

# NATURAL RESOURCES CONFLICT RESOLUTION PROGRAM

## THE UNIVERSITY OF MONTANA

### GUIDELINES FOR FINAL EVALUATION OF KNOWLEDGE, SKILLS, AND ABILITIES

DRAFT OF JULY 30, 2011

The University of Montana's Natural Resources Conflict Resolution (NRCR) Program is designed to prepare students to:

- Foster meaningful citizen participation;
- Engage in deliberative dialogue;
- Negotiate effective agreements;
- Resolve multi-party disputes;
- Design and manage collaborative processes;
- Practice collaborative leadership; and
- Design institutions for collaborative governance.

The curriculum for the NRCR Program includes a total of 18 credits. It is a certificate program embedded within a student's graduate program. Graduate students who complete the necessary requirements of the NRCR Program will be awarded a *Certificate of Achievement in Natural Resources Conflict Resolution*, which will be recognized on the student's official transcript.

If you have not already enrolled in the program, please go to [www.cnrep.org/education](http://www.cnrep.org/education) to review the process for applying to the program.

### **Final Evaluation**

1. Prepare a short summary of courses taken for NRCR Program and your graduate degree, along with conferences, workshops, and work experience; explain how each activity helped you develop knowledge, skills, and abilities in natural resource conflict resolution.
2. Complete the following evaluation.
3. Meet with NRCR Program Chair to review 1 and 2.

To make sure the certificate appears on your official transcript, you need to complete the *Application for Graduation – Certificate Programs*, also available at [www.cnrep.org/education](http://www.cnrep.org/education), and have the Chair of the NRCR Program sign the same form before you submit it to the Graduate School, and after you complete all the requirements for the program.

# Assessment of Knowledge, Skills, and Abilities

## Natural Resources Conflict Resolution Program

Students should complete this form – particularly the middle column -- prior to meeting with the Chair of the NRCR Program to review the portfolio and conduct a joint assessment of the student’s knowledge, skills, and abilities. The purpose of this evaluation is to assess the status of the student’s knowledge, skills, and abilities on the various topics presented below. There is no minimum number required to pass this evaluation.

Rating Scale:

1=Emergent -- Familiar with the ideas based largely on classroom readings and discussion

2=Developing -- Some experience applying theory both in and out of the classroom

3=Competent -- Working knowledge of theory; significant practical experience outside classroom

<i>Knowledge, Skills, and Abilities</i>	<i>Documents/Courses/Conferences in which the KSA is Demonstrated</i>	<i>Assessment</i>
<p><b>History of Conflict Resolution Strategies</b> -- The student understands the history of alternative approaches to govern natural resources, engage citizens in public decisions, and resolve natural resource and environmental conflicts.</p>		<p>1      2      3</p>
<p><b>Assessment</b> — Identify stakeholders and key issues; map the interests and concerns of stakeholders, including decision-makers; clarify options for citizen participation and public dispute resolution; and determine if and when collaboration, consensus building, or conflict resolution is appropriate. Understand the legal, institutional, political, cultural, economic, and scientific context of natural resource conflicts and their resolution.</p>		<p>1      2      3</p>
<p><b>Process Design</b> — Design public processes that are inclusive, informed, and deliberative. Tailor the process to meet the needs and interests of stakeholders, and in a way that respects legal, political, biological, and other constraints</p>		<p>1      2      3</p>
<p><b>Negotiation</b> — Participate effectively in multi-party public processes. Work with others to find mutual gain solutions. Create and claim value; sequence issues; package options; manage communications between representatives and their constituent groups; build coalitions; and improve communication within internal teams and in multiparty forums.</p>		<p>1      2      3</p>

<p><b>Facilitation and Mediation</b> -- Understand the value of impartial, nonpartisan facilitators and mediators in complex, multi-party natural resources issues. Develop a working knowledge of the role of process managers in assessing situations, designing the right process, facilitating meetings, mediating disputes, drafting documents, and monitoring implementation. Know when a facilitator or mediator is needed, what to look for in a qualified process manager, and how to select such a person or team.</p>		<p>1    2    3</p>
<p><b>Collaborative Leadership</b> — Enable people with different viewpoints to accomplish a task that none of them could accomplish individually; lead as a peer, not a superior; encourage and facilitate cooperation, pride, trust, and group identity; foster commitment and team spirit; work with others to achieve common goals and realize a sense of shared accomplishment; manage and resolve conflicts in a constructive manner; and manage effective meetings.</p>		<p>1    2    3</p>
<p><b>Joint Fact Finding</b> – Through mutual learning and joint fact finding, help people with diverse viewpoints build a common understanding of complex issues and resolve scientific and technical disputes. Clarify the role of scientific experts and technical information in shaping public policy and resolving natural resource disputes, and examine the principles and strategies of adaptive management.</p>		<p>1    2    3</p>
<p><b>Applications</b> — Adapt principles and strategies to public participation, community-based collaboration, partnerships, administrative rulemaking, environmental impact assessment, resource planning, legislative policymaking, multi-jurisdictional issues, inter-agency coordination, court-connected disputes, intractable disputes, dispute systems design, and international environmental issues.</p>		<p>1    2    3</p>
<p><b>Respond to Common Problems</b> – Integrate non-local interests in local decision-making; deal with difficult people; engage unaffiliated citizens; know when and how to pull-out; and other common problems associated with collaborative, consensus-seeking processes.</p>		<p>1    2    3</p>
<p><b>Research and Evaluation</b> – Apply alternative methods to evaluate the effectiveness of collaboration and other approaches to shape public policy and resolve natural resource disputes. Research and document best practices, lessons learned, and case studies.</p>		<p>1    2    3</p>

<p><b>Strengths</b> – List two skills and abilities where you feel the strongest.</p>	
<p><b>Areas that you want to improve</b> – List two skills and abilities that you want to improve. Think in terms of knowledge, skills, a abilities necessary for future work.</p>	

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_