<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Introductions, Course Objectives, Expectations</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Part 1: Setting Up for Success</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Part 2: Getting Stakeholders to the Table</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 PM</td>
<td>Part 3: Facilitation 101</td>
</tr>
<tr>
<td>2:45 PM</td>
<td>Part 4: Keeping the Ball Rolling</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
PART 1: SETTING UP FOR SUCCESS

- Context/ driving forces
- Goals
- Stakeholder analysis
- Roles and responsibilities
- Organizational Structures
- Decision-making methods
What are the driving forces?
Do you need stakeholder involvement?
Are there existing groups out there you can tap in to?
What kind of involvement do you need?
What do you hope to achieve?
STAKEHOLDER ANALYSIS

Who needs to be involved?

- People making decisions
  - Local elected officials
  - Regulators

- People affected by decisions
  - Community organizations (volunteer monitoring groups)
  - Landowners
  - Key business groups
ROLES AND RESPONSIBILITIES

- What is their role?
- What resources are available?
- Are they expected to develop any products?
ORGANIZATIONAL STRUCTURES

- Formal vs. informal
PLUM CREEK WATERSHED PARTNERSHIP

Steering Committee

workgroup

workgroup

workgroup

Technical Advisory Group

workgroup

workgroup

workgroup
MAKING DECISIONS

- Decide and notify
- Gather input, then decide
- Limited delegation
- Consensus
$64,000 QUESTION

How do you create awareness of values, interest in the process, and bring them to the table?
PART 2: GETTING STAKEHOLDERS TO THE TABLE

- Understand their concerns/needs
- Match their needs to your goals
- Invite them to participate
MATCH THEIR NEEDS TO YOUR GOALS

- Craft messages specific to *each* target audience
- Why should they care?
  - “Share your concerns”
  - “Take advantage of this opportunity”
  - “Voluntary program”
  - “Financial resources available”
  - “You have an equal vote at the table”
INVITE THEM TO PARTICIPATE

- Write a personal letter
  - Include their key issues, address potential barriers
- Follow up with a phone call
- Follow up with a visit if necessary
PART 3: FACILITATION 101

- Elements of Effective Meetings
- Making Decisions
- Building an Agreement
- Diffusing/Resolving Conflict
Stakeholder Engagement Process

1. **Context**
2. **Goals**
3. **Stakeholders**
4. **Roles**
5. **Org Structure**
6. **Decisions**

**Steps:**
- **Effective Meetings**
- **Actions**
- **Building an Agreement**
ELEMENTS OF A SUCCESSFUL MEETING (OR PARTNERSHIP)

Dimensions of Success

Process

Relationships

Results
90 percent of all problems in meetings are process problems.
ELEMENTS OF EFFECTIVE MEETINGS

- Clear purpose
- Context/driving forces
- Participants
- Goals
- Topics
- Attendees/roles
- Room arrangement
- Decision-making method
- Detailed agenda
WHAT'S YOUR ROLE?

- Participate
- Manage the process
- Manage the information
- Make decisions
ROLE OF THE FACILITATOR

- Designs an agenda to achieve the goals
- Sets ground rules
- Helps the leader and participants focus on the content
- Makes sure everyone has a chance to participate
- Defends others from personal attack
- Make suggestions on how to proceed
- Builds agreements
SAMPLE GROUND RULES

1.
2.
3.
4.
5.
ROOM SET UP

- Semi-circle vs. classroom
- U-shape works well
- Table rounds for small group discussions
- Group memory (flip charts, overhead transparencies, etc)
MAKING DECISIONS BY CONSENSUS

- Consensus is NOT the majority vote.
- Consensus is a decision we can live with.
- Include a fall-back position.
Stakeholder Engagement Process

Context  Goals  Stakeholders  Roles  Org Structure  Decisions

Effective Meetings

Actions  Building an Agreement
Open: Gather information
Narrow: Organize information
Close: Select the best approach and reach agreement
Propose (limited opening)
  Someone leads off a discussion
List (moderate opening)
  Let’s list 4 or 5 items to be addressed
Brainstorm (wide opening)
  Let’s get our ideas out before considering them
Clarify
Combine obvious duplicates to eliminate redundancy

Prioritize using N/3 (number of ideas and divide by 3 = the number of votes each person gets)

Advocate (allow anyone to advocate for an issue)
CLOSE

- Negative poll (is there anyone not willing to take #5 off the list?)
- Build up/eliminate (what can we add to option B to make it work for you?)
- Straw poll (let’s get a quick show of hands of how many people want to keep this one”)
- Both/and (Can we go with both items?)
WHAT TO WATCH FOR

- Possible agreements
- Questions
- Process suggestions
- Creative ideas
- Energy level
- Possible conflict
WHAT IS CONFLICT?

- People have different points of view
- People don’t believe it’s possible to reach agreement
- Each participant feels there is a win/lose solution
“Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude.”

-William James
## UNDERSTAND THE SOURCE OF THE CONFLICT

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<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
<td>A point or matter of discussion, debate or dispute</td>
<td>Overtime pay</td>
</tr>
<tr>
<td>Position</td>
<td>A stance one takes as it relates to an issue</td>
<td>I should be paid time and a half for working over 40 hours</td>
</tr>
<tr>
<td>Interest/Need</td>
<td>The underlying concern or need of a person</td>
<td>I want to be treated fairly</td>
</tr>
</tbody>
</table>
## Understand Source of the Conflict

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<tbody>
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<td>A point or matter of discussion, debate or dispute</td>
<td>Streambank fencing</td>
</tr>
<tr>
<td>Position</td>
<td>A stance one takes as it relates to an issue</td>
<td>I refuse to put up a fence to keep my cattle out of the creek</td>
</tr>
<tr>
<td>Interest/Need</td>
<td>The underlying concern or need of a person</td>
<td>My cattle need access to water. I can’t afford to purchase the materials.</td>
</tr>
</tbody>
</table>
RESOLVING CONFLICT

- Restate each party's position and empathize
- Discover underlying interests
- Ask for proposed options without commitment
- Build small agreements
DIFFICULT BEHAVIORS

- The Latecomers
- The Early Leavers
- The Broken Records
- The Doubting Thomases
- The Headshakers
- The Dropouts
- The Whisperers

- The Loudmouths
- The Attackers
- The Interpreters
- The Gossipers
- The Know-it-Alls
- The Backseat Drivers
- The Busybodies
- The Interrupters
INTERVENTIONS

- Body Language
- Boomerang
  - (throw question back to the group)
- Enforce Agreements
  - (Remember we said we were going to...?)
- Accept and Defer/Deal
  - (I understand you’re frustrated. Can you hang in for 10 more minutes?)
- Use Humor
PART 4: KEEPING THE BALL ROLLING
MOVING THE BALL

- Bring in new members
- Focus on issues important to them
- Give praise (thank you notes, awards)
- Meet only when it’s necessary
- Start and end meetings on time
“The deepest principle in human nature is the craving to be appreciated.”

-William James
MOVING THE BALL

- Recognize differences
- Communicate clearly and often
- Be honest
- Build on successes
- Commit resources to complete activities
- Integrate stakeholders into the rest of the watershed management process
MOVING THE BALL

- Piggyback onto other efforts
- Show progress to the group (data collected, newspaper clippings)
- Bring Food

Group Activities
CHARLIE’S LEMON POUND CAKE

- 4 eggs
- 3 C sugar
- 3 C flour
- 2 sticks butter
- ¼ C Crisco
- 1 tsp lemon extract
- 1 C milk

Cream butter, Crisco and sugar. Add eggs one at a time. Add lemon extract. Add flour and milk, alternating each until well blended. Put in a greased tube pan and in a cold oven. Turn on to 325 degrees for 1 and ½ hours.

Icing

- Melt 2 tb butter in pan. Add juice of 1 lemon. Add 1 C confectioner’s sugar. Drizzle over cake while still warm.
MOVING THE BALL

1.

2.

3.

4.

5.
MOST OF ALL, YOU NEED PATIENCE