



2018

Collaborative Leadership Training for Natural Resource Professionals

Ruckelshaus Institute
University of Wyoming
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COLLABORATION PROGRAM IN NATURAL RESOURCES

Natural resource issues are often complex and contentious. Usually natural resource issues and planning require meaningful input from many different stakeholders. Professionals increasingly need the leadership skills necessary to participate and/or convene and/or facilitate meetings to explore the issues, options and find solutions. In this course, professionals 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. These adaptive and facilitative leadership skills help individuals involved in natural resource issues know how to engage stakeholders, what leadership style is required at what phase, understand group dynamics and have the self-knowledge to identify his or her leadership and communication styles. These skills benefit both the professional who wishes to lead collaborative problem solving efforts, and one who wishes to be an effective participant.

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

1. Acquire the facilitative leadership skills to convene, facilitate and sustain progressive collaborative problem-solving processes.
2. Acquire the participative leadership skills to effectively participate in natural resource multi-party collaborative processes.
3. Acquire the leadership skills to convene and use a collaborative proposal process for natural resource decision-making.

The curriculum uses an active learning methodology, consisting of a combination of lectures, scenario and role-playing exercises, panels and practical experience. Participants are expected to do some homework and be prepared for in-depth discussions as well as initiate a practicum in collaborative problem solving related to their work or community. The Collaboration Program accepts individuals who are in middle and upper management positions of federal, state, county, non-governmental, agricultural and private sector natural resource organizations. Interested independent individuals active in natural resource issues are also be accepted.

Background

In 2000 a slim volume was published by the Ruckelshaus Institute 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 these participants were:

1. A broad-based will to build better ways to make public decisions in Wyoming was identified and most, but not all, of the participants in the assessment saw collaboration and consensus building as ways to potentially improve decision-making;
2. A need for better decision-making within groups was also identified;

3. Participants saw 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.

To address these issues, the Ruckelshaus Institute, has the following priorities:

1. Enhance collaborative capacity in natural resources in Wyoming.
2. Training and education of collaborative problem-solving methods and natural resource issues, laws and regulations.
3. Provide scientific resources, research and publications.

The Collaboration Program in Natural Resources (the Collaboration Program or CPNR) seeks to meet a number of the needs identified in the 2000 assessment and the first two priorities of the Ruckelshaus Institute.

Moving into 2018 the need for collaborative problem solving tools and opportunities is more necessary than ever. The Wyoming landscape is becoming more complex economically, socially, institutionally, politically and ecologically. At the same time there is a fundamental paradox that exists in natural resource decision-making: many policies mandate public involvement, many stakeholders would like to be involved, and many decision-makers prefer to receive meaningful public input regarding complex decisions. But how can the public’s input be meaningful if the terms, concepts, and technical trade-offs are new, or distrusted, by them (Daniels and Walker, 2001)? Additionally, these decisions often involve a high level of controversy because they affect stakeholders who have different values, sets of knowledge, and experiences.

The reason for seeking collaborative problem solving tools is therefore often the need to find new ways of making decisions, adapting to new situations and incorporating new people and information in the process. The acquisition of collaborative leadership skills can support this type of adaptation to change and create progress through learning and agreement. Natural resource decisions can often be complex, multi-disciplinary and very integrated, whereby one aspect affects many other aspects, and changes to one factor affects many others. In short, natural resource decision-making is sometimes referred to as “wicked” in character, when it involves high complexity and controversy. To work through complication, contention and change, adaptive and facilitative leadership skills are essential.

Wyoming has a long history of multi-party forms of negotiation and decision-making, whether it has been called “collaborative” or not. Building on this history, the assessment done in 2000, and the needs of 2018 the Collaboration Program uses the training and experiences of Drs. Steve Smutko and Jessica Western. Steve founded the original Natural Resource Leadership Institute at North Carolina State University (<http://ien.arch.virginia.edu/vnrli/>), which set the example for the Virginia Natural

Resource Leadership Institute at the University of Virginia (<http://www.ncsu.edu/nrli/>) and other similar institutes around the country. Jessica's background is human dimensions of natural resources research (social psychology) which she has applied to natural resource issues in Wyoming, Colorado and Montana. She has used this research and her ecological training to design, facilitate and support collaborative decisions of increasing scale and complexity in Colorado and Wyoming for 25 years.

Logistics

The program is designed as follows:

1. The curriculum will address all ten of the competencies outlined in the “University Network for Collaborative Governance (UNCG) Guide to Collaborative Competencies.”
2. There will be six sessions. Five sessions will last two days: one full day, two half days. The sixth session will be one day.
3. Session times, dates and locations for 2018/2019 are as follows:

Session 1	Noon July 25 until noon July 27, Lander, WY
Session 2	Noon Aug 22 until noon Aug 24, Lander, WY
Session 3	Noon Oct 3 until noon Oct 5, Casper, WY
Session 4	Noon Nov 7 until noon Nov 9, Laramie, WY
Session 5	Noon Dec 5 until noon Dec 7, Laramie, WY
Session 6	April 2018, Location and date TBD

4. Tuition Cost: \$ 1000.00 plus travel. Tuition is due on the first session. **Tuition and/or travel support is available.** If tuition and/or travel support is needed, please send us a list of projected travel costs with your application.
5. Prospective participants will be required to:
 - Have their supervisor’s full approval
 - Be prepared to start a practicum during the program that initiates collaborative problem solving process and report on its development in April.
 - Complete the Myers-Briggs test.
 - Commit to all six sessions

Information and Application Form

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Download the application form online: uwyo.edu/haub/ruckelshaus-institute

CPNR CURRICULUM OUTLINE

Below is an overview of the curriculum, outlining the objectives each of the six sessions will meet. Following this is a list of the ten collaborative competencies that the curriculum seeks to meet.

Session 1: Self-Discovery and Introduction to Concepts

- Explore how self-discovery leads to the ability to build working relationships, to facilitate, to participate, to lead and negotiate.
- Provide an introduction to facilitative leadership.
- Provide an introduction to adaptive leadership.
- Provide an introduction to different types of negotiation.
- Provide an introduction to collaboration.
- Enhance awareness for the complexities involved in natural resource issues and the trade-offs that are involved in negotiation situations.
- Explore group dynamics and leadership styles.
- Explore participatory decision-making and its role in environmental decision-making.
- Provide opportunities for participants to continue to learn from each other and increase one's overall knowledge about the interconnectedness of natural resource issues.
- Explore the practicum or leadership project framework.

Session 2: Group Processes: Negotiation, Facilitation and Leadership Skills

- Facilitation skills module
- Three group exercises, role-playing and case studies, to explore negotiation skills, facilitation skills and group processes.
- Continue to enhance your awareness of complex socio-economic-environmental-and-scientific issues facing Wyoming.
- Continue to learn from one another and increase your overall knowledge about the interconnections of natural resource issues with health, law, economics, culture, etc.
- Learn the three stages of collaborative problem-solving model through case study applications.
- Enhance your abilities to manage and reframe conflict.
- Enhance your participatory skills in natural resource decision-making.
- Enhance your facilitative skills in natural resource decision-making.

Session 3: Collaboration for Communities and Landscapes; Situation Assessments and Collaborative Process Planning

- Understand the role of situation assessments and how to conduct them.
- Understand what is involved in the design of a collaborative process.
- Explore the differences between different contexts in process, stakeholder participation, decision making, objectives, and adaptive management.
- Understand the principles of collaboration and collaborative learning in connection with adaptive management.
- Continue practicing negotiation skills.
- Continue practicing facilitation skills.

- The role of science in collaborative processes.
- Explore Case Histories of community and landscape-scale collaboration in Wyoming and elsewhere.

Session 4: Collaborative Problem-Solving at the State and County Level and Designing and facilitating a Collaborative Process

- Increase your awareness and understanding about complex social-economic-environmental issues at the federal and state level;
- Provide additional opportunities for participants to continue to learn from each other including how to work together more effectively as well as increase one's overall knowledge about the interconnectedness of socio-economic-environmental issues;
- Develop a better understanding about collaborative decision-making processes at the federal and State level: federal and state rulemaking, public involvement, and environmental conflict resolution;
- Practice negotiation and facilitation skills.
- Learn about practicum progress and lessons learned.
- Explore the difference between contexts in process, stakeholder participation, decision-making, objectives and adaptive management.
- Understand the principles of collaboration and collaborative learning in connection with real-world application through practicums.
- Collaborative problem solving in the context of state and county authorities.
- Gather information to assist in the development of your practicum projects.

Session 5: Collaborative Design and Communication Skills

- Practice negotiation and facilitation skills.
- Practice Collaborative design skills.
- Develop and further your practicum project with mentors and cohort-members.
- Your communication skills

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 OBJECTIVES

Based on the University Network for Collaborative Governance Collaborative Competencies (2011).

A. Leadership and Management Competency

- (1) Strengthening collaborative leadership, e.g.:
 - Effective leadership roles
 - Collaborative leadership styles and skills
 - Political and entrepreneurial skills
- (2) 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

B. Process Competency

- (3) 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
- (4) 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
- (5) 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

C. Analytical Competency

- (6) 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
- (7) 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

D. Knowledge Management Competency

(8) Integrating technical and scientific information, e.g.:

- Assessing information requirements for informed decision making
- Developing methods and standards for collecting and analyzing information

(9) Using information and communication technology, e.g.:

- Using computer-based decision support and spatial analysis tools
- Using web-based communications and social networking tools

E. Professional Accountability Competency

(10) 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

References

Daniels, S. and G. Walker (2001). *Working through Environmental Conflict: The Collaborative Learning Approach*. Praeger, Westport, Connecticut, London.

Natural Resource Leadership Institute (North Carolina State University) <http://www.ncsu.edu/nrli/>

Virginia Natural Resource Leadership Institute <http://virginialead.org/>