



Ruckelshaus Institute
Collaboration Program
in Natural Resources

2021 Collaboration Program in Natural Resources



Ruckelshaus Institute
University of Wyoming



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UNIVERSITY OF WYOMING

Natural resource issues are often complex and contentious, and can't be solved by experts in isolation from the broader community or context in which such problems are situated. Professionals need the adaptive leadership skills necessary to be effective, no matter what role they play in addressing these challenges.

In the Collaboration Program in Natural Resources (CPNR), participants are immersed in both the nuts and bolts of environmental decision making and interest-based negotiation, as well as the adaptive leadership skills required to thrive in complexity and uncertainty.

CPNR participants learn to design, convene, and sustain a collaborative process, implement its outcomes, and apply adaptive management methodologies in relation to natural resource issues that are characterized by diverse stakeholder involvement, complex information and other factors. Participants also focus on deepening their growth and development as leaders, identifying and cultivating specific skills, habits and behaviors that will take their collaborative practice to the next level. This includes learning how to understand and manage themselves, how to understand and effectively respond to others, how to motivate and lead teams, how to participate and collaborate effectively in teams, how to navigate conflict, and how to communicate effectively.

The Collaboration Program is therefore designed for natural resource professionals to:

1. Learn the theories, frameworks, and approaches involved in convening, facilitating, and sustaining collaborative efforts for environmental decision making and interest-based negotiations;
2. Cultivate the adaptive leadership skills necessary to effectively lead, participate in, and support collaborative efforts in natural resources; and
3. Deepen their learning by applying program content to a leadership project of their choosing.

CPNR uses an active learning methodology, which combines lectures and presentations with expansive discussions, exercises, and hands on experience.

CPNR is for environmental and natural resource practitioners (broadly defined) who are in middle and upper management positions working in the public, nonprofit, and private sectors, as well as individual practitioners engaged in similar issues professionally or personally.

Background

At the founding of UW's new Institute of Environment and Natural Resources in 1993 (now the Haub School and Ruckelshaus Institute), the first board chair, William D. (Bill) Ruckelshaus, made the case that it should focus on collaborative decision-making and bring together stakeholders with differing perspectives to share their values, and work toward solutions that would create value for all parties. He argued that this approach would "provide an antidote to environmentalists and industry continually filing lawsuits against one another and freezing issues in the courts".

In 2000 the Ruckelshaus Institute published a slim volume titled "Assessment of Collaboration and Consensus Building Needs and Opportunities in Wyoming." This assessment was conducted among 300 stakeholders in Wyoming. The needs, opportunities and issues identified by those Wyoming residents and summarized in the assessment were:

1. A broad-based will to build better ways to make public decisions in Wyoming. Most participants in the assessment saw collaboration and consensus building as ways to potentially improve public decisions;
2. A need for better decision-making within groups;
3. A need for participant training in consensus, collaborative, and community decision-making processes;
4. There was a lack of awareness about, and unequal distribution of, available consensus-building, collaboration, facilitation and mediation resources in Wyoming;
5. There was a need for the public to have easier access to understandable environmental and natural resource issues; and
6. Skepticism about collaboration and consensus-building, as well as the individuals and organizations that promoted this form of decision-making, had to be addressed.

Building on the original intent of the Institute under the leadership of Bill Ruckelshaus and the call from Wyoming citizens for better decision-making processes, the Ruckelshaus Institute began building expertise, programs and initiatives around science and policy communication, collaborative problem-solving, applied and participatory research, and convening stakeholders around emerging issues.

CPNR was established in the Ruckelshaus Institute in 2012 to cultivate adaptive leaders skilled in collaborative approaches to problem solving and work toward wise, fair and durable solutions to environmental challenges.

There will be six sessions between August 2020 and April 2021. The first five sessions will run from noon on Wednesday until noon on Friday. The last session will be two full days in April, 2021. Due to the uncertainty around the COVID-19 pandemic, two backup sessions are scheduled in February-March 2021 in case any fall sessions need to be postponed.

Session 1	July 21-23, 2021, Lander, WY
Session 2	August 18-20, 2021, Ten Sleep, WY
Session 3	September 15-17, 2021 Saratoga, WY
Session 4	October 27-29, 2021, Casper, WY
Session 5	December 1-3, 2021, Laramie, WY
Session 6 Project presentation and graduation	April 13-14, 2022, Cody, WY

Tuition Cost: \$1,300.00, and is due by July 1. Tuition does not cover lodging, travel, or most meals. Limited scholarship and travel stipend funds are available, and requests are made through the application process.

Participants will be required to:

- Complete an application
- Have their supervisor’s full approval
- Complete the EQi2.0 assessment, which measures emotional and social intelligence skills
- Complete required work and conversations in between sessions
- Participate in all six sessions*
- Initiate and make significant progress on a leadership project during the course of the program, and report on your efforts at the final session

As of January 2021, it is unclear what the COVID-19 situation will look like in July. Participants will be asked to abide by all program policies and procedures related to COVID-19, which may include for example vaccination, mask wearing, social distancing, and testing. All policies and procedures will be clearly communicated, and in line with current University policies.

CPNR CURRICULUM OUTLINE

Below is an overview of the curriculum, outlining the topics addressed at each session. Sessions build on each other, and opportunities to practice and apply what you're learning will be incorporated throughout each session.

Session 1: Introduction, Program Overview

- Get to know your fellow participants and your instructors
- Overview, collaboration and collaborative problem solving
- Case study: Wyoming Chronic Wasting Disease Working Group
- Introduction to leadership models and frameworks
- Preview CPNR 2020-2021 and Leadership Projects

Session 2: Situation Assessments, Leadership and Emotional and Social Intelligence

- Learn how and why to conduct situation assessments
- Develop and practice peer coaching skills, a key leadership practice
- Learn about emotional and social intelligence and its role in collaborative leadership
- Share initial project ideas
- Case Study: TBD

Session 3: Conflict Styles & Management Skills, Public Participation & NEPA, Facilitation Skills

- Individual and team conflict management skills and practices
- How to handle scientific and technical information in a collaborative process
- Understanding public participation in NEPA and other processes
- Learn and practice facilitation skills
- Check in on leadership projects
- Case Study: TBD

Session 4: Interest-Based Negotiation, Communication & Public Speaking

- Learn about and practice interest-based negotiation
- In-depth practice focused on communication and public speaking skills
- Check in on leadership projects

Session 5: Evaluation, Diversity Equity & Inclusion, Program Reflection

- Evaluating collaboration
- Diversity, equity and inclusion in natural resource collaboration
- Integrate skills and knowledge from first 5 sessions
- Trouble shoot leadership projects
- Case Study: TBD

Session 6: Practicum Presentation and Graduation

- Present practicum project to peers.
- Learn from others on how they are approaching various components of the practicum;
- Graduation ceremony.

CPNR Competencies

Solving the complex public policy problems we face today has come to exceed the capacity of any one sector – private, public or civic. Increasingly, people are working across sectors, jurisdictions, and diverse interests to make decisions and take actions together. Cooperative problem solving, consensus building, and constructive conflict resolution were once considered interesting alternatives and last resorts when conventional approaches failed. Now, they are becoming standard management practices and are being integrated into the way we govern ourselves and our scarce resources, public services, and human capital. Collaboration is becoming the 21st century's governance tool of choice and necessity.

Collaboration requires people to develop and put to use collaborative behaviors, skills, and tools in order for it to be most effective. Organizations must identify, cultivate, practice and reward such collaborative competencies if we are to work better together in solving complex, intersectoral problems.

Below are five foundational competencies -- mastery over knowledge, behavior and skills -- that are necessary for people to be effective in collaborating across sectors, jurisdictions, interests to deal with complex public policy challenges. More information about collaborative competencies can be found in the publication, *UNCG Guide to Collaborative Competencies*, published by the University Network for Collaborative Governance in 2011.

1. Leadership and Management Competency

A. Strengthening collaborative leadership, e.g.:

- Effective leadership roles
- Collaborative leadership styles and skills
- Political and entrepreneurial skills

B. Planning, organizing and managing for collaboration, e.g.:

- Designing and managing collaborative problem solving and conflict resolution processes
- Planning and building collaborative networks, partnerships, and cross-sector institutions
- Designing and sustaining deliberative civic engagement and public participation

2. Process Competency

C. Communicating effectively, e.g.:

- Listening skills
- Presentation, persuasion and assertiveness
- Communicating in different modes and media to different kinds of groups
- Cross-cultural communication skills

D. Working in teams and facilitating groups, e.g.:

- Understanding group dynamics and building working relationships
- Facilitating group deliberation and decision making
- Participating in teams effectively

- E. Negotiating agreement and managing conflict, e.g.:
- Two-party negotiation and conflict management styles
 - Interest-based negotiation and conflict resolution in multi-party settings
 - Managing conflict constructively in groups in different roles

3. Analytical Competency

- F. Applying analytic skills and strategic thinking, e.g.:
- Situation assessment and issue analysis
 - Understanding political, legal and regulatory context for collaboration
 - Decision analysis for negotiation and agreement seeking

- G. Evaluating and adapting processes, e.g.:
- Measuring outcomes and impacts of collaborative processes
 - Setting group goals and indicators of success for performance evaluation
 - Assessing and adapting ongoing progress

4. Knowledge Management Competency

- H. Integrating technical and scientific information, e.g.:
- Assessing information requirements for informed decision making
 - Developing methods and standards for collecting and analyzing information

- I. Using information and communication technology, e.g.:
- Using computer-based decision support and spatial analysis tools
 - Using web-based communications and social networking tools

5. Professional Accountability Competency

- J. Maintaining personal integrity and professional ethics, e.g.:
- Enacting/enforcing principles of fairness, transparency and inclusive engagement.
 - Reflecting on personal and professional effectiveness and seeking feedback
 - Balancing own personal, professional and institutional obligations with group or cross-sector organizational requirements