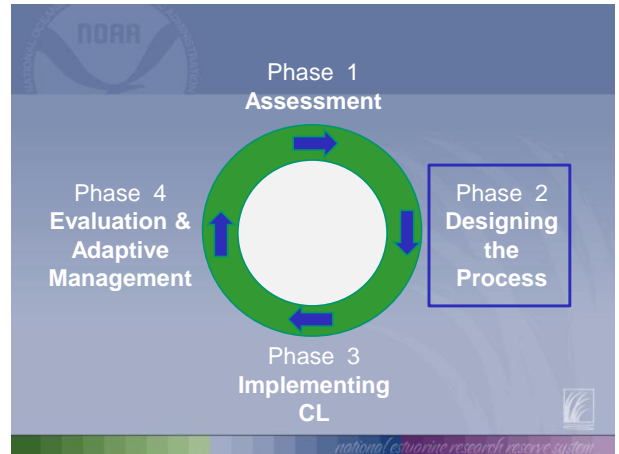
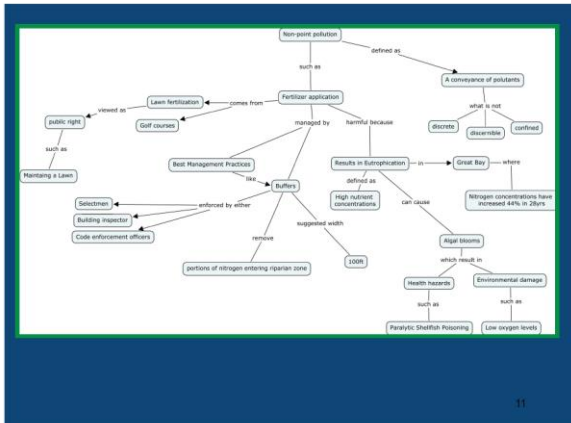
The purpose is to build shared understanding of the situation and the diversity of ways people see it as a first step to developing actions to improve the situation



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Competitive or Collaborative?

(adapted from Daniels and Walker, 2001)

<ul style="list-style-type: none"> ▪ Goals benefit self ▪ Expandable resources ▪ Relationships valued ▪ Other as partner ▪ Open communication ▪ High trust ▪ Shared power 	<ul style="list-style-type: none"> ▪ Mutual Gain ▪ Fixed-pie resources ▪ Relationships unimportant ▪ Other as adversary ▪ Controlled communication ▪ Limited trust ▪ Coveted power
--	---

Best and Worst

Examples of Collaboration from your experience

Phase 2: Designing Collaborative Learning events to make progress developing a watershed action plan

1. Monthly Conference Calls
2. Basecamp to Manage Team Communication
3. Quarterly Face to Face Meetings
4. Field Based Trainings
5. Beyond Borders Workshop
6. Development of Action Plan
7. Professional and Community Outreach
8. Continue Professional Practice

Evaluation as each event occurs to guide the progress on developing the action plan



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Time to Rest and Reflect



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Working Together to Get Things Done Module 2 Day 2



Elkhorn Slough National Estuarine Research Reserve &
The NERRS Science Collaborative
January 25- 26, 2012
Watsonville, California



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The Collaborative Learning Process Follows 4 Interdependent Phases

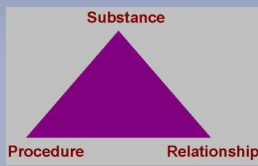
1. Assessment
2. Design
3. **Implementation and Facilitation**
4. Evaluation



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Evaluation of Situation Using the Progress Triangle

1. Role Assessment Activity
2. Situation Map Activity
3. Issues of Concern
4. Improvements
5. Improvements Analysis
6. Priorities



Phase III: Implementation Worksheets

- Step 1 Themes of Concern - Individual
- Step 2 Improvements - Individual
- Step 3 Critical Concerns Improvements Worksheet - Group
- Step 4 Improvements Analysis Grid Worksheet - Group
- Step 5 Establish Priorities - Group

Examples of Evaluation Metrics

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

Evaluating Progress on Your Situation

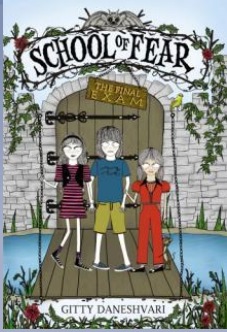
Imagine this...

One of the ideas generated by your group today has been implemented as you envisioned it would be.

Describe this progress related to your situation:

NOAA

Final Exam



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NOAA

Which one of these theories is used in Collaborative Learning?

1. Adult Learning Theory
2. Conflict Theory
3. Systems Theory
4. All of the above

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Adult Learning... Conflict Theor... Systems Theory All of the abo...

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NOAA

Who developed Collaborative Learning?

1. Daniels & Walker
2. Watson & Crick
3. Lubchenco
4. Gunderson & Holling

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Daniels & Wal... Watson & Crick Lubchenco Gunderson & Ho...

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NOAA

Which one of these is NOT a phase of Collaborative Learning?

1. Evaluation
2. Design
3. Sustainability
4. Assessment

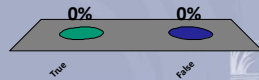
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Evaluation Design Sustainability Assessment

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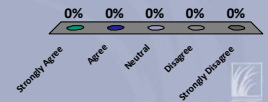
Cultural models can help communication within a group and hinder communication with people outside that group

1. True
2. False



Practicing active listening would surprise my spouse/partner.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree



Phase IV: Evaluation and Adaptive Management

Salmon Falls Watershed Collaborative Case Study

Salmon Falls Watershed Collaborative

Working beyond Borders
to Protect Water in the Salmon Falls Watershed, Maine and New Hampshire



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Phase I: Collaborative Learning Assessment Improving the Relationship aspect of the situation

- Who will provide stakeholder input?
- How can stakeholders be engaged in the Collaborative ?
- What is the status of existing knowledge, planning, management and conservation efforts in the communities of the watershed ?



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Partners in the Collaborative Share the Mission

- Piscataqua Region Estuaries Partnership
- Acton Wakefield Watersheds Alliance
- City of Rochester
- City of Somersworth
- EPA
- Granite State Rural Water Association
- Great Bay NERR
- Southeast Watershed Alliance
- Strafford Regional Planning Commission
- Town of Berwick
- Trust for Public Lands
- USDA
- Maine Center for Disease Control
- Maine DEP
- Maine Forest Service
- Maine NEMO Program
- Maine Rural Water Association
- Moose Mountains Regional Greenways
- NHDES
- South Berwick Water District
- US Forest Service
- Wells National Estuarine Research Reserve
- York County Soil and Water Conservation District



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Engage the Kaleidoscope of Expertise *A Watershed Protection System (Feurt, 2008)*



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Phase 2: Designing Collaborative Learning events to make progress developing an watershed action plan

1. Monthly Conference Calls
2. Basecamp to Manage Team Communication
3. Quarterly Face to Face Meetings
4. Field Based Trainings
5. Beyond Borders Workshop
6. Development of Action Plan
7. Professional and Community Outreach
8. Continue Professional Practice

Evaluation as each event occurs to guide the progress on developing the action plan



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Phase 3: Implement "Beyond Borders" Workshop to Engage Stakeholders in the Collaborative

30 drinking water sources are represented by participants in the workshop



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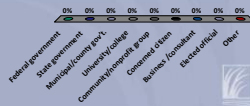
Evaluate success at engaging the right people in the Workshop to provide input into action items



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How would you best characterize your affiliation?

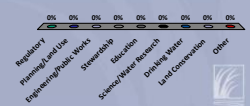
1. Federal government
2. State government
3. Municipal/county gov't.
4. University/college
5. Community/nonprofit group
6. Concerned citizen
7. Business /consultant
8. Elected official
9. Other



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Where do you see yourself in the Kaleidoscope?

1. Regulatory
2. Planning/Land Use
3. Engineering/Public Works
4. Stewardship
5. Education
6. Science/Water Research
7. Drinking Water
8. Land Conservation
9. Other



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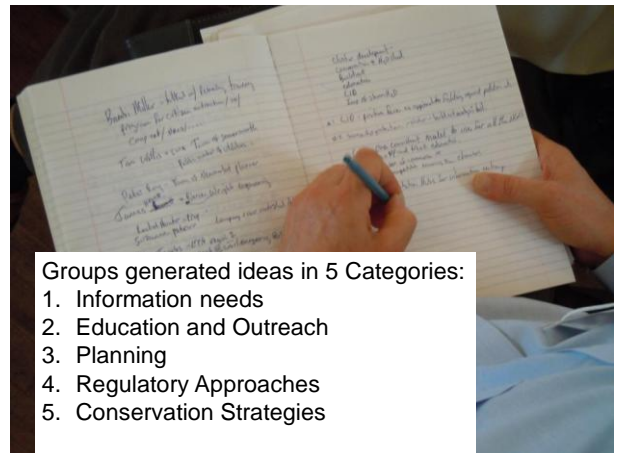
The Workshop Generates Ideas for the Action Plan - those ideas must be evaluated

Working in small groups stakeholders focus on work related challenges

1. What are the values of water that you protect in your work?
2. What are the threats to water that you deal with in your work?
3. What are your current top priorities related to protecting water from threats?



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Groups generated ideas in 5 Categories:

1. Information needs
2. Education and Outreach
3. Planning
4. Regulatory Approaches
5. Conservation Strategies

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Information You Need

Please choose your #1 priority (Substance)

1. Inventory Potential Contamination Sources
2. Single ME & NH Report & Maps
3. Water Quality Sampling
4. Historic Sampling
5. LID Model Ordinance
6. Water Audit
7. Economic Analysis
8. List of Contact from Today

Inventory Potential Contamination Sources
 Single ME & NH Report & Maps
 Water Quality Sampling
 Historic Sampling
 LID Model Ordinance
 Water Audit
 Economic Analysis
 List of Contact from Today

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NOAA

Education & Outreach

Please Choose your #1 priority (Substance & Process)

1. 'Library' of Electronic Maps
2. Multi Media Outreach Toolbox
3. Training for Municipal Officials
4. UNH Stormwater Center Tour
5. Road Sand/Salt Training for Municipal Staff
6. LID Demonstration Project
7. Engage Youth & Families
8. Advocacy for BMP/Legis.
9. School Based Programs

'Library' of Electronic Maps
 Multi Media Outreach Toolbox
 Training for Municipal Officials
 UNH Stormwater Center Tour
 Road Sand/Salt Training for Municipal Staff
 LID Demonstration Project
 Engage Youth & Families
 Advocacy for BMP/Legis.
 School Based Programs

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NOAA

Planning

Please choose your #1 priority (Substance)

1. Drinking Water Source Protection Plans
2. Natural Resource Inventory
3. Water Resource Chapter in Municipal Conservation Plans
4. Identify & Define Erosion Hazard Area
5. Build-out Analysis
6. Gap Analysis of Ordinances
7. Stormwater Utility Feasibility Study

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Drinking Water Source...
 Natural Resource Inventory...
 Water Resource Chapter...
 Identify & Define Erosion...
 Build-out Analysis...
 Gap Analysis of Ordinances...
 Stormwater Utility Feasib...

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NOAA

Regulation

Please Choose your #1 priority (Substance & Process)

1. Required Conservation Subdivision
2. Shoreland Zoning
3. Conservation Focus Area Overlay District
4. Low Impact Development Ordinance
5. Local Stormwater Management Regulation
6. Local Drinking Water Protection Ordinance
7. 'High Quality Water' Designation - CWA

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Required Conservation...
 Shoreland Zoning...
 Conservation Focus Are...
 Low Impact Development...
 Local Stormwater Man...
 Local Drinking Water Pr...
 High Quality Water Des...

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NOAA

Conservation

Please choose your #1 priority (Substance & Process)

1. Conservation Planning Focus Areas
2. Municipal Funding for Land Conservation
3. Link to Land Conservation Network
4. Mitigation Ready Projects
5. Fund Land Conservation w/ land use change \$
6. Fund Land Conservation for Drinking Water Protection w/ Impact Fees
7. Resource for Funding Opportunities

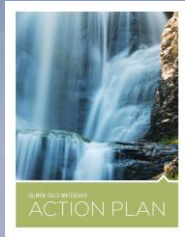
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Phase 4: Evaluate Stakeholder Input to Create the Action Plan

Following the Workshop the worksheets, flip charts and key pad polling results were evaluated to produce The Salmon Falls Watershed Collaborative Action Plan



The Collaborative at Work

Action Plan completed one year after the Stakeholder Workshop - to guide the work of the Collaborative

- Communications to maintain momentum of workshop
 - Communications Plan
 - Website: www.prep.unh.edu/sfwc.htm
 - Monthly E-newsletter



NORR

Slides Cut Jan 24 pm

NOAA Coastal Training Program facilitates group progress

1. Conference calls monitor progress on Action Plan
2. Manage Collaborative knowledge using BaseCamp
3. Water District Source Water Protection Tour
4. Salmon Falls Watershed Boat Trips
5. NH LID Road Trip "Sally and Annie's Excellent Adventure" Summer 2011
6. Maine LID and Restoration Road Trip Fall 2011
7. Water Words that Work Training
8. Forging the Link Training
9. Bi-annual face to face meetings to monitor progress, evaluate action items



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When is Collaboration Not Appropriate?



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NOAA Competitive or Collaborative?

(adapted from Daniels and Walker, 2001)

- | | |
|------------------------|-----------------------------|
| ▪ Goals benefit self | ▪ Mutual Gain |
| ▪ Expandable resources | ▪ Fixed-pie resources |
| ▪ Relationships valued | ▪ Relationships unimportant |
| ▪ Other as partner | ▪ Other as adversary |
| ▪ Open communication | ▪ Controlled communication |
| ▪ High trust | ▪ Limited trust |
| ▪ Shared power | ▪ Coveted power |



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NOAA Assessment of Your Situation

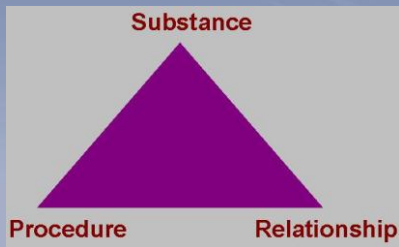
Page 12 & 13 in Workbook

1. Describe the situation that needs to be improved, as you see it.
2. Who do you consider to be the essential decision makers in this situation?
3. Do you think decision-making about this situation can be shared?
4. What past policies or actions have been used to deal with this situation?
5. What information or data is needed to improve this situation?
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?



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The Progress Triangle orients the collaborative process to manage conflict and improve a situation



How the 4 Phases of Collaborative Learning Unfolded to Develop:
Headwaters - A Collaborative Conservation Plan for Sanford, Maine, USA



1. Assessment
2. Design
3. Implementation
4. Evaluation



Will Collaborative Learning Get the Job Done?

Page 10 in Workbook

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



What Collaborative Learning is not

Collaborative Learning, while beneficial within any complex and controversial policy situation, is no panacea or "silver bullet."



What Collaborative Learning is not

It is one of possibly many frameworks that can involve people in meaningful learning and discussion about challenging management and decision situations.



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What Collaborative Learning is not

It does not stress or demand consensus. It does stress learning, understanding, and the development of improvements in the situation.

(Daniels and Walker, 2001)



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A New Kind of Specialist

"In order to penetrate even farther into their subject, the host of specialists narrow their field and dig down deeper and deeper till they can't see each other. But the treasures their toil brings to light they place on the ground above. A different kind of specialist should be sitting there, the one still missing. He should not go down any hole, but would stay on top and piece all of the different facts together."

Thor Heyerdahl, 1960

Quoted in Daniels and Walker, 2001



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A call for new approaches to using scientific knowledge

Dr. Jane Lubchenco,
Director National Oceanic and Atmospheric Administration, USA



"The whole system of science, society and nature is evolving in fundamental ways that cause us to rethink the way science is deployed to help people cope with a changing world. Scientists should be leading the dialogue on scientific priorities, new institutional arrangements, and improved methodologies to disseminate and utilize knowledge more quickly."

Lubchenco, J. 1998. Entering the century of the environment: A new social contract for science. *Science* 279: 491-497.p. 496. (emphasis added)



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The Collaborative Learning Process Follows 4 Interdependent Phases

1. Assessment

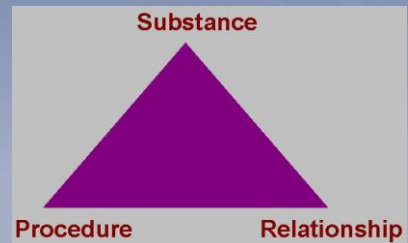
2. Design

3. Implementation and Facilitation

4. Evaluation



Active Listening for cultural models and mental models reveals the Progress Triangle for your situation



Skillful Discussion: GENERATING High Advocacy High Inquiry pg 21

Skillful Discussion: Balancing advocacy and inquiry, genuinely curious, makes reasoning explicit, asks others about assumptions without being critical or accusing.

Dialogue: Suspending all assumptions, creating a container in which collective thinking can emerge.

Avoid Politicking: Giving the impression of balancing advocacy and inquiry, while; being close-minded

Skillful Discussion: TELLING High Advocacy Low Inquiry

Asserting: Here's what I say and here's why I say it.

Explaining: Here's how the world works and why I see it that way

Avoid Dictating: Here's what I say and never mind why.

Skillful Discussion: OBSERVING Low Advocacy Low Inquiry

Sensing: watching the conversation flow without saying much but keenly aware of all that transpires

Bystanding: Making comments which pertain to the group process but not to the content

Avoid Withdrawing: Mentally checking out of the room and not paying attention



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Skillful Discussion: ASKING Low Advocacy High Inquiry

- Interviewing: Exploring others points of views and the reasons behind them.
- Clarifying: what is the question we are trying to answer
- Avoid Interrogating: why can't you see that your point of view is wrong



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Remember: Although 'Knowledge is Power' The Co-creation of Knowledge is *More* Powerful

- Needs assessment determines relevance and roles
- Safety is key: physical, interactional, risks feel OK
- Respect for learners as subject of their own learning
- Learning by doing + self-reflection
- Reinforcement



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The Language of Collaboration

Collaborative Learning aims to manage the conflict and uncertainty in a situation by making progress through group generated ideas and actions that improve the situation

