

COLLABORATIVE STEWARDSHIP  
TRAINING OPPORTUNITIES

A Report To the USDA Forest Service

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## I. OBJECTIVE

The Forest Service is seeking to expand its ability to accomplish its mission of caring for the land and serving people. Ultimately, the business of the Forest Service is the sustainable management of natural resources. Although the agency has been undertaking collaboration with partners and communities for quite some time, it is looking at ways to enhance its efforts in the collaborative arena. Training in collaboration for agency employees and partners has been identified as one way to accomplish this task.

The Pinchot Institute for Conservation was asked to prepare a report on current training courses available. The tasks incorporated in this work were to be the following:

1. Determine the collaborative training needs of the agency.
2. Review at least four sources of collaborative training programs, specifically focusing on:
  - Integrations
  - The University of Michigan, Ecosystem Management Initiative's Collaborative Resource Management (first offered as a pilot course by the U.S. Fish and Wildlife Service, National Conservation Training Center)
  - Pinchot Institute for Conservation, Leadership – Mobilizing People to Act
  - Bureau of Land Management, Partnership Series
  - National Park Service (in this report, the course is attributed to the Sonoran Institute, its developer)
3. Determine whether current courses meet agency needs or whether revision or new courses are necessary.
4. Recommend a conceptual structure for training.
5. Recommend the use of technology enhanced training alternatives to traditional classroom methods wherever possible, to deliver required training as economically as possible.

This report provides the results of the Pinchot Institute's work in completing the above tasks. It contains descriptions of available sources for collaborative training, a framework for defining a spectrum of training needs throughout the collaborative process, and recommendations for improving the agency's capacity to learn these important skills. The report can be used as a catalogue of training offerings and as a road map for identifying and addressing specific collaborative training needs throughout the agency.

In order to be more specific about the kinds of training needs associated with using a collaborative approach to natural resource management, we suggest a model for understanding the range of activities that may take place within such an approach. For the purposes of this report, the collaborative approach can be thought of as a continuum of activities where communities of interest and of place are engaged from the beginning to the end in solving a problem or accomplishing a job. The collaborative approach is necessary for many value-laden natural resource problems, especially when no one party has a solution that others are willing to

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accept. It forces stakeholders to work out their differences to the point at which they are willing to agree upon, support, and implement a decision.

In collaborative processes, there is a continuum of activities leading up to the ultimate goal of a supported course of direction or action. This continuum can be divided into distinct phases, each requiring a different set of training and skills. These phases of collaboration are outlined in the report with appropriate training sources and model workshop agendas presented for each. Together with specific comments by the Pinchot Institute on each individual training source, this framework can inform agency decisions about how to best meet a range of needs for collaborative training.

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## II. FINDINGS

### A. COLLABORATIVE TRAINING NEEDS

#### *Determining Forest Service Collaborative Training Needs*

Collaborative processes require a diverse array of tools, skills, and abilities. Some of the skills, such as convening productive meetings, facilitation, effective communication, and knowledge of agency authorities, can be gained through appropriate training programs. Other skills and abilities, such as political savvy, power sharing, creative thinking, and establishing an atmosphere of trust, are characteristic of learned behavior and difficult to teach through hard skill training courses. There is a wealth of information already available regarding the tools, skills, and abilities needed to undertake effective collaborative processes. The way in which these skills apply within the context of the agency is perhaps most thoroughly laid out in the 1997 report, *Collaborative Stewardship within the Forest Service: Findings and Recommendations* from the National Collaborative Stewardship Team, commonly referred to as “The Estill Report.” Further, experienced practitioners and trainers associated with the BLM Community-Based Partnership Series have categorized and listed the skills needed for collaboration (see Appendix A).

In an effort to assess the Forest Service’s collaborative training needs, the Pinchot Institute drew upon consultation with agency employees at both the field and the Washington offices and its own experience in working with both the agency and communities of interest in collaborative efforts. The training needs, and the courses available to meet those needs, are integrated into this report.

#### *Defining Collaboration and its Phases*

Collaborative training requires both developing personal skills in leadership, management, communication, and facilitation, as well as learning proven strategies and methodologies of bringing diverse interests together to make decisions. Further, the sharing of power by authority figures may require an adaptive change in the understanding, appreciation, and exercise of leadership on the part of line officers and staff. The introduction and examination of expanded dimensions of leadership through workshops and other means can facilitate this adaptive change on the part of line officers and other decision-makers.

While legally the agency must retain the final decision-making authority in public land management scenarios, collaboration can be viewed as form of power sharing and is often best used when there is no clear solution to a natural resource issue. Collaborative problem solving has been well studied and many different typologies have been developed to describe its various stages, ranging from basic communication to partnering. We have included in the appendix, as examples, three different typologies of collaboration, which are useful in providing definition to the concept and its purpose (Appendix B).

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A good way to examine collaboration is as a process made up of different phases of relationship between an organization or a community of interests. Each of these phases requires a separate set of tasks and skills if collaboration is to occur. For the purposes of training, we have chosen to define the phases as follows:

- **Phase one: Communication.** This is the beginning of a collaborative effort in which organizations, individuals, and communities prepare themselves for collaboration through discussion and learning. The issues and roles are identified and the problem is framed. This stage requires an understanding of the philosophical basis for collaboration and knowledge of effective frameworks for working together. Building trust is a primary objective.
- **Phase two: Arriving at a solution.** This phase involves the process of interests or stakeholders working through conflicting perspectives to arrive at a workable solution. During this phase, skills in facilitation, conflict resolution, communication, and convening are needed and, in some cases, outside intervention is necessary. Information sharing and facilitating adaptive change are primary objectives.
- **Phase three: Implementation.** Finally, the involved parties must implement the steps that they have agreed to through the problem-solving process. Skills needed in this phase include partnership building, evaluation and adaptation, and programs management. Implementation with broad support from all parties is the primary objective.

Thinking of collaboration as a multi-staged process or a continuum of interaction between interested parties is helpful in choosing an appropriate training course. Some courses teach skills specific to one stage of collaboration, for example dispute resolution or consensus building, while others are oriented more broadly at framing the process as a whole. The Forest Service will benefit from clearly defining its collaboration goals, outlining the stages of a typical collaborative process, and detailing the skills needed to complete each of those stages. Such an approach will ensure that employees are trained to follow through with collaborative processes, and it will provide a basis for evaluating the effectiveness of the training program.

### *Collaboration at Various Agency Levels*

Training in collaboration must address the different roles of Forest Service staff with respect to decision-making and public interaction. For example, agency personnel in the Washington Office use collaboration differently than those in the field offices. Collaboration with community-based groups or watershed councils requires different skills and processes than collaboration between federal agencies.

Some of the most valuable public collaboration is cultivated on the ground by local Forest Service staff. While these professionals have the most important role in interacting with local communities, they currently have varying levels of understanding about the extents and limits of their own authority to collaborate and create partnerships. Therefore, effective training at these levels might involve improved explanations of the existing authorities.

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In its assessment, the Pinchot Institute also found that employees from different departments of the agency play very different roles in collaborative processes. For instance, the National Forest System often approaches collaborative stewardship from the position of a landowner, having to enter collaborative agreements with other property owners and interests, while State and Private Forestry more often fulfills the role of facilitator or supporter of collaboration. Both roles require their own set of skills, and this distinction should be considered in developing a training program.

Collaboration within the agency is another concern. It has sometimes been difficult for the agency to support collaborative decisions because there is a lack of internal collaboration between the field, the regions, and the Washington Office, as well as between different staff. Building capacity for improved internal collaboration may be as important as learning to collaborate with the outside.

### ***What Training Courses Can Offer***

Collaboration, like any social process, can be learned. It has been the subject of intense research with very applicable results. The success of the training programs reviewed in this report indicates that the methods and skills being taught have the ability to enhance the capacity of people and organizations to solve complex problems. As this report details, there are many excellent training opportunities to help agency staff learn the skills and techniques of collaboration. Some offer general approaches to building and expanding skills in leadership, facilitation, mediation, communication, and negotiation. Others focus on solving ‘real-life’ natural resource conflicts under the premise that solving one problem will supply the skills and techniques for working through the next.

Even with training, however, the agency is responsible for further developing and maintaining an environment that empowers its employees to collaborate. This will involve continued discussions about the institutionalization of collaborative processes and improved communication within the agency about authorities and responsibilities to work with others. Some of the training sources reviewed in this report may offer custom designed resources that can help the agency internally develop its collaborative vision and approach.

### ***Technology Enhanced Training***

The Pinchot Institute was specifically asked to recommend where the use of technology enhanced training alternatives could substitute for traditional classroom methods in order to deliver the required training as economically as possible. While web-based learning is effective for some skills, the Pinchot Institute firmly believes that the skills needed for orchestrating collaborative processes are best accomplished in face-to-face settings. A common theme from people who have successfully used collaborative processes is the need to develop relationships and trust between individuals. Because relationship building is more of a process than a specific skill, the need for personal interaction, instruction, and coaching is a necessary part of collaborative-related training. Further, adaptive changes must take place within the values and beliefs of individuals in order to reconcile conflictive perspectives. Successful case studies and

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testimony from collaborative practitioners demonstrate that personal interaction is necessary for these social adjustments to occur. Therefore, the Pinchot Institute recommends that distance learning not be the core source of training. We have found evidence that some narrow skills, such as knowledge of available authorities, can be taught by video, teleconferencing, Internet, or other technological means, but we stress that these tools will not be effective for most collaborative training.

## **B. TRAINING OPPORTUNITIES**

The marketplace of training programs, which includes private industry, universities, NGO's, and government agencies, has a wide array of courses, seminars, consultants, coaches, and facilitators to meet any training need the Forest Service has regarding collaboration. There are off-the-shelf workshops available as generic sessions or specialty, custom designed sessions that can be staged on short notice. The following are reports of eight different sources of collaboration training. One-page synopses and a summary table of the eight training providers can be found in the appendices of this report (Appendix C). In addition, we have included an inventory of other collaboration-related training programs and sources that are not included in this report (Appendix D). Currently, we feel that the eight sources reviewed here represent the best available range of training opportunities for the agency. However, because collaborative decision-making and management is a burgeoning field, it is always worth keeping an eye on emerging options.

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## **CDR ASSOCIATES**

CDR Associates  
100 Arapahoe Avenue, Suite 12  
Boulder, Colorado 80302  
Phone: (303) 442-7367; 1-800-MEDIATE (toll free)  
Fax: (303) 442-7442  
Website: <http://www.mediate.org/>

CDR Associates is an international collaborative decision-making and conflict resolution firm with offices in Boulder, CO and Washington, DC. Founded in 1978, CDR provides professional consulting in collaborative decision-making, public participation, and conflict management to public, private, and non-government sectors. CDR's staff of professional facilitators, mediators, consultants, and trainers assist people to design and implement situation-specific and culturally-appropriate collaborative problem-solving, negotiation, public participation processes, planning, and conflict management.



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CDR Associates has extensive experience in designing and implementing collaborative decision-making procedures. Over the years, CDR has trained over 20,000 managers from corporations, state and federal agencies, local governments, social agencies, professional organizations, public interest groups and non-governmental organizations in the skills of conflict management and cooperative problem solving. They have both national and international experience.

CDR's substantive areas of specialization include the environment, water, land-use, endangered species and habitat protection, transportation, socioeconomic development, historic preservation, systems design, and multicultural problem solving and dispute resolution.

## **COURSE OFFERINGS**

- **Collaborative Natural Resource Management**

(offered in partnership with the University of Michigan's Ecosystem Management Initiative. See page 20 for a complete description.)

Developed in conjunction with Steven Yaffee and Julia Wondolleck at the University of Michigan School of Natural Resources and Environment Ecosystem Management Initiative, this course was pilot tested in November of 2000 at the U.S. Fish and Wildlife Service National Conservation Training Center. The course presents a framework for developing collaborative initiatives, case studies of successful projects, and nuts-and-bolts strategies for successful initiatives.

Target audience:

Federal agency officials concerned with natural resources and their state agency counterparts. The course could be adapted for community leaders, environmental advocates and/or industry representatives.

Course length: 4 days.

Costs: Price is negotiable.

- **Resolving Public Policy Conflicts**

(Also presented as Collaborative Processes for Public Policy Clashes and Complex Environmental Negotiations)

This seminar provides concepts, skills, and strategies for resolving complex environmental and public policy disputes. Participants from all perspectives will learn how to negotiate effectively for their vital interests, how to choose from a range of procedural options, and when and how to use a third party professional in the process. This course was developed by CDR and has been offered multiple times.

Target Audience:

Local, state, and national public officials, corporate managers, environmental advocates, tribal representatives, citizen activists, and technical experts.

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Course Length: 3 to 4 days.

Costs: \$1,100 per person in Boulder, CO. Negotiate for in-house customized courses.

- **Natural Resource Conflict Management**

(Also presented as Negotiating, Bargaining and Conflict Management)

This course is designed for federal agency officials working on various controversial environmental and public policy issues. Topics covered include situations assessment/conflict analysis procedures, interest-based negotiation procedures, effective communications skills, structures for multi-party negotiations, and meeting facilitation. This course was originally designed for the Forest Service, BLM, Geological Survey and Minerals Management Service. More than 1,750 federal managers have taken this course over a 20-year period.

Target Audience:

This course is designed for federal agency officials working on various controversial environmental and public policy issues. It is equally appropriate for industry representatives, environmental advocates, community leaders and local and state officials.

Course Length: 4<sup>1</sup>/<sub>2</sub> to 5 days.

Costs: Negotiate for an in-house, customized version of this course.

- **Conducting Effective Interests-Based, Multiparty Problem Solving and Negotiation Processes**

The primary focus of this seminar is the negotiation process. It covers approaches, procedures, and skills necessary to reach successful negotiated agreements. Specific workshop topics include planning for negotiations, devising effective strategies, interest-based negotiation, structuring multiple sessions, caucusing, use of negotiator power, breaking deadlocks, and negotiation ethics.

Target Audience:

This course is designed for local, state, and federal/national public officials, corporate managers, environmental advocates, tribal representatives, citizen activists, and technical experts.

Course Length: 2 to 3 days.

Costs: Negotiate for an in-house, customized version of this course, tailored to a specific organization or agency.

- **Collaborative Meeting Design and Facilitation**

This seminar presents concepts for the design of small and large meetings, as well as skills in meeting management. Participants learn how to identify the major purposes and goals of a meeting, develop an appropriate agenda, handle logistical questions, establish basic ground rules, and manage discussion and consensus building.

Target Audience:

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Anyone who must organize and run large meetings of people with divergent views including local, state and federal/national public officials, corporate managers, environmental advocates, tribal representatives, citizen activists, and technical experts.

Course Length: 2 to 3 days.

Costs: Negotiate for an in-house, customized version, tailored to a specific organization or agency.

- **The Partnering Process**

CDR's partnering workshops are most often applied working sessions for the development of a partnership among the organizations involved in a project. The sessions usually include elements of training, team building and facilitated decision making. The workshop covers topics such as development of a charter, establishment of performance goals, strategies for achieving these goals, project organization and communication structure, development of an issue resolution process, and planning for maintaining/improving a partnering relationship.

Target Audience: Representatives of multiple organizations working together on a specific project.

Course Length: 2 to 3 days.

Costs: CDR will develop a budget estimate for the presentation of an in-house, customized version of this course, tailored to a specific organization or agency.

- **Environmental and Public Policy Mediation**

This program is designed to prepare people to serve as neutral facilitators or mediators of multiparty stakeholder negotiations regarding controversial public policy and/or environmental issues. This seminar presents a step-by-step approach to the mediation process including concepts, strategies, and skills. It involves several simulated mediation exercises where participants can practice skills with the support of experienced mediator coaches.

Target Audience:

Individuals who are in a position to serve as neutral third party mediators or facilitators.

Costs and Length: CDR will develop a budget estimate for presentation of an in-house, customized version, tailored to a specific organization or agency.

- **Designing Collaborative Decision-Making and Dispute Resolution Systems**

This seminar prepares participants to design and implement systems for resolving large complex issues or repetitive disputes in which parties have an ongoing relationship. Participants will learn how to organize and guide a process that results in either modifying existing dispute resolution procedures or developing new ones. The course uses case studies of effective systems, simulations, and practical exercises to convey concepts and prepare participants to implement processes learned in the course.

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Target Audience:

Agency officials concerned with how to handle repetitive conflicts either within the agency or between the agency and outside groups.

Course Length: 3 to 4½ days.

Costs: CDR will develop a budget estimate for an in-house, customized version of this course, tailored to a specific organization or agency.

- **Effective Public Involvement and Participation**

This program is designed to address the needs of government employees who are increasingly asked to resolve complex and contentious public issues with individual citizens, community groups, and stakeholders. The seminar prepares participants to manage public participation and make appropriate, effective, and efficient choices among the range of available options.

Target Audience:

Public officials at the local, state, or federal level who must engage the public in controversial agency regulatory and/or decision-making processes.

Course Length: 3 to 4 days.

Costs: CDR will develop a budget estimate for presentation of an in-house customized version, tailored to a specific organization or agency.

- **Issue Specific Problem Solving Workshop**

In this program, participants bring issues that they are working on and develop approaches and strategies to resolve them. Participants work in small facilitated task groups to develop concrete action plans that they can implement back on the job. This workshop has been conducted for both senior and mid-level project managers.

Length and Costs: Contact CDR.

- **Executive Seminar on Alternative Dispute Resolution (ADR)**

This intensive training course in the processes, concepts, and skills of ADR is designed for agency executives. Over 750 senior and mid-level civilian and military leaders, managers and legal counsel from around the world have attended this program since its inception in the late 1980's.

Length and Costs: Contact CDR.

## **COURSE DEVELOPMENT**

Except as noted in the description, courses described above were designed by CDR Associates in Boulder, CO and Washington, DC.

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## **PINCHOT INSTITUTE COMMENTS**

CDR has a wealth of talent, skills, and off-the-shelf training courses that fulfill almost any need the Forest Service has regarding collaboration and open democratic decision-making. Furthermore, they have the ability to custom design programs on short notice to fit specific agency needs. CDR could also help guide internal agency efforts to analyze need and design appropriate collaborative stewardship training courses.

CDR has a long history of working on natural resource issues and has extensive knowledge concerning the history of the issues, key players, legal precedents and sideboards, and economic and social settings. Additionally, to meet specific needs, the organization has the capability to supplement their own expertise with talent from universities, NGO's, industry, and a myriad of other sources.

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## **RESOLVE**

RESOLVE, Inc.  
1255 23rd Street, NW, Suite 275  
Washington, DC 20037  
Phone: (202) 944-2300  
Fax: (202) 338-1264  
Website: <http://www.resolve.org/>

RESOLVE is a non-profit organization with expertise in environmental dispute resolution, mediation, facilitation, and consensus building. In addition to the training courses described below, RESOLVE offers specific support in assessing, mediating, and researching conflict situations. RESOLVE has experience with a wide range of environmental issues including pollutants, fisheries, and hydropower. Agency clients have included the Forest Service, U.S. Fish and Wildlife Service, U.S. Environmental Protection Agency, National Oceanic and Atmospheric Administration, and the National Marine Fisheries Service. The organization has offices in Washington, DC, Portland, OR, and Denver, CO.

## **COURSE OFFERINGS**

RESOLVE offers one to five-day training workshops that are tailored to meet the specific needs of the individual client. The courses are constructed from dozens of modules. The following course list is an example of the range of training opportunities available from RESOLVE. Unless otherwise noted, the cost per individual generally ranges from \$425 - \$625 per participant, depending on course length, development costs, and instructor travel. A standard two-day course generally ranges from \$10,000 - \$15,000 with the resulting cost per

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person going down with increasing numbers of participants, up to a maximum of 40, at which point a second instructor is needed.

- **Beyond Training: Collaborative Leadership Coaching and Peer Learning Program**

In this one-year program, participating individuals are organized into groups of about twelve people under a common coach to receive on-going support in their day to day collaborative and leadership development. The general schedule for the program is:

Month one: self-assessment and personal growth plans

Month two: training workshop

Month three-eleven: nine regular group meetings and individual coaching

Month twelve: evaluation and individualized personal growth plans

Each group will participate in an orientation workshop and meet once a month over 9 months for about 3 hours. In addition, each individual will have up to 30 hours of one-on-one time with his/her coach either by phone or in person.

Target Audience:

Individuals engaged in community-based planning, environmental, energy, housing, health, and other complex public issues.

Course Length: Approximately 1 year.

Costs: \$5 – 8,000 per person for the year, depending on number of participants, whether a training workshop is included, and the number of individual coaching hours anticipated.

### **PINCHOT INSTITUTE COMMENTS**

This is a good opportunity for long-range individual training and preparation for the kinds of situations and duties natural resource managers face in the Forest Service. It certainly should be a consideration for individual training plans and for agency capacity building.

- **Negotiating Environmental Disputes**

This is a basic course designed to give a thorough grounding in negotiation skills and principles for individuals who work on environmental and other complex issues. It trains people to deal more effectively with others who have different interests or perceptions of the public's interests.

Participants will learn how to:

- Understand and make the best use of their personal negotiating style.
- Determine whether negotiation is an appropriate strategy for accomplishing their objectives.
- Analyze a conflict before the negotiation process begins.
- Communicate effectively.
- Negotiate agreement in two-party and multi-party settings.

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- Focus on interests rather than positions, encourage collaborative fact-finding, create new options, and/or use neutral third parties.

Target Audience: Open.

Course Length: 2 days, with an optional half-day to work on real life examples.

Costs: Contact RESOLVE.

- **Advanced Practice in Negotiations**

This course is for individuals who have completed a basic negotiation course. It reaches beyond basic negotiation concepts and skills and provides concentrated practice for improving advocacy skills and handling increasingly complex situations when negotiating.

Participants will learn how to:

- Evaluate strategic issues in deciding when to negotiate and how to persuade others to come to the table.
- Understand and manage the dynamics of power in negotiating relationships.
- Successfully handle multiple issues with many parties setting priorities and evaluating trade-offs.
- Craft options that address technical, legal, and ethical issues.
- Draft durable agreements.

Target Audience: Open.

Course Length: 3 days.

Costs: Contact RESOLVE.

### **PINCHOT INSTITUTE COMMENTS**

The understanding and skills from this course are essential to orchestrating collaborative efforts within a community of interests voicing conflicting perspectives.

- **Work Group Leadership**

This course is designed to help participants build skills in areas of leadership, planning for and administering work groups, building consensus, and meeting management.

Participants will leave the workshop with:

- Better understanding of the roles leaders play in Work Groups.
- Improved skills in planning for Work Group activities.
- Increased awareness of personal negotiation styles.
- “Rules of thumb” useful for intra-agency negotiations.
- Tips for managing effective meetings, facilitating meetings, building consensus, and dealing with difficult people.

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- Insight into their own leadership skills.
  - Training materials, including two books, checklists, and handouts.

Target Audience: Open.

Course Length: 2 to 3 days.

Costs: Contact RESOLVE.

### **PINCHOT INSTITUTE COMMENTS**

The contents of this course are essential for the kinds of collaborative and organizational challenges facing the Forest Service.

- **Using Alternative Dispute Resolution in Agency Negotiations**

Two half-day training courses (introductory and advanced) are offered in advanced dispute resolution (ADR).

#### Introductory Course

Participants will gain an understanding of:

- Significant barriers to settlement in enforced negotiations.
- Overview of the types of ADR processes and their application to enforcement and other agency negotiations.
- Differences between arbitration and mediation.
- How to apply ADR, and tips for initiating and managing the ADR process.

#### Advanced Course

Participants will learn:

- Application of ADR to specific case study examples.
- Challenges of using ADR processes in the convening and mediation phases.
- How to initiate and manage the ADR process.

Target Audience: Government agencies and private companies.

Course Length: One-half day.

Costs: Contact RESOLVE.

### **PINCHOT INSTITUTE COMMENTS**

The content of both sessions would be useful for natural resources and public policy groups anticipating or engaged in collaborative processes. Probably the best way to receive this training is to bring the instruction to the field location where the collaborative efforts are underway. This can be negotiated with RESOLVE.



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## **COURSE DEVELOPMENT**

All courses in this section are developed by RESOLVE, Center for Research and Education.

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## **THE BUREAU OF LAND MANAGEMENT NATIONAL TRAINING CENTER: THE PARTNERSHIP SERIES**

National Training Center  
9828 N 31<sup>st</sup> Avenue  
Phoenix, AZ 85051  
Phone: (602) 906-5514  
Fax: (602) 906-5555  
Website: <http://www.ntc.blm.gov/partner/>

The Bureau of Land Management National Training Center provides BLM and other state and federal agency employees with natural resources and leadership training at its campus facility in Phoenix, Arizona. The National Training Center's Partnership Series is a suite of classes designed to help agencies, organizations, and resource-dependent communities build the capacity to enhance land stewardship goals and leverage resources through community-based collaboration and partnering. All courses combine theory with hands-on problem solving work and are offered at the community level where public land management and rural communities must interact. The classes also integrate agency professionals with a broad spectrum of community participants. The broad themes of the Partnership Series include: capacity building, ecosystem stewardship, institutional change, transformational leadership, and inclusion.

### **COURSE OFFERINGS IN THE PARTNERSHIP SERIES**

- **Community-Based Partnerships and Ecosystems for a Healthy Environment**

The founding course of the Partnership Series, this three-day course is designed to teach participants how to recognize, build, and sustain successful community-based partnerships. The course objectives are to have participants: define and integrate stewardship goals; recognize opportunities for and value in community-based partnerships; understand how communities function through informal social networks; identify and address barriers and challenges to meeting stewardship goals; formulate a common vision for community/government action; discover how to cultivate and sustain collaborative and supportive working relationships; develop and practice collaborative problem-solving skills; and build capacity at the community level to support ongoing stewardship efforts. Course design includes case studies, group exercises, story telling, visioning, and strategic planning.

**Target Audience:**

Community level participants including agency officials, local and state government officials, ranchers, loggers, environmentalists, business leaders, community activists, and others who seek to create a common and sustainable vision for the future and practical alternatives to historic confrontations over natural resource management. A strong value of the Partnership Series is to design and offer courses that have an equal mix of community and agency participation.

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Course Length: 3 days.

Costs: \$450 for individual enrollment in a scheduled workshop. Contact Heather Buckley for cost and arrangements to design and sponsor your own course. Site fees for a class presented at your site using the Partnership Series' cadre/consultants is currently \$17,000 for 40 to 45 seats.

Course Development:

The course was designed by an interdisciplinary team of public and private practitioners and educators in the field of community-based collaborative stewardship including Gary McVicker, Horace Traylor, John Husband, Helene Aarons, Jim Stobaugh, Janice Anderson, Cheryl Cender, Doug Adams, and Charles Pregler, BLM; James Kent, JK Associates; Gary Mullins, Ohio State University; Mike Preston, Fort Lewis College; Todd Bryan, University of Colorado; Jim Fries and Jeff Danter, The Nature Conservancy; Kris Komar, Double K Outfit; Gil Lusk, the National Park Service; John Shepard, the Sonoran Institute; Darwyn Linder, Arizona State University; John Henshaw, Cheryl Zwang, US Forest Service; Bill Boyer, Natural Resource Conservation Service; Garry Tucker, US Fish and Wildlife Service; and Gene Williams, rancher.

- **Community Based Volunteering: Enhancing Land Stewardship through Innovative Partnerships**

This course is designed to help agencies and communities discover the hidden assets within rural communities that will broaden and deepen volunteer efforts toward stewardship goals. The course objectives are to: sustain land and communities through community-based volunteerism; identify leadership potential within agencies and communities; develop and communicate a strong vision; discover and work with community assets and personal social capital; position the volunteer program as a strategic element in an organization's overall strategy; build bridges between aspects of a traditional volunteer program and a community-based volunteer program.

Target Audience:

Community level participants including agency professionals, local and state government officials, community members, traditional volunteers, and others who seek to create a common and sustainable vision for the future and practical alternatives to historic confrontations over natural resource management.

Course Length: 3 days.

Costs: \$ 450 for individual enrollment in a scheduled course. Contact Heather Buckley for cost and arrangements to design and sponsor your own course. Site fees for class presented at your site using the Partnership Series' cadre/consultants is currently \$15,000 for 40 – 45 seats.

Course Development:

The course was designed by an interdisciplinary team of public and private practitioners and educators in the field of community-based volunteering and collaboration including Kris Komar, Double K Outfit; Todd Bryan, University of Colorado; Adrian Bohach, Ability Society; Gene Zimmerman, Diane Maxwell and Kristy Wumkes, US Forest Service; Shirley Baxter, Dave

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Hunsaker, Vickie McCullough, Celia Ando, Doug Adams and Charles Pregler, BLM; Sherry Squire Mitchell, San Francisco's Promise; Helen Jones, Carroll Community College; Craig Lykins, USACE; Wally Elton, Student Conservation Association; Kris Assel, Mary Adeltzadeh, SBNFA; Bob Moore, retired BLM; Earle Kirkbride, US Forest Service volunteer.

- **Learning Communities: Linking People, Places, and Perspective**

This hands-on course is designed to help public agency professionals and community activists assess community culture and dynamics by discovering and tapping into formal and informal social networks. The course provides more in-depth knowledge and application of principles and skills presented in the core Community-Based Partnerships course. The course objectives are; to identify formal and informal social networks, gathering places, and human and cultural resources within a community; understand and map the community structure; determine who is affected and how to include them; and build advocacy and support at the community level.

Target Audience:

Natural resource managers and community activists who seek to mobilize the community of interests to work on value laden issues and projects.

Course Length: 3 days.

Costs: \$ 450 for individual enrollment in a scheduled course. Contact Heather Buckley for cost and arrangements to design and sponsor your own course. Site fees for class presented at your site using the Partnership Series' cadre/consultants is currently \$15,000 for 40 – 45 seats.

Course Development:

The course was designed by a team of public and private practitioners in the field of community building and social assessment including James Kent, JK Associates; Kevin Preister, Social Ecology Associates; Joan Resnick, Horace Traylor, Larry Mangan, Doug Adams, Terry Loyer, Charles Pregler, BLM; Steve Yaddof, US Forest Service; Sally Sheridan, National Park Service and Randy Rutan, US Fish and Wildlife Service.

- **Alternative Funding: Looking Beyond Traditional Sources**

In this Partnership Series course, participants learn creative and new ways to fund projects. Participants find out how to identify fundable projects, develop a comprehensive funding plan, and obtain resources through ways other than the usual funding channels. The course objectives are to: understand the world of fundraising; learn how to work with non-government and non-profit organizations; review federal law and agency regulations governing fund raising; identify fundable projects; and develop a strategic plan to fund a project.

Target Audience:

Individuals and groups seeking methods and skills to find and mobilize public and private resources.

Course Length: 3 days.

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Costs: \$ 450 for individual enrollment in a scheduled course. Contact Heather Buckley for cost and arrangements to design and sponsor your own course. Site fees for class presented at your site using the Partnership Series' cadre/consultants is currently \$15,000 for 40 – 45 seats.

Course Development:

The course was designed by an interdisciplinary team of public and private practitioners and educators in fundraising, organizational development, and communication; including: Kris Komar, Double K Outfit; Don Charpio, Doug Adams, Kimberly Graber, Charles Pregler, BLM; John Henshaw, Gail van der Bie, Bob Lange, US Forest Service; Paul Ideker, TRIAD Communications.

- **Community Economic Assessment: Discovering Realities and Choices**

This course has two goals. First, it is designed to help rural communities discover and mobilize the true economic resources available to them, and on which the community depends. Second, it is designed to help communities understand and address the fundamental realities, choices, and opportunities available through “stewardship economics” – the management and use of public lands in ways that best sustain and nurture the multiple values that the lands provide. Participants learn how to work collaboratively to gather current and historic community data by both manual and automated methods, assess trends in data that reveal emerging economic realities, and interpret data in ways that enable the community to make informed decisions about the future. Participants also learn how innovative public lands managers and users are working together to develop new stewardship economies that support ecological, economic, and social health.

Target Audience:

Community members and civic leaders, resource managers and users, environmentalists, economic development professionals, and local entrepreneurs.

Course Length: 3 days.

Costs: \$ 450.

Course Development:

The course was designated by a team of public and private practitioners and educators in the field of community economic assessment and collaborative land stewardship including: Ray Rasker, Sonoran Institute; Tom Crawford, BLM; Todd Bryan, University of Colorado; Mike Preston, Fort Lewis College; and Kimberly Graber, Doug Adams, and Charles Pregler, BLM.

## **EVALUATIONS**

There is excellent feedback on content and worth of the Partnership Series courses. This includes very positive response from representatives of citizens groups, federal and state government, commodity and conservation interest groups and private citizens.

## **PINCHOT INSTITUTE COMMENTS**

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There have been 37 classes in the Partnership Series delivered since 1995. Twenty-five of which have been the core course, Community-Based Partnerships and Ecosystems: Ensuring a Healthy Environment. The Partnership Series is a business partnership between the National Training Center and a non-profit organization. From 1998 until 2001, the San Bernardino National Forest Association (SBNFA) contributed to the planning and implementation of the courses. In June 2001, the National Association of Resource Conservation and Development Councils (NARC&DC) replaced SBNFA as the non-profit partner of the Partnership Series. This public/private partnership is unique to the National Training Center. Four permanent employees of the NARC&DC are posted at the National Training Center.

Funding for the Partnership Series has come from BLM, Forest Service, US Fish and Wildlife Service, the Southwest Strategy, and directly from local community stewardship groups. Several sessions have been modified or custom designed to fit specific Forest Service and BLM problems for the Lincoln, Gila, San Bernardino, Shoshone, Cherokee and Boise National Forests, and forests associated with the Southwest Strategy.

The organization, support facilities, staff, and cadre of experts at or available to the National Training Center hold tremendous opportunity for the BLM and the Forest Service to expand collaborative type training courses both in scope and content. The Partnership Series' experience working with non-governmental organization personnel and funds could be expanded to include additional organizations and funds. Plans are already under way to improve this dimension of the existing program.

The Partnership Series has the experience and procurement processes to finance and plan pre-course site visits and post course consultation on short notice. These are some of the more difficult activities to include in collaboration workshops, but they are critical for preparing material that is appropriate and useable for a particular context.

The Partnership Series has considered and rejected the idea of "distance learning" for their courses based principally on the fact that the core idea of the courses is building relationships, thus requiring the participants/stakeholders to interact with one another in person. This is not to say that TV, satellite, CDs, and other distance learning tools cannot still be a part of the information consulted by the participants, but they cannot replace the need for face to face trust building experiences.

The National Training Center's Partnership Series currently provides the best and easiest opportunity for furnishing the kinds of courses needed by the Forest Service to facilitate collaborative learning experiences. The Partnership Series has or can easily provide a cadre of people who understand the culture and history of the Forest Service, thereby framing the need and urgency for collaborative approaches. This is accompanied by the ability to quickly custom design special courses for the agency and stakeholders, obtain consultative help for on-going

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collaborative situations, handle inter-agency transfer of funds, collect and disperse non-government funds, and help communities apply for and obtain grants.

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## **UNIVERSITY OF MICHIGAN SCHOOL OF NATURAL RESOURCES AND ENVIRONMENT, ECOSYSTEM MANAGEMENT INITIATIVE**

Ecosystem Management Initiative  
School of Natural Resources and Environment  
University of Michigan  
Ann Arbor, MI 48109-1115  
Phone: (734) 615-6431  
Website: <http://www.snre.umich.edu/emi/collaboration/training.htm>

The University of Michigan School of Natural Resources and Environment's Ecosystem Management Initiative (EMI) provides research, training, and outreach on the subject of collaboration in ecosystem management. A priority of EMI is to provide natural resource professionals and organizations with the training and tools to bridge diverse interests and objectives and face ecosystem management challenges together. EMI specializes in developing new training materials specific to collaborative ecosystem Management scenarios and offering new approaches to training through a variety of forums ranging from meetings to five-day workshops. In addition to the Collaborative Resource Management course described below, EMI provides 1-3 day courses on Negotiation Skills in Collaborative Processes and Adaptive Management (contact EMI for further information).

### **COURSE OFFERINGS**

- **Collaborative Resource Management: A Pilot Interagency Training Course**

This four-day course equips federal resource managers and other federal agency personnel, whose activities affect resource management, with knowledge and skills to deal with future problems requiring collaborative processes. The course consists of presentations, class exercises, panel discussions, and the use of case studies. From these activities, participants enhance their understanding of collaborative processes, learn to deal with common challenges, learn to develop and implement a plan of action, and identify key factors that are likely to determine the success or failure of a collaborative effort.

The session is designed for participants from federal agencies who need to overcome differences in jurisdiction and statutory mandate in order to define their respective roles in natural resource management. It takes on the challenge of preparing participants to act in a collaborative fashion and work through institutional impediments and other obstacles that commonly hinder federal agencies.

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Target Audience:

Federal managers from the federal family who have some responsibility, jurisdiction, or mandate regarding natural resource management, knowledge or policy.

Course Length: 4 days.

Costs: Contact EMI. The original pilot course, offered at the U.S. Fish and Wildlife Service's National Conservation Training Center in Shepherdstown, WV, was free of charge.

## **COURSE DEVELOPMENT**

The course was developed with input from representatives of many federal agencies coordinated by Todd Jones, Department of Interior, National Conservation Training Center, Shepherdstown, WV. Instructional materials were drafted by Steven Yaffee, Julia Wondolleck, Todd Bryan, Sarah McKearman and Alex Mas, Ecosystem Management Initiative, School of Natural Resources & Environment, University of Michigan, Ann Arbor, MI.

Note: Future offerings might be expanded to include all affected parties involved in a collaborative resource management scenario, including non-agency participants.

## **EVALUATIONS**

The initial pilot course, conducted November 13-17, 2000, was considered a success by participants and instructors. Future plans are uncertain at this time however if an agency or organization wanted to duplicate this workshop it could be negotiated with EMI's Steven Yaffee.

## **PINCHOT INSTITUTE COMMENTS**

This course holds a lot of promise for preparing the federal family to participate together in a collaborative fashion. It also provides preparation for work with all affected parties or stakeholders involved in a collaborative setting. Priority is put on drawing participants from a particular region or "problem-shed" such as the Pacific Northwest, the Columbia River watershed, or the Greater Yellowstone Area, etc. This approach is commendable.



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## **PINCHOT INSTITUTE FOR CONSERVATION**

Pinchot Institute for Conservation  
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Washington, DC 20036  
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Fax: (202) 797-6583  
Website: <http://www.pinchot.org/>

The Pinchot Institute for Conservation conducts policy research and analysis; convenes and facilitates meetings, workshops, and symposiums; produces educational publications; and provides technical assistance on issues that affect national-level conservation policies and the management of our national forests and other natural resources.

### **COURSE OFFERINGS**

- **Leadership: Mobilizing People to Act**

This four-day workshop has three major components: theory, practice, and individual planning. The theory is based primarily on the research and teachings of Ron Heifetz, of Harvard University and Robert Terry of the Terry Group, Chicago. The course designers have packaged this leadership theory to fit the Forest Service culture and history, although it has proven to be effective with mixed audiences. The practice component of the course consists of four Forest Service case studies, which bring on-the-ground people into the exercise to highlight the leadership processes used in the role of convener or facilitator. The individual planning component consists of each participant designing an approach to their real-life problems using the lessons learned from the session.

For an organization or community of interests contemplating a collaborative or stakeholder approach to solving a sensitive, value-laden problem, this session will help prepare them philosophically, as well as introduce them to the processes necessary for successful sharing of knowledge, leadership, and power.

**Target Audience:**

Rangers, Forest Supervisors, planning team members, and anyone else caught up in intractable situations or who are about to face a complex problem where success depends on public support. The workshop can accommodate up to 100 participants.

Workshops can also be designed to accommodate other public officials and members of the public. A Ford Foundation grant was used in some of the workshops to help defray the expenses of private and non-federal individuals participating in several of the workshops. The workshop can be modified to address a specific problem in a specific location with the appropriate community of interests and stakeholders.

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Course Length: 4 days.

Costs: \$600 for individual enrollment for classes of 40 or more. For a modified design or smaller classes, contact the Pinchot Institute.

## **COURSE DEVELOPMENT**

Jeff Sirmon and Terry Tipple, Pinchot Institute for Conservation and USDA Forest Service.

## **EVALUATIONS**

This workshop has been conducted 14 times over the past four years with course closeout evaluations made at the end of each session. Over 1,000 people, mostly Forest Service employees, have participated. According to their evaluations, the program's design met or exceeded its objectives. Measured on a scale of 1 to 5, with 5 being "strongly agree", 100% rated the session 4 or above based upon its currentness and applicability. Several evaluations requested more time for theory on authentic leadership.

A follow-up survey of a sample of past participants was made in December 1999. Participants who had experienced the workshop anywhere from 1 to 4 years ago were asked if there were lasting benefits gained from the workshop. A summary of the finding follows: (A full written evaluation is available.)

- The workshops initiated new thinking, reinforced existing views, and motivated participants to action.
- New behavioral patterns were triggered.
- Interest in and practice of new dimensions of leadership were initiated.
- Reference materials used and distributed at the workshops were useful and still being used.
- There is a need for more help with "hard ball" players.
- More and better solutions were found by using the theory and techniques gained in the workshop.
- Efforts to solve problems helped develop relationships among the community of interests that extended beyond the life of the initial problem and facilitated the resolution or handling of subsequent issues.
- Relationships among partners were enhanced substantially.
- Willingness and ability to do things together was substantially enhanced.
- Final results of the group's efforts were of much better quality than that the agency would have advanced by itself.
- Forest Service employees who implemented the problem solving efforts and methods taught in the workshop encountered very few attempts within the organization to undercut them.

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## PINCHOT INSTITUTE COMMENTS

This workshop is designed to motivate agency managers, community leaders, stakeholders, etc. to seek solutions to value laden problems by using open-democratic decision making processes. One objective is to facilitate individual participants to make an adaptive change in their view of leadership and learn leadership processes that facilitate open decision-making.

This workshop was especially timely in 1995 when it was first launched. Since then, the collaborative movement has spread and grown to the point where collaborative concepts are more commonplace and accepted. What is needed now is more skill training and coaching in facilitation, effective intervention, partnership formation, and project or decision execution. This workshop probably should be modified to reflect this maturing movement.

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## INTEGRATIONS

Integrations  
5209 Canyon Drive  
Eugene, OR 97405  
Phone: (541) 485-7708  
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Integrations is a small consulting organization based in Eugene, OR. It was started by Elaine Twigg Cornett, a co-founder of three organizational development companies, and Zane J Cornett, a former USDA Forest Service employee who also has experience in local government, private industry, and with NGO's. Integrations' areas of expertise are community building, mentoring, and ethics. These themes are developed throughout their training and consulting services, which address "real life" projects and situations. Integrations will work with groups, either within an organization or between organizations, and help them set aside differences in order to craft solutions based upon shared values. In addition to workshops, Integrations can provide on-going mentoring or coaching to professionals, to offer continuing support in the implementation of their tools and ideas.

## COURSE OFFERINGS

- **Collaborative Stewardship: Creating Productive Relationships with People and the Land**

Integrations offers an intensive three-day workshop that weaves together the concepts of service, leadership, group development, working with diverse personalities, and building "community." The workshop is highly interactive and well suited for a diverse group of participants, ranging from agencies, organizations, activists, and other concerned and interested

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individuals. The workshop includes pre-work assignments and session size is limited to 30 participants.

The workshop's emphasis is more on "real life" applications than theoretical concepts. Participants are encouraged to share their collaborative projects/challenges and to utilize them as case studies during the workshop.

**Target Audience:**

Natural resource management professionals who are leading collaborative efforts from all organizational levels including agencies, NGO's, policy and decision makers, community activists, and stakeholders.

Course Length: 3 days.

Costs: Based on a set fee structure plus travel expenses; typically about \$450/person for a workshop of 20 people.

**COURSE DEVELOPMENT**

Elaine Twigg Cornett and Zane J Cornett.

**EVALUATIONS**

Immediate post-session evaluations give the course an effectiveness rating of 9.45 out of a possible 10. Written statements on the evaluation forms are very positive. Most participants highly recommend this workshop for others.

**PINCHOT INSTITUTE COMMENTS**

This course has a lot of potential. It has been conducted seven times with good response from participants. The designers and instructors know the culture and history of the agency, as well as the key elements of natural resource issues. Their course is good as a stand-alone, generic course and would also be excellent as a custom design for a specific group facing specific challenges. It could be presented as a preparation for engaging in a collaborative effort, as well as crafted to be an intervention session for a group well along in the collaborative process.

The Integrations principals, Elaine Twigg Cornett and Zane J Cornett, would also be an excellent resource to augment training offered by others, such as CDR, RESOLVE, and BLM.

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## THE SONORAN INSTITUTE

Sonoran Institute  
7650 E. Broadway Blvd.  
Suite # 203  
Tucson, AZ 85710  
Phone: (520) 290-0828  
Fax: (520) 290-0969  
Website: <http://www.sonoran.org/>

The Sonoran Institute is a non-profit organization dedicated to promoting community-based strategies that preserve the ecological integrity of protected lands, while meeting the economic aspirations of adjoining landowners and communities. The Sonoran Institute is committed to testing a range of approaches to community-based conservation, and adapting these approaches based on real experiences. Headquartered in Tucson, AZ, with a northwest office in Bozeman, MT, the Sonoran Institute operates in western North America, focusing on public lands with significant natural values.

### COURSE OFFERINGS

- **Western Community Stewardship Forum**

This two-day community stewardship workshop is provided to “county teams” and designed to help team members assess what growth management strategies and tools are appropriate for their communities. The workshop is tailored to meet the specific concerns and needs of “county team” members. County and community leaders as well as planning experts serve as faculty. Participants are encouraged to network among each other, share experiences, and exchange information.

Technical assistance is provided to each “county team” for one year following the workshop. Stewardship agreements are developed with each “county team” and services determined by this agreement. The Sonoran Institute and the National Association of Counties have created a partnership in support of this program. The Sonoran Institute also has a grant from The Doris Duke Charitable Foundation to support participants in this workshop. Participation by federal officials may be quite limited and governed by the individual’s need and opportunity to be a member of the “county team.”

**Target Audience:**

“County teams” comprised of elected officials, county or local government officials, and community leaders from rural western counties. Counties must meet certain criteria of size and growth to participate.

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Workshop Length: 2 days, followed by one year of technical assistance.

Costs: In past courses, the Sonoran Institute has secured funding to support county teams selected through an application process. This funding includes up to \$300 for travel to the workshop.

- **Southwest Deserts Gateway Communities Workshop**

This workshop is for local elected officials, land managers, and interested citizens to learn how to sustain the special character of their community, while promoting tourism, managing impacts of changing land uses, and building partnerships between communities and land management agencies. It is a “hands-on” workshop that will result not only in learning about a range of partnership building and planning tools, but also in crafting a plan of action to take home.

The workshop culminates with the identification of a series of “next steps” based upon what was learned during the three-day workshop. This exercise can be helpful in designing a plan of action for building gateway partnerships locally. It also may help identify additional assistance needs and suggest methods to raise funds to secure that assistance. Besides the Sonoran Institute, workshop sponsors include The Conservation Fund, The National Conservation Training Center, BLM, and the U.S. National Park Service.

**Target Audience:**

Local elected officials, chief local public lands managers (park or refuge superintendent, district ranger, etc.), tourism promoters, and local land trust or conservation organization members. Communities may send one or more teams made up of four to six persons each.

Workshop Length: 3 days.

Costs: The course registration fee is approximately \$100 per person. Some scholarships may be available.

## **PINCHOT INSTITUTE COMMENTS**

The Western Community Stewardship Forum provides an excellent opportunity for local land managers to become members of an important team that can facilitate collaborative stewardship of federal public lands.

The Sonoran Institute courses do not directly prepare agency personnel or a group of stakeholders facing or engaged in a collaborative process. They are targeted to a specific team of managers/participants. Where appropriate, federal managers should be included in their courses so that the training and partnership building will support broader collaborative endeavors.

Instructors and/or case studies from the Sonoran Institute training could be used in conjunction with other sources of collaborative training that the agency conducts or secures. The Sonoran

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Institute's close partnership with the BLM National Training Center enables both training providers to draw upon a broad base of resources and expertise.

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## WASHINGTON STATE UNIVERSITY: CONSENSUS INSTITUTE

Consensus Associates  
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Phone: (541) 548-7112

Center for Sustainable Agriculture and Natural Resources  
Washington State University  
317 Kalkus Hall  
7612 E Pioneer Way  
Puyallup, WA 98371-4998

The Consensus Institute is a Program of Washington State University's Center for Sustainable Agriculture and Natural Resources that offers a series of training workshops developed by the Consensus Associates. The multi-session workshops focus on helping communities develop the skills and confidence to resolve natural resource conflicts.

The Consensus Institute defines its main thrust as working with communities facing difficult issues related to recovery of water quality and listed fish species, while maintaining economies, societies, and cultures. Workshops of one to three days (or a series of workshops where needed) can be designed and offered based on the needs of the customers.

### COURSE OFFERINGS

- **Workshops for Sustainability: Creating a Sustainable Future for Fish, Water and People**

This is a fifteen-day course with four modules, designed for highly interactive learning among a group of up to 60 participants. The objective is to help people learn the tools and skills to be effective at confronting and resolving conflicts among their communities. The overarching goal is to restore salmon and clean water, by building the human and social capacity within the Pacific Northwest to work through complex problems. The course operates under the premise that more science and money will not solve the issues and that only cooperation between people with the skills and abilities to build consensus is necessary to take care of the fish, water, and the economic and social needs of people.

The Fish, Water and People Project offered its first of four Consensus Institutes February 20-23, 2000 in Vancouver, WA. Others are scheduled for June and October, 2001 and February 2002. Symbolically, the locations of the other sites progress up the Columbia River to The Dalles, Oregon; TriCities, Washington; and Lewiston, Idaho.



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The first Consensus Institute was facilitated primarily by a four-member team: Bob Chadwick, Consensus Associates, Terrebonne, Oregon; Christa Chadwick, Oregon State University, Corvallis, Oregon; Mike Lunn, National Riparian Service Team, Prineville, Oregon; and Don Nelson, Center for Sustaining Agriculture and Natural Resources, Washington State University-Pullman. Throughout the session, the core team recruits participants and coaches them to lead selected activities.

The Consensus Institute was built on several precursory programs. They include the Holistic Management Project in Washington State, 1995-1999, and a series of regional Watershed Roundtables held in 2000 in Portland, OR; Post Falls, ID; and Boise, ID.

**Target Audience:**

People from across the Pacific Northwest interested in learning how to apply consensus decision making toward watershed management. The 53 participants in the first Consensus Institute included watershed council members, landowners, consultants, community activists, state and federal government agencies involved in fish habitat restoration, and the Bonneville Power Administration.

Course Length: 15 days.

Cost: \$2,000 for entire session of 15 days plus graduation. Where space is available, individual modules can be attended for the cost of \$600. Continuing Education credit is available through Washington State University for an additional fee.

**COURSE DEVELOPMENT**

Bob Chadwick, Consensus Associates; Sponsor and lead for the project is Dr. Donald Nelson, Washington State University, Center for Sustainable Agriculture and Natural Resources.

**PINCHOT INSTITUTE COMMENTS**

This appears to be an excellent course aimed at a specific target issue, namely, “Creating a Sustainable Future for Fish, Water and People” in the Columbia Basin in Washington, Oregon and Idaho. It is part of a massive effort to restore salmon throughout its natural range in these states. The workshop and the larger conservation effort should be an important contribution to building human and social capacity necessary to face and resolve tough issues and deal with change.

Mike Lunn and Bob Chadwick (Consensus Associates), both Forest Service retirees, help instruct and facilitate the workshops. Both have extensive experience in collaboration and consensus work. Chadwick has an outstanding ability to get conflicting parties together.

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The structure of the overall project provides for intervention of experts, such as Chadwick, into ongoing consensus efforts in communities, watershed councils, organizations, and other collaborative groups, helping them overcome hurdles and reach consensus on difficult problems.

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### III. THREE PHASES OF COLLABORATION

#### Suggestions For Model Workshops

The diverse training opportunities reviewed by this report offer several distinct strategies for teaching the concepts and tools of collaboration. Evaluating how they can be of best use requires separate consideration of the various stages or phases of the collaborative process. As mentioned earlier, a collaborative effort evolves from an establishment phase through an active decision-making phase and to the final implementation phase. Some courses are more applicable to the beginning of a collaborative effort because they offer a broad set of tools and ideas that can be used generally to foster collaboration. Others are more useful for participants who are already in the midst of a situation requiring collaboration and who need specific skills to work through multi-party conflict resolution and decision-making. Finally, some of the training resources may be most effective in implementing the agenda established through a collaborative process.

The following descriptions list the most appropriate training resources and a sample agenda of a workshop for each phase of the collaborative process.

#### A. PHASE ONE OF COLLABORATION

Phase one is the very beginning of a collaborative effort. In this phase, the primary training need is to prepare the internal organization, as well as the rest of the community of place and/or interests, for the collaborative process. This is done by discussing and learning what the collaboration process entails, (e.g., the role of authority figures, the full range of possibilities, what kinds of issues lend themselves to collaboration, and what advantages and disadvantages there are to using it). Phase one is the “issue identification and problem framing phase,” as well as the phase in which the need for understanding the philosophical basis for collaboration is approached.

##### *Applicable Training Resources*

The following training resources would be best suited to address the challenges faced during the first phase of collaboration:

- ***BLM National Training Center: The Partnership Series***  
A modified version of the community based partnerships workshop would address many of the collaborative issues and skills in this first phase. Additionally, the National Training Center offers an effective combination of expertise, facilities, and administrative assistance.
- ***CDR Associates, Boulder CO***  
CDR’s Resolving Public Policy Conflicts workshop could be modified to meet the training needs for phase one. CDR could work with the agency to design the course so that it provides the necessary training in collaborative stewardship. Where needed,

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CDR can call on talent from universities, NGO's, industry, and other sources to meet specific needs when not found in their own organization.

- ***Ecosystem Management Initiative, University of Michigan***  
EMI's expertise in collaborative approaches to ecosystem management makes them a good choice for a phase one workshop. Their Collaborative Resource Management Course is effective in preparing agencies with tools to use in collaborative processes. EMI's training courses are enhanced through active research in collaboration as it applies to natural resource management.
- ***Pinchot Institute for Conservation***  
The Institute's "Leadership: Mobilizing People to Act" workshop is designed to motivate managers, leaders, and stakeholders to seek democratic solutions to value-laden problems. To better fit the training needs in the first phase of collaboration, the course could be modified to have a greater emphasis on skills building and problem solving.
- ***Integrations***  
Integration's course, Collaborative Stewardship: Creating Productive Relationships with People and the Land, can be presented as a preparation for engaging in a collaborative effort. Additionally, the expertise and familiarity with the Forest Service of the organization's founders, Elaine Twigg Cornett and Zane J Cornett, might augment training offered by other sources.
- ***RESOLVE***  
Several of RESOLVE's course offerings on collaboration and conflict management could be integrated to create a general training resource for those entering collaboration. The training could be enhanced by incorporation of an external expert with knowledge of the history, culture, and issues of federal land management.

### ***Phase One Model Workshop Agenda***

The following model agenda for a four-day workshop is designed to teach the beginning phases of collaboration<sup>1</sup>. Any of the training resources listed above could be involved in its development and implementation.

#### ***Day One***

- I. What is collaboration in natural resource management?
- II. How is it different from what you have been doing and why is it needed

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<sup>1</sup> Many of the workshop topic titles in the Phase I and II model agendas were taken from the Collaborative Resource Management (CRM) course that was designed and piloted at the NCTC, November 13-17, 2000. The exact topic module and module content would be modified to fit the client's needs.

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- III. Agency culture, history, policies and procedures that may get in the way or enhance collaboration
  - IV. Principles for successful collaboration
  - V. Role of line leadership
  - VI. Leadership without easy answers/leading from behind
  - VII. Role of FACA (a presentation)

### ***Day Two***

- I. Principles of effective interest-based negotiations
- II. Case studies. The multiple stages of a collaborative process
- III. Defining the problem, developing a common purpose (creating the holding environment), getting organized
- IV. Small group exercises on developing a common purpose and getting organized

### ***Day Three***

- I. Adaptive learning, deliberating and deciding (a presentation)
- II. Case study and exercises
- III. Understanding and overcoming internal challenges
  - The human dimensions
  - Organizational barriers
  - Legal requirements
- IV. Understanding and overcoming external challenges

### ***Day Four***

- I. Applying the concepts
  - Case study panel (principle participants in collaborative efforts)
- II. Small group assignments to develop generic strategic plan
- III. Large group sharing and evaluation
- IV. Wrap up and reflections.

## **B. PHASE TWO OF COLLABORATION**

Phase two is the time spent by the community of interests or stakeholders working through conflicting perspectives and making the adaptive changes necessary to arrive at a solution. The next few steps toward resolving the issue at hand are then discerned. This phase calls for skills

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in facilitation, conflict resolution, reframing, communication, reading human emotions, orchestrating conflicting perspectives, convening, and intervening.

Phase two will normally require some outside skills to assist when the collaborating group hits an impasse. This intervention may be for a short time, just a few hours, or may require experts for longer periods of time.

### ***Applicable Training Resources***

The following training sources would be best suited to training practitioners, communities, and stakeholders in the midst of working through a problem requiring a collaborative solution. All of them share the ability to do on-site consultation and to intervene with help in a specific situation.

- ***CDR Associates***  
CDR has the ability to custom design courses on short notice to fit a situation specific need in conflict management, public involvement, and dispute resolution. CDR maintains contact with experts in universities, NGO's, and industry, who it can call in to help a process through a bottleneck.
- ***Ecosystem Management Initiative, University of Michigan***  
EMI is experienced at convening stakeholders with conflicting perspectives on ecosystem management issues. EMI can also develop new materials that are specific to particular ecosystem management scenarios encountered by agencies.
- ***BLM National Training Center***  
BLM's National Training Center has experience applying its knowledge and resources to specific problems including the Lincoln, Gila, and San Bernardino National Forests, and the forests associated with the Southwest Strategy. The organization has access to a cadre of people with expertise in collaborative approaches to natural resource management and can obtain consultants upon short notice. Its effectiveness is bolstered by a process that incorporates pre-workshop site visits and subsequent, on-call consultation. The non-profit San Bernardino National Forest Association, which houses four permanent employees at the center, can contribute funds to help defray the cost of non-government participants, ensuring a more inclusive process.
- ***Integrations***  
Integrations can apply its expertise and workshops to address specific challenges faced by a particular group. The designers and instructors have ample experience working on complex collaborative projects.
- ***RESOLVE***  
RESOLVE has excellent resources to bring on-site skill training or consultation on relatively short notice. Besides offering courses, they can facilitate and mediate conflict resolution to help carry a collaborative process through to the implementation stage.

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### ***Phase Two Model Workshop Agenda***

The phase two workshop occurs when the collaborative effort is already underway. The exact design of a phase two agenda would be done after a pre-workshop site visit and evaluation of what is happening in the collaborative effort. The following is a broad, generic design based upon the kinds of barriers or difficulties generally encountered at some point during a collaborative effort. The amount of time needed for a phase two workshop could range from just few hours to several days and multiple visits.

#### ***Day One***

- I. Review the principles of collaboration (with discussion)
- II. Review the obstacles to collaboration
- III. Discuss where the group finds itself
- IV. Reconfirm the commitments to collaborate

#### ***Day Two***

(Exact design of day two would depend on what was found as a result of the pre-workshop site visit and other information gathered about what is going on. The following is generic.)

- I. Revisit the principles of interest-based negotiations  
(Status of group-specific negotiations)
- II. Deliberating and deciding  
(Decisions facing the group)
- III. Dealing with common challenges...internal, external, legal, political  
(Specific challenges of the group)

#### ***Day Three***

- I. Strategy Clinic: The group works on and decides what they want to do about obstacles or needs they face.
- II. Develop and decide on a plan of action
- III. Assignments made
- IV. Wrap-up and evaluation

### **C. PHASE THREE OF COLLABORATION**

Phase three is the implementation phase where the steps agreed to by the collaborating group, community of interests, or stakeholders are carried out. A training workshop designed to help

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with this phase would include topics on partnership building, communications, measurements, accountability, reporting, grant making, contracting, and management.

### ***Applicable Training Resources***

Effective training resources in the implementation stage of collaboration must possess the ability, experience, and insight to make pre-session site visits, determine ‘what is going on’ with the collaborative exercise, determine what kind of intervention is needed, and help the group move forward and stay on track. The following sources demonstrate these capabilities:

- ***CDR Associates***  
CDR draws upon extensive experience and a professional staff with diverse specialties to offer support in the implementation of a wide range of collaborative strategies.
- ***BLM National Training Center***  
BLM’s strong institutional capacity enables them to quickly advise and provide expertise on specific problems and issues. The National Training Center’s Partnership Series places a strong emphasis on follow-up after workshops.
- ***Integrations***  
Integrations considers its relationship with clients as allies. They offer on-going coaching and work with individuals to help them through the problem solving processes.
- ***RESOLVE***  
RESOLVE has the resources and experience to analyze collaborative situations and custom design workshops, skills training, and coaching for stakeholders in the implementation phase.

### ***Phase Three Model Workshop Agenda***

In this phase the collaborative group or community of interests is required to implement the decisions that they have collectively made. The key elements of concern at this phase are reporting, partnerships, measurements, management, communications, grant making, contracting, credibility, and maintaining relationships.

#### ***Day One***

- I. How are we doing?
- II. A review of the problem, what we decided, how we are implementing our decisions.
- III. Where are there implementing problems?
- IV. What do we need to do about them?
- V. Is the initial problem being addressed, if not, do we need to reframe?



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*Day Two*

- I. Based on day one, where do we go from here?
- II. Develop a plan
- III. Agree on the course of action
- IV. Wrap-up and reflections

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## IV. RECOMMENDATIONS

In concluding, this section of the report is offered as a result of perspectives the Pinchot Institute has gained through research for this project, interaction with Forest Service participants in previous workshops co-sponsored by the Pinchot Institute, and periodic dialogue with those designing ways to strengthen collaboration within the agency. As the recommendations for training resources and sample agendas were covered elsewhere in this report, these recommendations focus on how to effectively use this report to improve upon and expand collaborative efforts within the agency.

1. Provide copies of this report to the Field Leadership Team on Sustainability and Collaboration; the newly established, Service-Wide Collaboration Support Team; and all training offices. This will insure that all those who are charged with increasing collaborative capacity within the agency have timely information on sources of collaborative training and consulting.
2. Explore the possibility of joining and expanding the Bureau of Land Management (BLM) collaborative training effort at their National Training Center in Phoenix, AZ. In particular, the agency should evaluate the possibility of expanding the National Training Center's capability to provide quick and easy access to resources needed for specific collaborative activities by the communities of interests engaged in the process. Beyond training, these resources should involve specialized individuals who could be called upon to do pre-session site visits and analysis of proposed collaboration, intervene when the collaboration seems to stall, provide coaching to participants engaged in collaborative activities, and offer managerial advice in the execution phase.

Managers who have successfully used collaborative approaches report that some outside help is needed at critical phases. If this expertise comes from outside the agency, quite often the procurement process to secure assistance can be lengthy, taking a toll on the collaborative progress. The BLM National Training Center has the capability to secure this type of help on short notice. Another advantage of a partnership with BLM would be a united and coordinated approach to collaboration with a common community of interests and place if both agencies were attempting to resolve similar issues in the same area, such as land use planning or fuels reduction.

3. Start new collaborative efforts on issues or projects that are urgent, already felt by the community, and for which no clear consensus exists. A perfect opportunity at this time is the threat of wild fire to communities. One of the more difficult steps in collaboration is framing an issue in such a way as to mobilize the community of interests to work on solutions. The subject of wild fire threat is much easier to frame than many other natural resource issues; hence a holding environment for the community of interests and place can be established more easily. Once framed, and with work begun, some broader issues will naturally enter the dialog such as

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ecosystem health, threatened and endangered species, roadless areas, old-growth management, etc.

4. In the early phases of strengthening the organization's collaborative skills, do not put a high priority on "distance/remote learning." The central feature in orchestrating a wide range of conflicting perspectives among individuals is that an adaptive change must take place in individuals and this happens primarily because of face-to-face interaction, not from training, data, science, experts, etc. Inherent in this experience is the building of new relationships and trust. Technology, while able to bring people together for many practical purposes, is less than ideal for building the kinds of relationships necessary for sound collaboration.

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## V. APPENDICES

### CONTENTS:

- A. Skills Needed for Collaboration
- B. Typologies of Collaboration: Three Examples
- C. Training Opportunities: Summaries and Information Table
- D. Inventory of Additional Collaboration Training

## SKILLS NEEDED FOR COLLABORATION

The following is a categorized list of skills believed to be necessary for effective collaboration. It was developed by practitioners and trainers associated with the Bureau of Land Management's Community-Based Partnership Series of workshops.

### *Building Trust*

- Listening skills
- Understanding trust
- Being able to stop and reflect
- Communication skills
- Understanding values
- Understanding dialogue
- High creativity

### *Information Sharing*

- Role of citizen scientist as connection to formal scientists
- Understanding informal networks
- Collaborative learning

### *Understanding Conflict Styles*

- Negotiation skills
- Meeting management skills
- Facilitation skills
- Search skills – Finding embedded issues that frame current conflict

### *Understanding Communities & Social Processes*

- Human geography – Space, scale, design, pathways
- Community descriptive skills
- Comfort in unstructured, open-ended environments
- Knowledge of natural social boundaries
- Interpretation of social indicators

## TYOLOGIES OF COLLABORATION

### Three Examples

The following conceptual models or typologies are helpful in developing a working definition of collaboration, identifying when collaboration is needed, and determining what actions constitute a collaborative effort. We present three examples here to serve as tools and provide language to guide further thinking.

#### Example A

A helpful continuum for thinking about the concepts of collaboration comes from the 1997 “Findings and Recommendations” of the Forest Service’s National Collaborative Stewardship Team, led by Elizabeth Estill. According to this model, the desired outcome of a relationship dictates the degree of relationship along that continuum. Some issues require only increased communication while others demand much stronger interaction. The continuum is useful in providing measures with which to determine the kind of relationship needed to accomplish a particular goal.

#### **Collaboration Continuum**

##### ***Communication:***

- Giving or exchanging information to maintain meaningful relationships.
- Clear, consistent and non-judgmental discussions.
- Individual programs or causes are totally separate.

##### ***Cooperation:***

- Agencies, groups or individuals can comfortably work together towards mutual gains.
- Assisting each other with respective activities, giving general support, information and/or endorsement for each other’s programs, services, or objectives.
- Policy and customer decisions are usually autonomous.

##### ***Coordination:***

- Agencies, groups or individuals engage in joint planning and synchronization of schedules, activities, goals, objectives and events.
- Joint activities and communication are more intensive and far reaching.
- Mutual gains are desirable, and participants consider each other as equals.
- Policy and budget decisions are still relatively independent.
- Program services, advocacy efforts, accountability and outcomes are distinct by agency.

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***Collaboration:***

- Collaboration involves actual changes in agency, group or individual behavior, operations, policies, budgets, staff and resources to work together to support collective goals or ideals.
- Agencies, groups, or individuals willingly relinquish some individuality or autonomy in the interest of mutual gains or outcomes.

***Integration:***

- Relationships evolve from collaboration to actual restructuring of services, programs, memberships, budgets, missions, objectives and staff.
- Missions, target populations, functions, and power are shared so that the individual “parts” make up a stronger “whole.”
- More individuality and autonomy are surrendered.

***Consolidation:***

- Agency, group or individual behavior, operations, policies, budgets, staff and power are united and harmonized.
- Individual autonomy or gains have been fully relinquished towards adopted common outcomes and identity.

**Example B**

Another model for understanding collaboration emerged from discussion at the May 8, 2001 meeting of the Forest Service Collaboration Core Team in the Washington Office. This framework treats collaboration as a discreet step in a multi-stakeholder, problem solving process. The process is directional and is comprised of four phases, as follows:

***Scoping → Negotiation → Collaboration → Partnering***

In this model, a partnership is the end goal. Collaboration is necessary to obtain that partnership, but it requires the prior steps of scoping (defining and researching the problem) and negotiation between the conflicting parties. It differs from the model in the Estill report in that it suggests a process rather than a continuum.

**Example C**

A third model for defining collaboration is diagrammed on the following page. Developed by Bob Breazeale of the Pinchot Institute, it defines collaboration as a suite of activities, including teaming, consensus, and cooperation, in the middle of a range of progressively structured decision-making tools.

no structure  
completely open  
decision undefined

mandated structure  
closed process  
forced decision

participants make connections and construct new knowledge  
participant/leaders orient process toward learning

participants input information  
knowledge is static  
leaders direct process

collaboration

### OPEN SPACE

Participants explore/agenda evolves  
Agenda around central themes  
Issues most imp will be raised  
Decisions dynamic and evolve

### TEAMING

Slightly structured environment  
Participants responsible for actions  
Learning, respect and peer contributions  
is paramount importance  
Decisions open and shared  
Interdisciplinary

### CONSENSUS

Defined end product  
Hoped for synergy creates  
additive alternative  
Look for win/win

### COOPERATION

Strong facilitation  
Specific end product desired  
Significant "group" work  
Leader w/participatory focus  
Go along to get along  
Multi-disciplinary

### NEGOTIATION

Polarized issues  
Desire to find common ground  
Give and take  
Agreed to "neutral" process  
Minimize losses

### DISPUTE RESOLUTION

Attempt to avoid legalistic  
decision  
Formal polarization  
Foreseeable institutional  
process not desired  
Standardization

Open Space Technology  
Harrison Owen

"T" Group Consensus  
NTL

Beyond Training  
Resolve

Mobilizing People to Act  
Pinchot Institute

Community Based Partnerships  
BLM

Learning Community  
BLM

Integrations  
Cornetts

Collaborative Resource Mgmt  
Interagency Trng

Community Development  
ICA

Building Consensus  
Resolve

Integrating Public  
Into Consensus  
Resolve

Resolving Public  
Policy Conflicts  
CDR

Community-Based  
Consensus Building  
FWS

Team Leadership  
ICA

Sustaining Teams  
NTI

Work Group Ldrshp  
Resolve

Basic and Advanced  
Facilitation  
InterAction Associates

The Art of Participation  
ICA

Group Facilitation  
ICA

Negotiating Enviro Disputes  
Resolve

Advanced Negotiation  
Resolve

ADR in Agency  
Negotiations  
Resolve

**NOTE:** In addition to the above there are needs for two additional cross cutting courses:

- 1) **Basic Awareness:** a course that uses the above graphic as an overview and introduces the participant to the range of possibilities and focuses on the needs of each, appropriateness of use, when to employ them, drawbacks, advantages etc.
- 2) **Management/Leadership:** a course that illustrates the role of line leadership in each of the quadrants and how it differs. In addition it would cover the role of the manager in guiding the process, understanding how leadership differs between the different stages and how to recognize when supplementary skills are needed, use of consultants etc.



## TRAINING OPPORTUNITIES Summaries and Information Table

### **CDR ASSOCIATES**

#### ***Organization***

CDR Associates is an international collaborative decision-making and conflict resolution firm with offices in Boulder, CO and Washington, DC. Founded in 1978, CDR provides professional collaborative decision-making, organizational consulting, public participation, and conflict management assistance to public, private, and non-government sectors.

Drawing on a staff of professional facilitators, mediators, consultants and trainers, CDR can assist people to design and implement situation-specific and culturally-appropriate collaborative problem-solving, negotiations, public participation processes, planning, and conflict management. CDR's substantive areas of specialization include environment, water, land-use, endangered species and habitat, transportation, socioeconomic development, historic preservation, systems design, and multicultural problem solving and dispute resolution.

CDR offers a range of courses that have the potential to fulfill almost any Forest Service need regarding collaboration and open-democratic decision-making. They have the ability to custom design training on short notice in order to fit a specific agency needs. CDR could also help guide efforts within the agency to further analyze training needs and design appropriate courses that teach the tools of collaborative stewardship.

#### ***Training***

Several "off-the-shelf" training programs offered by CDR directly address the various stages of the collaborative process (Appendix B). Many of these are designed specifically for an audience of federal, state, and local agency officials. Courses range in length from 2 to 5 days and most can be customized and offered in-house to specific audience.

Several of the courses focus on negotiation and conflict management. Some courses, such as Resolving Public Policy Conflicts teach participants how to effectively negotiate their interests while others, such as Natural Resource Conflict Management, teach professionals skills to mediate and manage a negotiation process. Other CDR courses offer tools for achieving public participation and collaborative decision-making. Some are general in their approach, while others, such as The Partnering Process, are applied working sessions, designed to build partnership around a specific project.

#### ***Comments***

The breadth of training options, covering a range of topics in the collaborative process, and the flexibility to customize courses to fit a particular need make CDR a good choice for collaborative training. The quality of the training is enhanced by CDR's long history of working

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on natural resource issues and extensive knowledge concerning the history of the issues, key players, legal precedents and sideboards, economic and social settings.

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## **RESOLVE, INC.**

### ***Organization***

RESOLVE is a non-profit organization with expertise in environmental dispute resolution, mediation, facilitation, and consensus building. In addition to training in these areas, RESOLVE offers specific support in assessing, mediating, and researching conflict situations. RESOLVE has experience with a wide range of environmental issues including pollutants, fisheries, and hydropower. Agency clients have included USDA, EPA, NOAA, and the National Marine Fisheries Service. The organization has offices in Washington, DC, Portland, OR, and Denver, CO.

### ***Training***

Resolve offers several courses that build skills necessary in collaboration. Beyond Training: Collaborative Leadership and Peer Learning Program is an example of a course that deals directly with collaboration. The program is a year-long course that periodically brings together professionals working in community-based planning, the environment, energy, housing, health, or other complex public issues to receive coaching and learn strategies for collaboration. Other courses offered by RESOLVE train participants in dispute negotiation and resolution. These courses tend to last a few days, are open to a wide audience, and focus on developing applicable skills and techniques. Another course, entitled Work Group Leadership, teaches participants how to organize, administer, and lead a work group.

### ***Comments***

RESOLVE's training teaches many skills essential to the collaborative challenges facing the Forest Service. A range of courses provides something for people with varying levels of experience with negotiating and conflict resolution. Additionally, the long-term training approach offered through the Collaborative Leadership and Peer Learning Program would provide an excellent opportunity for building collaborative capacity in the agency.

RESOLVE's workshops may not specifically address the kinds of issues and problems encountered by Forest Service employees, but the tools that they teach are certainly applicable. Probably the best way to structure such training is to bring it to the field location where the collaboration efforts are underway. This type of custom approach can be negotiated with RESOLVE.

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## **THE BUREAU OF LAND MANAGEMENT NATIONAL TRAINING CENTER: THE PARTNERSHIP SERIES**

### ***Organization***

The BLM National Training Center provides BLM and other state and federal agency employees with natural resources and leadership training at its campus facility in Arizona. The National Training Center's Partnership Series is a suite of classes designed to help agencies, organizations, and resource dependent communities build the capacity to enhance land stewardship goals and leverage resources through community-based collaboration and partnering. The Partnership Series is itself a partnership between the BLM and the non-profit National Association of Resource Conservation and Development Councils. The organization, support facilities, staff, and cadre at or available to the BLM National Training Center hold tremendous opportunity for the BLM and the Forest Service to sponsor collaborative training and workshops.

### ***Training***

The National Training Center offers several training courses under its Partnership Series. The founding course, which has been offered 25 times since the 1995, is called Community-Based Partnerships and Ecosystems: Ensuring a Healthy Environment. The three-day course, designed for a mix of agency professionals, government officials, and community members, teaches participants to recognize, build, and sustain successful community-based partnerships in order to meet stewardship goals.

Other courses offered under the Partnership Series include: Community-Based Volunteering: Enhancing Land Stewardship through Innovative Partnerships; Learning Communities: Linking People, Places, and Perspective; Alternative Funding Sources: Looking Beyond Traditional Sources; and Community Economic Assessment: Discovering Realities and Choices. Workshops help agencies and communities learn how to assess community social dynamics and mobilize valuable human networks and resources in order to further goals of land stewardship. Partnership Series courses are offered at the National Training Center in Phoenix, or they can be custom designed and given on a site-specific basis.

### ***Comments***

The BLM National Training Center's Partnership Series currently provides the best and easiest opportunity to furnish the kinds of workshops needed by the Forest Service to facilitate collaborative learning experiences. It benefits from a cadre of people who know the culture and history of the agency and who can frame the need and urgency for collaborative approaches. Feedback on the workshops from agency and community participants has been excellent. In addition to thoughtfully designed workshops, the National Training Center can obtain consultative help for on-going collaborative situations, handle inter-agency transfer of funds, collect and disperse non-government funds, supply experts for setting up partnership agreements, and has skills and ability to help communities apply for and obtain grants.

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**UNIVERSITY OF MICHIGAN SCHOOL OF NATURAL RESOURCES AND ENVIRONMENT, ECOSYSTEM MANAGEMENT INITIATIVE**

***Organization***

The University of Michigan School of Natural Resources and Environment's Ecosystem Management Initiative (EMI) provides research, training, and outreach on the subject of collaboration in ecosystem management. A priority of the EMI is to provide natural resource professionals and organizations with the training and tools to bridge diverse interests and objectives and face ecosystem management challenges together. EMI specializes in developing new training materials specific to collaborative Ecosystem Management scenarios and offering new approaches to training through a variety of forums ranging from meetings to five-day workshops. EMI's ties with the University of Michigan enable it to incorporate research and evaluation of training effectiveness into the design of its programs.

***Training***

Collaborative Resource Management: A Pilot Interagency Training Course is a four-day course designed to help federal resource managers learn the skills to address problems through a collaborative process. This course addresses the needs of different federal agencies that share a common goal of managing natural resources, but which must deal with each having a different jurisdiction and statutory mandate. The challenge is to prepare the participants to act in a collaborative fashion and work through institutional impediments and other obstacles faced by federal agencies.

The course consists of presentations, class exercises, panel discussions, and the use of case studies. Participants will enhance their understanding of the processes of collaboration, the phases most collaborative efforts go through, the types of challenges that must be overcome, the issues that need to be addressed in development and implementation of a plan of action, and key factors that are likely to determine the success or failure of a collaborative effort.

The course was developed with the input of representatives of many federal agencies, coordinated by Todd Jones, Department of Interior, National Conservation Training Center. Instructional materials were designed by Steven Yaffee, Julia Wondolleck, Todd Bryan, Sarah McKearnan and Alex Mas, University of Michigan, EMI. It was initially conducted November 13-17, 2000 at the U.S. Fish & Wildlife Service's National Conservation Training Center in Shepherdstown, WV. The course can be customized and offered to agencies on demand.

***Comments***

This course holds a lot of promise for preparing the federal family to participate together in a collaborative fashion. It also provides preparation for work with all affected parties or stakeholders involved in a collaborative setting. Priority is put on drawing participants from a particular region, or "problem-shed," such as the Pacific Northwest, the Columbia River watershed, or the Greater Yellowstone Area.

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## **PINCHOT INSTITUTE FOR CONSERVATION**

### ***Organization***

The Pinchot Institute for Conservation conducts policy research and analysis; convenes and facilitates meetings, workshops, and symposiums; produces educational publications; and provides technical assistance on issues that affect national-level conservation policies and the management of our national forests and other natural resources. The Pinchot Institute's work centers around three programs: conservation policy and organizational change, community-based forest stewardship, and conservation leadership development. At the Grey Towers National Historic Landmark, in Milford, PA, the Pinchot Institute conducts leadership workshops and professional development seminars, intended to help natural resource professionals redefine the relationship between land management agencies and the communities they serve.

### ***Training***

The four day workshop, Leadership: Mobilizing People to Act, is designed to motivate agency managers, community leaders, stakeholders, and communities of interests to find solutions to value-laden, natural resource problems using open-democratic decision making processes. Three components: theory, practice, and individual planning, help prepare the participants philosophically and practically, introducing them to the processes necessary for successful sharing of leadership, power, and adaptive learning. The theory is based primarily on the research and teachings of Ron Heifetz, of Harvard University and Robert Terry of the Terry Group, Chicago. The practice component consists of four Forest Service case studies using on-the-ground people actually engaged in the exercise and highlighting the leadership processes necessary in the convening/facilitating role. The individual planning component consists of each participant designing their approach to their real-life problem using the lessons learned from the session.

In the past, the workshops have been offered to rangers, forest supervisors, planning team members and others caught in intractable situations requiring public support. They can be modified to address a specific problem or geography and include the appropriate community of interests and stakeholders in the training.

### ***Comments***

This workshop has been conducted 14 times over four years with positive feedback from its more than 1,000 participants. The focus was especially timely in 1995 when it was first launched and the collaborative movement had not yet grown to the level of acceptance that it enjoys today. Presently, the workshop will need to be modified to offer more skill training in coaching, facilitation, effective intervention, partnership formations, and project or decision execution in order to better meet the current needs of agencies and communities.

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## **INTEGRATIONS**

### ***Organization***

Integrations is a small consulting organization, based in Eugene, OR that was started by Elaine Twigg Cornett and Zane J Cornett. Integrations' areas of expertise are community building, mentoring, and ethics. These themes are developed through an emphasis on "real life" projects and situations. Integrations will work with groups either within an organization or between organizations and help them set aside differences in order to craft solutions based upon shared values. Besides offering workshops, Integrations can provide on-going mentoring or coaching to professionals, to offer continuing support in the implementation of their tools and ideas.

### ***Training***

Integrations offers a three-day workshop entitled Collaborative Stewardship: Creating Productive Relationships with People and the Land. The size is limited to 30 participants who might be natural resource professionals from agencies and organizations, policy makers, community activists, or stakeholders and who are charged with leading collaborative efforts. The workshop weaves together the concepts of service, leadership, group development, working with diverse personalities, and building "community." The style of the workshop is highly interactive and well suited for a diverse group of interested participants. Emphasizing application over theory, the workshop draws its case studies from the real collaborative projects and challenges of the participants.

The Collaborative Stewardship workshop has been offered several times and has earned strong endorsements from participants. Immediate post-session evaluations consistently rate it highly effective and most participants would highly recommend the workshop to others.

### ***Comments***

The course has great potential in part due to the designers' in-depth knowledge of the culture and history of the Forest Service and their first-hand understanding of the complexity of natural resource issues. Integration's course is good as a stand-alone, generic course and would also be excellent as a custom design for a specific group facing specific challenges. It could be presented as a preparation for engaging in a collaborative effort as well as crafted to be an intervention session for a group well along in the collaboration exercise.

The Integrations principals, Elaine Twigg Cornett and Zane J Cornett, would also be excellent resources to enhance training offered by others, such as CDR, RESOLVE, and BLM.

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## **THE SONORAN INSTITUTE**

### ***Organization***

The Sonoran Institute is a nonprofit organization dedicated to promoting community-based strategies that preserve the ecological integrity of protected lands and, at the same time, meet the economic aspirations of adjoining landowners and communities. The Sonoran Institute is committed to testing a range of approaches to community-based conservation, and adapting these approaches based on real experiences. Headquartered in Tucson, AZ, with a Northwest office in Bozeman, MT, the Institute operates in western North America, and on public lands with significant natural values.

### ***Training***

The Sonoran Institute courses are specifically targeted to community teams that want to learn to work together to plan local land use and economic growth. One workshop, entitled Western Community Stewardship Forum, helps “county teams” of leaders, planners, and citizens to assess what growth management strategies and tools are appropriate for their communities. Another, The Southwest Deserts Gateway Communities Workshop, teaches elected officials, land managers, and interested citizens how to sustain the character, economy, and environment of communities bordering public lands. Both courses are case specific and focus on building a plan of action to take home and implement.

### ***Comments***

The workshops offered by the Sonoran Institute provide an excellent opportunity for a local land manager to become a member of a team that can facilitate collaborative stewardship of federal lands. The courses are not designed, however to help agency personnel and stakeholders through a collaborative process or natural resource conflict. Where appropriate, federal managers should be included in these workshops to encourage partnership building and provide collaboration experience. The instructors and/or case studies from the Sonoran Institute could also be incorporated into broader-based agency collaboration training workshops such as those offered by the BLM National Training Center.



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## **WASHINGTON STATE UNIVERSITY: CONSENSUS INSTITUTE**

### ***Organization***

The Consensus Institute is a program jointly developed by Washington State University's Center for Sustainable Agriculture and Natural Resources and Bob Chadwick's Consensus Associates of Terrebonne, OR. The Consensus Institute consists of a series of workshops that help people from across the Pacific Northwest develop the skills and confidence to resolve natural resource conflicts in their communities. The Consensus Institute works with communities to recover water quality and endangered fish species while maintaining economies, societies, and cultures.

### ***Training***

In 2000, the Consensus Institute offered "Workshops for Sustainability: Creating a Sustainable Future for Fish, Water, and People." This 15-day course in Vancouver, WA, consisted of four modules, designed for highly interactive learning among a group of up to 60 participants. The purpose was to help people learn the tools and skills to be effective at confronting and resolving conflicts in their communities and building the human and social capacity to restore salmon and clean water to the Pacific Northwest. The 53 participants represented a broad spectrum of people including watershed council members, landowners, consultants, community activists, and state and federal government agencies involved in fish habitat restoration.

Three further workshops are planned for 2001 and 2002, each at a different location along the Columbia River. They are facilitated by a four member team: Bob Chadwick, Consensus Associates, Terrebonne, Oregon; Christa Chadwick, Oregon State University, Corvallis; Mike Lunn, National Riparian Service Team, Prineville, Oregon; and Don Nelson, Center for Sustaining Agriculture and Natural Resources, Washington State University-Pullman. Both Chadwick and Lunn are Forest Service retirees with extensive experience in collaboration and consensus work.

### ***Comments***

This appears to be an excellent course aimed at a specific target: "Creating a Sustainable Future for Fish, Water and People" in the Columbia Basin in Washington, Oregon and Idaho. It is part of a massive effort to restore salmon throughout its range in these states. This workshop should be an important contribution to building human and social capacity to face and resolve tough issues and deal with change.

Evaluations from the first workshops indicate that they are very effective in building participants' confidence to deal with complex problems. The workshop strategy introduces experts such as Chadwick into the ongoing consensus efforts of communities, watershed councils, and organizations. This type of expert intervention would also help aid specific collaborative challenges of the Forest Service.

## SOURCES OF COLLABORATIVE TRAINING

<b>Source</b>	<b>Address</b>	<b>Telephone</b>	<b>Fax</b>	<b>Website</b>
<b>CDR Associates</b>	100 Arapahoe Avenue, Suite 12 Boulder, Colorado 80302	(303) 442-7367	(303) 442-7442	<a href="http://www.mediate.org/">http://www.mediate.org/</a>  Partial course catalogue available
<b>RESOLVE, Inc.</b>	1255 23rd Street, NW, Suite 275 Washington, DC 20037	(202) 944-2300	(202) 338-1264	<a href="http://www.resolv.org/">http://www.resolv.org/</a>
<b>BLM National Training Center: The Partnership Series</b>	9828 N 31st Avenue Phoenix, AZ 85051	(602) 906-5514	(602) 906-5555	<a href="http://www.ntc.blm.gov/partner">http://www.ntc.blm.gov/partner</a> Course catalogue available
<b>University of Michigan, Ecosystem Management Initiative</b>	EMI, University of Michigan Ann Arbor, MI 48109-1115	(734) 615-6431		<a href="http://www.snre.umich.edu/emi/collaboration/training.htm">http://www.snre.umich.edu/emi/collaboration/training.htm</a>
<b>Pinchot Institute for Conservation</b>	1616 P Street, NW Suite 100 Washington, DC 20036	(202) 797-6580	(202) 797-6583	<a href="http://www.pinchot.org/">http://www.pinchot.org/</a>
<b>Integrations</b>	5209 Canyon Drive Eugene, OR 97405	(541) 485-7708	(541) 344-0368	
<b>The Sonoran Institute</b>	7650 E. Broadway Blvd. Suite # 203 Tucson, AZ 85710	(520) 290-0828	(520) 290-0969	<a href="http://www.sonoran.org/">http://www.sonoran.org/</a>
<b>Washington State University: Consensus Institute</b>	P.O. Box 235 Terrebonne, OR 97760	(541) 548-7112		

## SOURCES OF COLLABORATIVE TRAINING (continued)

<b>Source</b>	<b>Relevant Courses Offered</b>	<b>Length</b>	<b>Cost</b>
<b>CDR Associates</b>	Collaborative Natural Resource Management Resolving Public Policy Conflicts Natural Resource Conflict Management Conducting Effective Interests-Based, Multiparty Problem Solving and Negotiation Processes Collaborative Meeting Design and Facilitation The Partnering Process Environmental and Public Policy Mediation Designing Collaborative Decision-Making and Dispute Resolution Systems Effective Public Involvement and Participation Issue Specific Problem Solving Workshop Executive Seminar on Alternative Dispute Resolution (ADR)	4.5 days 3-4 days 4.5-5 days 2-3 days 2-3 days 2-3 days custom, contact CDR 3-4.5 days 3-4 days custom, contact CDR custom, contact CDR	Negotiable \$1,100 / participant  All others: Negotiate for an in-house customized version or course
<b>RESOLVE, Inc.</b>	Beyond Training: Collaborative Leadership Coaching and Peer Learning Program Negotiating Environmental Disputes Advanced Practice in Negotiations Work Group Leadership Using Alternative Dispute Resolution in Agency Negotiations	1 year 2 days 3 days 2-3 days 2 half-day sessions	\$5-8,000/participant/year All others: \$450-650/participant depending on design
<b>BLM National Training Center: The Partnership Series</b>	Community-Based Partnerships and Ecosystems: Ensuring a Healthy Environment Community-Based Volunteering: Enhancing Land Stewardship through Innovative Partnerships Learning Communities: Linking People, Places, and Perspective Alternative Funding: Looking Beyond Traditional Sources Community Economic Assessment: Discovering Realities and Choices	3 days 3 days 3 days 3 days 3 days	All scheduled classes are \$450 / individual. Costs of on-site courses range from \$15,000-\$17,000 for 40-45 participants.
<b>University of Michigan, Ecosystem Management Initiative</b>	Collaborative Resource Management: A Pilot Interagency Training Course	4 days	Contact EMI (\$550 / participant if offered through the U.S. F&WS National
<b>Pinchot Institute for Conservation</b>	Leadership: Mobilizing People to Act	4 days	\$600 / participant for classes over 40 people
<b>Integrations</b>	Collaborative Stewardship: Creating Productive Relationships with People and the Land	3 days	About \$450 / participant for a workshop of 20 people
<b>The Sonoran Institute</b>	Western Community Stewardship Forum Southwest Deserts Gateway Communities Workshop	2 days 3 days	Contact Sonoran Institute
<b>Washington State University: Consensus Institute</b>	Workshops for Sustainability: Creating a Sustainable Future for Fish, Water and People	15 days divided into 4 modules	\$2,000/participant for entire course; \$600 for each module

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Appendix D

INVENTORY OF ADDITIONAL COLLABORATION TRAINING

The following is a list of some additional resources for collaboration training:

**Bolle Center for People and Forests**

<http://www.forestry.umt.edu/research/MFCES/programs/bolle/>

Bolle Center for People and Forests

School of Forestry

University of Montana

Missoula, MT 59812

Phone: (406) 243-6650

The Bolle Center has offered national workshops on Collaborative Resource Management in the Interior West.

**The Conservation Fund / USF&WS National Conservation Training Center**

<http://distancelearning.fws.gov/gatewaycommunities062101.htm>

National Conservation Training Center

Route 1, Box 166

Shepherdstown, WV 25443

Contact: Dr. Mark A. Benedict

Phone: (304) 876-7461

Course: Gateway Communities: Keys to Success Distance Learning Workshop

Note: This is a distance learning version of the Sonoran Institute Gateway Communities curriculum reviewed above.

**ICA Associates**

<http://www.icacan.ca>

579 Kingston Rd.

Toronto, ON Canada M4E1R3

Phone: (877) 691-1422

Courses: Group Facilitation; Facilitated Planning; Participation Paradigm; Community Development Intensive; The Art and Science of Participation.

**Institute for Conservation Leadership**

<http://www.icl.org>

6930 Carroll Avenue, Suite 420

Takoma Park, MD 20912

Contact: Peter Lane

Phone: (301) 270-2900

Courses: Training on all phases of the collaborative process is custom designed for the client, including long-term support to groups engaged in specific collaborative efforts.

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**Institute for Environmental Negotiation (IEN), University of Virginia**

<http://www.virginia.edu/~envneg/IEN.html>

P. O. Box 400179, 164 Rugby Road

Charlottesville, VA 22904-4179

Phone: (804) 924-1970

Offers case-specific mediation, research, and training.

**Institute for Participatory Management and Policy (IPMP)**

<http://www.ipmp-bleiker.com/>

PO Box 1937

Monterey, CA 93942

Phone: (831) 373-4292

Courses: Consent Building: What it is all about?; SDIC: Systematic Development of Informed Consent; CPO: Citizen Participation-by-Objectives; Leadership in Guiding a Public-Sector Decision-Making Process.

**James Kent Associates (JKA)**

<http://www.naturalborders.com>

JKA Group

P.O. Box 3493

Ashland, OR 97520

Phone: (541) 488-6978 or (970) 927-4424

Fax: (541) 552-9683 or (970) 927-4443

email: [jkent@naturalborders.com](mailto:jkent@naturalborders.com)

[kpreister@naturalborders.com](mailto:kpreister@naturalborders.com)

Courses: Collaboration, Social Ecology and Bio-Social Ecosystems; Human Geography, Culture Boundaries and other Adventures in Social Mapping; Creating Collaborative Stewardship through Community-Based Planning and Action; and NEPA Section 101, Environmental Justice and Collaborative Stewardships.

Note: James Kent Associates (JKA) offers applied research, consulting, and training in collaborative approaches to integrated resource management. JKA has a cooperative agreement with the BLM to help address the social and cultural aspects of public participation, collaboration, and community-based planning. JKA has worked with the BLM's National Training Center in the development of the Partnerships Series courses.

**Mosaic.net International, Inc.**

<http://www.mosaic-net-intl.ca/home.html>

705 Roosevelt Avenue

Ottawa, Canada K2A 2A8

Contact: Françoise Coupal, Director

Phone: (613) 728-1439

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Courses: Participatory Development Concepts, Tools And Application In PRA Methods; Participatory Monitoring And Evaluation Workshop; Advanced Facilitator's Retreat.

**NTL Institute**

<http://www.ntl.org/training-public-title.asp>

300 North Lee Street, Suite 300

Alexandria, VA 22314-2607

Phone: (800) 777-5227

Courses: Collaborative Negotiation and Conflict Management Strategies; Advanced Group Process Consultation; Creating and Sustaining High Performing Teams.

**U.S. Institute for Environmental Conflict Resolution**

<http://www.ecr.gov/>

Suite 3350, 110 S. Church Ave.

Tucson, AZ 85701

Phone: (520) 670-5299

ECR assists federal agencies with specific natural resource conflicts.

**U.S. Fish & Wildlife National Conservation Training Center**

<http://training.fws.gov/>

National Conservation Training Center

Route 1, Box 166

Shepherdstown, WV 25443

Phone: (304) 876-1600

Courses: Working Through Conflict; Negotiation Strategies and Techniques; Complex Environmental Negotiation; Community-Based Consensus Building.

**Western Management Development Center**

<http://www.leadership.opm.gov/np57.html>

3231 So. Vaughn Way, Suite 300

Aurora CO 80014

Contact: Dr. Susan Jones O'Donnell

Phone: (303) 671-1026

Course: Healthy Watersheds: Community-based Partnerships for Environmental Decision Making Seminar.

**Western Rural Development Center, Utah State University**

<http://extension.usu.edu/WRDC/>

Utah State University

8335 Old Main Hill

Logan, UT 84322-8335

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Contact: Dr. Steven E. Daniels

Phone: (435) 797-9732

Note: Steve Daniels has a rich background engaging the value issues confronting public land management. He specializes in collaborative learning and related activities. Together with Gregg Walker of Oregon State University, he has offered training courses in collaborative learning that employ concepts from negotiation, mediation, active learning, and systemic improvement within the context of public policy/natural resource situations.

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# PINCHOT INSTITUTE FOR CONSERVATION

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## About the Pinchot Institute

The Pinchot Institute for Conservation is an independent, non-profit organization dedicated to leadership in conservation thought, policy, and action. The Pinchot Institute was dedicated in 1963 by President John F. Kennedy at Grey Towers National Historic Landmark in Milford, Pennsylvania, historic home of conservation leader Gifford Pinchot, to facilitate communication and closer cooperation among resource managers, scientists, policymakers, and the American public. The Institute continues Pinchot's legacy of conservation leadership as a center for policy development in support of sustainable forest management.

### Programs and activities

- **Policy research and analysis.** The Pinchot Institute serves as a bridge between the scientific and policymaking communities in forest resource management. The Institute provides independent policy research and timely, objective analysis targeted to the current information needs of policymakers and resource managers.
- **Convening and facilitation.** The Institute serves as a convener and facilitator, fostering collaborative approaches to resolving key issues in forest policy. The Institute brings together leaders in forest management, research, and education from federal and state agencies, universities, industry, and conservation organizations to address new challenges and discover new solutions for advancing sustainable forest management.
- **Leadership development.** Through its program on leadership in natural resource conservation, the Institute conducts research and provides training for resource management professionals and community leaders in participatory decision making and conservation leadership.

### Current programs

*Institutional and policy changes to implement sustainable forest management.* Much of the effort to date in sustainable forestry has focused on policy development, with far less attention devoted to the mechanisms by which these policies will be implemented, or potentially thwarted. Policies for integrated approaches to resource management will make little difference on the ground until the appropriate organizational structures and administrative processes are developed. These include the development of processes for conservation-oriented strategic goal setting and performance measurement, and integrated resource management planning, budgeting and fiscal accountability. These considerations are complex and intensely politicized, and the Pinchot Institute can play a critical, constructive role through both independent analysis and facilitation.

*Forest stewardship and sustainable rural development.* The restoration and maintenance of forest ecosystems for multiple objectives requires a variety of continuing land treatments that can be the basis of stable employment and income in rural communities. There is a need for policies aimed specifically at facilitating the development of local capacity to carry out such land treatments through the kind of small entrepreneurial firms that characterize rural communities. The Pinchot Institute is working with policymakers, federal and state land management agencies and with a network of community-based rural development practitioners to identify and address key policy issues such as contracting, bonding requirements, capital financing, and training in the development of specific strategies to advance both forest stewardship and sustainable rural development.

*Developing collaborative models of conservation leadership.* The Pinchot Institute is committed to the development of effective natural resource conservation leadership among both beginning and mid-career professionals, in public agencies, private organizations, and conservation NGOs. The Pinchot Institute offers leadership workshops and executive development seminars in participatory decision models that are beginning to

*Leadership in Forest Conservation Thought, Policy and Action*

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redefine the relationship between land management agencies and the communities they serve. The Institute's leadership development program is integrated with the training and conservation fellowship programs held at Grey Towers National Historic Landmark, primarily for mid-level managers in federal natural resource management agencies.

*Leadership in Forest Conservation Thought, Policy and Action*

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