Trainer's Introduction

These resources were developed to help natural resource professionals design and implement in-service trainings and professional development programs that will enhance their work in the wildland-urban interface (WUI). The program includes a variety of resources that can be used in many different ways. Please take the time to become familiar with the contents as you determine how these exercises, case studies, presentations, and fact sheets can best meet your needs.

This trainer's introduction includes the history behind the development of this program and an introduction to all the training materials. Some examples of how the materials can be combined and organized to create programs are provided in sample agendas. Also included are suggestions for planning a professional development program.

Program History

In 1998, Florida wildfires demonstrated the complexities of managing natural resources in the wildland-urban interface. In response, the Southern Research Station and the Southern Region of the U.S. Department of Agriculture (USDA) Forest Service, in cooperation with the Southern Group of State Foresters, conducted an assessment to identify and better understand factors driving social and ecological changes within the wildland-urban interface, as well as the consequences of such changes. That report, "Human Influences on Forest Ecosystems: Southern Wildland-Urban Interface Assessment" (Macie and Hermansen 2002), contained a detailed list of research and educational needs, which this program helps to address. The focus groups that were conducted as a part of this assessment revealed that natural resource professionals felt unprepared to tackle the complex challenges associated with managing resources in a rapidly changing landscape (Monroe, Bowers, and Hermansen 2003).

Such frustration is easily justified. Recent U.S. Census updates indicate that much of the U.S. population growth is occurring in the South. Between 2003 and 2004, 60 of the 100 fastest-growing counties were located in the South, 23 in the West, and 17 in the Midwest. Florida leads the nation with 14 of the fastest-growing counties, and close behind are Georgia (12), Texas (12), and Virginia (10). In many areas of the country, new development requires more land than it did just twenty years ago; both homes and lots are larger. Where this growth occurs in forested regions, changes to the integrity of the ecosystem challenge management options and the way resource agencies do business.

Other elements of the landscape are also changing. Rural communities are faced with unprecedented questions of how to maintain their small town character and accommodate enticing development opportunities. Forest landowners must seek new ways to generate income when the closest lumber mill closes. Businesses and services are moving farther from urban centers, providing goods and jobs to the residents of new homes in the interface. Planners, community leaders, and residents are asking questions about the sustainability of such changes—for economic development, social equity, and ecosystem integrity.

One strategy to address these challenges is the development of this WUI professional development program. The major partners in this effort are the Southern Group of State Foresters, the USDA Forest Service's Southern Center for Wildland-Urban Interface Research and Information (SCWUIRI), the University of Florida's School of Forest Resources and Conservation, and the U.S. Fish and Wildlife Service. These partners were joined by a number of cooperators who helped to produce these materials: Auburn University, North Carolina State University, Southern Regional Extension Forestry, and Virginia Polytechnic Institute and State University.

The Southern Wildland-Urban Interface Council (SWUIC), a chartered council of the Southern Group of State Foresters, is the advisory council for SCWUIRI. It was at the request of SWUIC that this professional development program was created for use at the state and local level. SCWUIRI and partners were charged with creating a flexible, educational resource that state and federal agencies could use in their own professional development workshops, and when appropriate, to use with other audiences such as community leaders and landowners. As a result, the materials within this program can be modified to suit agency needs, local interface issues, and staff needs. A number of different materials are provided so trainers can select those that best meet their objectives. Pilot tests suggested that the materials engage participants in opportunities to discuss relevant topics, build skills, and better grasp the challenges associated with working in the wildland-urban interface.

Module Topics

Findings of the Southern Wildland-Urban Interface Assessment and initial discussions with agency leaders suggested that the following four topics are most important and most basic for natural resource professionals working in the wildland-urban interface. These topics address how interface forests can be managed, how staff can respond to and assist in the development of local policies that affect natural resources, and how natural resource professionals can communicate and work with interface residents and community leaders. Each module has a unique icon so that it is easily recognizable when referenced in the trainer's guides.

Module 1: Wildland-Urban Interface Issues and Connections

This module introduces participants to key wildland-urban interface issues and how they are interconnected. It also gives a rationale for why natural resource agencies should focus on interface issues. Module 1 includes 6 exercises, 5 presentations, and a video. It can be used in its entirety to set the stage for a focused program on the interface, or it can be used to briefly introduce the interface and move the discussion to other module topics.

Module 2: Managing Interface Forests

Module 2 provides tools and knowledge for effectively managing fragmented forests in the WUI. Included are 10 fact sheets, 13 exercises, and 4 presentations that describe landowners of interface forests and their objectives; management practices appropriate for the interface; equipment and systems for small forests; managing for wildlife, fire, water, and visual and recreational amenities; enterprise opportunities for landowners; and forest cooperatives. The emphasis of this module is to help resource professionals understand and appreciate the variety of management objectives that interface

landowners may wish to achieve, particularly when those objectives are different from those of rural forest landowners.

Module 3: Land-Use Planning and Policy

This module explains land-use decision-making tools, the role of natural resource professionals in the local decision-making and land-use planning processes, and how resource professionals can be useful in these community decisions. At neighborhood, community, and county or parish levels, natural resource agencies have a great deal to offer to planners and local leaders. The 7 fact sheets, 9 exercises, and 6 presentations provide background and suggest strategies for how resource professionals can become more involved in the decision-making process as the landscape changes. It is important when presenting these materials to adapt them to state-specific planning legislation and agency-specific guidelines.

Module 4: Communicating with Interface Residents and Leaders

Module 4 discusses key tips for effective communication with WUI residents and community leaders beginning with strategies for effectively sharing information by taking into consideration the sender, understanding the audience, improving the message, working to resolve conflict, supporting changes in behavior, and planning programs. This module could be the main topic of a training program, with its 11 fact sheets and exercises, or these exercises could be used to enhance and apply to training programs on resource management (*Module 2*) or land-use policy (*Module 3*). There are 6 presentations included.

Your training program can be designed to use all of these resources, just one module, or anything in between. Most likely your program will not include all the fact sheets, exercises, and case studies provided here. These are resources for you to select from to create training programs most appropriate for your audience, type of presentation, and time available.

Materials Included

A number of materials are included in this program to increase its flexibility and usefulness. You can assemble the particular elements that will best meet your participants' needs and your training style. In some cases there are slight differences between the materials in each module. For example, Module 1 conveys most of its information in the trainer's guide while Module 2 has most of its information in fact sheets. Despite the differences, the modules include the following materials.

Trainer's Guides—Every module includes a trainer's guide that introduces the topic with key points for training emphasis, specific examples, ideas for presentations, references, and suggestions for how to combine the case studies, fact sheets, and exercises. Trainers can adapt information to local needs, use guest speakers, and rely on exercises to emphasize the information provided in this guide. Icons representing each material are used throughout the guides to provide a quick reference and help facilitators design an engaging program.

Exercises—In each module a number of interactive exercises are provided that enable participants to discuss and apply what they are learning. Exercises can be modified to suit the group size or time available; a number of learning formats are provided. You may also want to incorporate examples from your community into the exercises.

Fact Sheets—Fact sheets outline important points, strategies, and information for participants and trainers if they want additional background material. Some fact sheets provide the background information that participants need to discuss questions or activities that are part of the exercises. Others provide supplemental material in the event that the trainer or participants wishes to explore a certain topic in more detail. The fact sheets can also be distributed to other audiences such as landowners, extension agents, and decision makers. In many cases the fact sheets contain professional suggestions about best management practices. Please note, however, that the information in these fact sheets is rapidly changing in the emerging and dynamic field of interface resource management.

Presentations—Every module includes several presentations in Microsoft PowerPoint® that enable trainers to easily present background information to participants. There is one large presentation that covers everything in the module (i.e., *Presentations 1, 2, 3*, and *4*). For ease of use, this large presentation is also subdivided into sectional presentations (e.g., *Presentations 1.2, 4.4*). In each presentation you will also find introductory slides for the exercises. *Presentation 5* introduces the case studies with photographs and discussion questions. This information can be presented through other media—flip charts, overheads, or even verbal instructions. We don't anticipate that everyone will want to use all of the presentations, but we provide them in case they are useful. If exercises are conducted in the field, for example, you may not be able to plug in a projector!

Case Studies—A set of case studies is provided in a separate section of this program notebook. Most of them can be used to highlight relevant points from all modules. They provide examples of interface challenges as well as success stories from across the South. Local newspapers are also rich sources of relevant case studies if presenters wish to personalize examples for specific audiences. Discussion questions for the case studies are included in one exercise of each module (i.e., *Exercises 1.4, 2.4, 3.6*, and *4.7*) to facilitate deeper understanding and encourage dialogue about the concepts in each module.

Video—One video, *When Nature Is at Your Doorstep*, was produced as part of this project to introduce WUI issues and their interconnections to program participants. The video is also suitable for use with the public in outreach efforts. It was produced in conjunction with the National Conservation Training Center, U.S. Fish and Wildlife Service.

Evaluation Resources—An evaluation form is included for trainers to complete and send to SCWUIRI. There are also a number of evaluation questions that can be used before and after the training to measure concepts learned by participants as a result of the program. It is essential that the trainers select the questions that correspond to the concepts they will cover. Suggested questions are also provided for a follow-up survey that agencies may wish to conduct several months after the training activity.

Resource List—A bibliography of books, articles, websites, programs, and other tools pertaining to each module subject matter is provided. These resources can help trainers expand their libraries and knowledge if they want to emphasize a particular topic area. Ideas for field trips and guest speakers are also included.

Trainer's CD-ROM—A CD-ROM is provided that contains worksheets, handouts, and evaluation forms in Microsoft Word® files so trainers can easily adapt and change materials. The PDF files of fact sheets and case studies and the presentations are also included.

Strategies for Creating Program Agendas

Wildland-urban interface issues vary greatly across the South. Similarly, professional development needs vary among agencies and even within divisions or districts. This professional development program is not a curriculum with established learning objectives for each module. Rather, it is a set of materials that can be adapted, recombined, and used in a variety of ways to create training workshops. Trainers should first develop objectives for each training program that will help meet participants' needs. With those objectives in mind, trainers can choose among these exercises and materials to accomplish those objectives. Because each state, agency, and community have different needs and opportunities, the trainer's guides suggest ways to use the materials. These are only some suggestions; we expect that these ideas will only prompt creativity. These materials can be modified and used in a variety of combinations to create a two-hour, two-day, or two-week training program, and anything in between.

Following are some sample agendas that use these materials (designated by a number and title in italics) to meet specific needs.

Sample Program 1

In the first agenda, the agency wants field staff to do a better job of talking with interface residents, and the trainer has decided to help them learn to give presentations at neighborhood meetings:

Communicating with Interface Residents

Objectives: Participants will be able to do the following:

- Explain the natural resource issues that are important in their wildland-urban interface.
- Describe the values that tend to motivate interface residents.
- Adapt a resource message to fit residents' values.
- Design a presentation that helps resource professionals communicate effectively with interface residents.

15 min	Icebreaker Activity—*Exercise 1.1: Piecing Connections Together*
15 min	*Presentation 1.2: Key WUI Issues in the South*
30 min	*Presentation 2.1: Understanding Interface Landowners* and *Fact Sheet 2.1: Who Are Interface Landowners?*
45 min	*Exercise 2.1: Who Lives in the Interface?*
15 min	Break
30 min	Portions of *Presentation 4.1: Communication Foundations* using *Fact Sheet 4.2: Starting an Informal Presentation* and *Fact Sheet 4.3: The Language of Conservation*
30 min	Discussion of *Case Study 13: A Multi-Agency Initiative: Water Education in Kentucky* using questions in *Exercise 4.7: Using Case Studies*
20 min	*Exercise 4.5: Connecting Prose to People*
10 min	Discussion of what makes a good presentation to homeowners
20 min	*Exercise 4.3: Questions to Build Understanding*
30 min	Participants design draft presentations
15 min	Wrap-up and evaluation

Sample Program 2

In this example, an agency needs to train its staff to use new information and skills as they work with interface forest landowners and help them manage their property. *Module 2* provides a number of fact sheets and exercises that could be fashioned into one or more training programs to fulfill this goal.

Working with Interface Forest Landowners

Objectives: Participants will be able to do the following:

- Explain the natural resource issues that are important in their wildland-urban interface.
- Describe the values that tend to motivate interface forest landowners to manage their property and the different objectives that they might have for managing their land.
- List the advantages and disadvantages of a number of management options, from the landowners' perspective.
- Communicate effectively with interface residents.

<u>Day 1</u>

15 min	Icebreaker Activity—*Exercise 1.1: Piecing the Connections Together*
15 min	*Presentation 1.2: Key WUI Issues in the South* and *Exercise 1.2: Describing the Interface*
70 min	*Presentation 2.1: Understanding Interface Landowners* and *Fact Sheet 2.1: Who Are Interface Landowners?* and *Exercise 2.1: Who Lives in the Interface?*
15 min	Break
20 min	Part of *Presentation 2.3: Vegetation Management of Interface Forests* relevant to *Fact Sheet 2.8: Practicing Visible Stewardship* and *Fact Sheet 2.9: Mechanical Vegetative Management*
30 min	*Exercise 2.10: Cues-to-Care*
20 min	Part of *Presentation 2.2: Opportunities with Interface Forest Management* relevant to *Fact Sheet 2.2: Generating Income from Interface Forests*
15 min	*Exercise 2.5: Interface Moneymakers*
45 min	Lunch
15 min	Part of *Presentation 2.2: Opportunities with Interface Forest Management* relevant to *Fact Sheet 2.3: Reducing Fire Risk*
20 min	*Exercise 2.6: Firewise Conversations* with *Fact Sheet 4.7: Addressing Misconceptions about Wildland-Urban Interface Issues*
3 hours	Field trip to small forest and discussion with landowners

<u>Day 2</u>

30 min	*Exercise 2.12: Balancing Ecological, Social, and Economic Concerns*
30 min	*Exercise 4.1: What Went Wrong?* (Note: This exercise must be adapted for landowners.)
30 min	Discussion of motivations, misconceptions, and ways to share information with landowners (See *Module 4* for relevant fact sheets.)
60 min	Discussion of *Case Study 1: The Challenge of Controversial Resource Issues: Southern Pine Beetle; Case Study 3: Cooperation is the Key: Blue Ridge Forest Landowner Cooperative; Case Study 19: Treasuring Forests in Alabama;* and *Case Study 21: Wildfire Preparedness in Mississippi* with discussion questions from *Exercise 2.4: Using Case Studies* and asking different groups to report their insights to each other
15 min	Break
15 min	*Exercise 4.3: Questions to Build Understanding* (Note: This exercise must be adapted for landowners.)
60 min	*Exercises 4.4: An Edict to Edit* and *Exercise 4.5: Connecting Prose to People*
15 min	Wrap-up and evaluation

Sample Program 3

Another agency may wish to introduce field staff to a new role of working with policy makers. The first section of the training program would be designed to build support among resource professionals for this changing role; the second portion helps build new skills.

Working with Policy Makers

Objectives: Participants will be able to do the following:

- Describe the types of local policies that affect resource management and resource planning.
- Articulate three reasons why their agency should work with local policy makers.
- Develop or describe the agency guidelines for how to work with policy makers.
- Design a presentation to communicate effectively with policy makers.

30 min	Icebreaker Activity—*Exercise 3.1: Making the Link—Policy in the Interface*
30 min	*Video: When Nature Is at Your Doorstep*
30 min	*Part of Presentation 3.1: Land-Use Policy and Zoning* relevant to *Fact Sheet 3.1: Some Policies and Programs that Affect Natural Resources*
30 min	Discussion of *Case Study 1: The Challenge of Controversial Resource Issues: Southern Pine Beetle* (Note: Use the handouts from *Exercise 4.7: Using Case Studies*) and *Case Study 18: Stakeholders in the Planning and Zoning Process in Georgia,* with *portions of Exercise 3.9: Background and Discussion Questions for Case Study 18*
15 min	Break
45 min	*Exercise 4.9: Working with Conflicts* (Note: Adapt to focus on the agency role.)
60 min	Guest Speaker 1 presents local resource policy process example while participants use *Exercise 3.2: Tracking the Policy Process in Your Community*
45 min	Lunch
45 min	*Exercise 3.3: Creating a Statement*
15 min	Discussion of appropriate agency positions on working with policy makers
30 min	Guest Speaker 2 presents ways of working with local policy makers
15 min	Discussion about local opportunities for providing science-based information
15 min	Break
30 min	Discussion about the process for working with local policy makers
20 min	*Presentation 3.5: Becoming a Community Resource*
30 min	Wrap-up discussion, next steps, and evaluation

Sample Program 4

Another state may wish to train a few select forest resource professionals, along with representatives from cooperative extension and other state agencies to work with communities as they develop comprehensive growth-management plans.

Working with Communities in Growth Planning

Objectives: Participants will be able to do the following:

- Describe resource conservation in terms of community values and as an asset for economic development.
- Describe at least four conservation planning tools and how they have worked successfully.
- Design an event to build public support and understanding about local community planning.

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15 min.	Icebreaker Activity—"Remember When…" As participants introduce themselves they explain a land-use change they have witnessed
30 min	*Video: When Nature Is at Your Doorstep* and discussion about the pace of change in the local interface
30 min	*Presentation 3.2: Land-Use Planning* with *Fact Sheet 3.3: Smart Growth Principles* and *Fact Sheet 3.6: Land Conservation Tools*
30 min	Discussion of *Case Study 2: Conservation Development in South Carolina; Case Study 14: New Urbanism in South Carolina; Case Study 17: Smart Growth Blossoms in Flower Mound, Texas;,* and *Case Study 23: Zoning to Conserve Greenspace in Davidson, North Carolina* with questions from *Exercise 3.6: Using Case Studies*
45 min	*Exercise 3.4: Practicing Land-Use Planning*
15 min	Break
15 min	*Presentation 3.3: Conservation Design* with *Fact Sheet 3.5: Subdivision Design*
45 min	*Exercise 3.5: Understanding Conservation Development*
60 min	Lunch
60 min	Guest Speaker talks about the local comprehensive planning process
30 min	Discussion of when and how the public should be involved
15 min	Break
60 min	*Exercise 4.11: Event Planning* (Note: This exercise must be adapted to consider strategies to motivate residents to participate in comprehensive planning.)
30 min	Wrap-up, next steps, and evaluation

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Sample Program 5

Instead of a long and focused workshop on managing interface forests, a half-day workshop could be developed for natural resource professionals that merely introduces the main topics and entices participants to delve into the fact sheets on their own.

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Introduction to Interface Management

Objectives: Participants will be able to do the following:

- Explain the natural resource issues that are important in their wildland-urban interface.
- Describe the changing motivations and management needs of interface forest landowners.
- Appreciate the difference between managing rural and interface natural areas.
- Know where to seek more information about interface forest management issues.

15 min	*Presentation 1: Wildland-Urban Interface Issues and Connections Overview*
15 min	*Exercise 1.2: Describing the Interface*
30 min	*Presentation 2.1: Understanding Interface Landowners* and *Fact Sheet 2.1: Who Are Interface Landowners?*
45 min	*Exercise 2.1: Who Lives in the Interface?*
15 min	Break
45 min	*Exercise 2.12: Balancing Ecological, Social, and Economic Concerns*
15 min	Break
60 min	Discussion of *Case Study 4: Deer Debate in Hilton Head, South Carolina; Case Study 5: The Domain: Managing Interface Forests in Tennessee; Case Study 7: Interface Issues in the Georgia Mountains,* and *Case Study 11: Life on the Edge: Interface Issues in Bastrop, Texas* with discussion questions from *Exercise 2.4: Using Case Studies*
45 min	*Exercise 2.13: Juggling Multiple Objectives*
30 min	Distribute all the fact sheets from Module 2, wrap-up, and evaluation

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More Ideas

Another state may take their newly assigned wildland-urban interface specialists and use this entire program as a workbook. After they have read all the fact sheets and exercises, their recommendations on what portions would be helpful to other colleagues would be used to develop agency-wide professional development programs.

An agency might want to focus on how they are perceived by the public and could use *Exercise 2.9: Cues-to-Care* and *Exercise 4.2: Perception is Reality* to begin an interesting discussion about meeting the needs of residents in the interface (see also *Exercise 2.2: Creating a Department of Interface Resources* and *Exercise 2.3: Advertising Interface Services*). To address the needs of a minority community and how its values and perceptions might affect an agency, consider adding *Fact Sheet 4.6: Working with African American and Hispanic Communities* and *Case Study 22: Working with Diverse Stakeholders in Newbirth, South Carolina.*

The possibilities are endless. Because materials can be used in so many different ways, the Southern Center for Wildland-Urban Interface Research and Information would like to help facilitate trainer discussions and insights as you use these materials. The website includes a section for trainers to submit agendas, comment on how you used or adapted exercises, describe the challenges you had communicating key concepts, and explain what worked or didn't work well **(www.interfacesouth.org/products/training.html)**. This valuable feedback will help us improve and evaluate the program. You will also be able to search for additional information for future training programs on this site. This resource will grow as your interface training programs develop.

Program Evaluation

In addition to the evaluation questions for participants behind the Evaluation Forms tab, we would like trainers to complete the Trainer Evaluation and Feedback Form for each program presented. On-line forms can be submitted through the section on the InterfaceSouth website devoted to this training program (www.interfacesouth.org/products/training.html). Alternatively, the forms can be copied and sent by fax or mail to the Southern Center for Wildland-Urban Interface Research and Information (Fax: 352-376-4536 or Building 164, Mowry Road, PO Box 110806, Gainesville, FL 32611-0806).

Suggestions for Planning a Professional Development Program

The exercises in these training modules were designed to incorporate elements of learning concepts for adults including the following:

- People have relevant experiences and may wish to share them.

- People prefer to learn concepts and skills that will benefit them in their work.

- People have different jobs, skills, abilities, and learning styles.

It may be useful to first identify the exercises and case studies that will enable your participants to practice the skills and work with the concepts that you would like to emphasize in your workshop. Next, build the agenda to include background information with the presentations, fact sheets, and discussion. Add a guest speaker or field trip if appropriate. These steps will help guarantee that your

training will enable participants to share ideas, use different learning styles, and apply the concepts to their own work.

Remember to add a welcome, conduct an icebreaker, explain the objectives, introduce the agenda, provide for breaks with snacks (if possible), ask participants to evaluate the program, review and report your feedback, and submit those comments to SCWUIRI.

If needed, a number of excellent resources can help trainers plan and implement a professional development program. The following tips, if you are short on time, summarize many of the basic concepts used by many trainers:

Program planning

- Know your audience. Talk to supervisors and staff before the program to establish meaningful goals and objectives. Coordinate your planning with other trainers or presenters. Select the resources you wish to use.

- Review and prepare your materials. Review the exercises and choose the discussion questions that will emphasize the points you wish to make. Adapt the presentations, should you wish to use them, to introduce concepts effectively. Add local examples if you have them. Review directions, make copies, and prepare for contingencies. Assemble your audio-visual equipment and necessary supplies. Don't forget to make and copy the evaluation form!

- Obtain local resources. Find guest speakers or field trip sites that can make this program relevant to participants. (Suggestions are included in the Resource List.) Communicate your training objectives and the audience needs to the speakers.

Program logistics

- Develop an agenda that meets your training objectives and takes into account travel time, breaks, and a reasonable lunch period. If your site does not have a convenient lunch option, consider having lunch delivered to save time.

- Provide coffee and tea in the morning; snacks, water, and soda or juice in the afternoon. Thinking can be just as difficult as manual labor, and your participants need to be fueled for the job.

- Consider the room arrangement before you get started. Do you want people facing each other in a circle or horseshoe? Do you want people to be arranged in table groups so they can work together easily? If you don't need a podium, you can walk around the room more freely and set the appropriate tone for your participants to engage in thoughtful problem solving.

- Send introductory materials to your participants so they know what to expect, what to bring, and how to prepare. They might need a map to the site or travel directions and agenda.

Presentation style

- Learning occurs in a variety of settings, but group learning is often facilitated by an atmosphere that is conducive to sharing ideas and exploring new concepts. Try to establish a cooperative environment by the tone you set at the beginning and by using icebreakers to help

people get to know one another. Encourage questions, use probes to prompt quiet folks into participation, and let participants know there's nothing to lose by becoming engaged.

• Colleagues are generally kind to each other and will usually pitch in to help a discussion go smoothly (unless it is ten minutes before break time!). Explain what you need them to focus on, ask for their cooperation and good thinking, and give them the opportunity to learn.

• Good facilitation depends on good questions. Think ahead of time about what questions you can ask to engage the group in discussion. Ask a member of each group to share the group's consensus, or ask everyone to use the discussion to respond to a new scenario. The discussion questions provided in these exercises and case studies are a starting point.

During the workshop

• Start on time. Welcome the group, use an icebreaker to allow them to get to know each other, and provide a clear description of what your objectives are and what they should plan to accomplish. Introduce the agenda as the road map to achieving those objectives. You might post the objectives and agenda on the wall and refer to them throughout the training.

• Stay on schedule, give breaks as indicated, and never run over at the end of a workshop.

• Remember to leave time at the end of each exercise to lead a discussion that allows participants to process the main ideas and apply the concepts to their work.

• Leave enough time at the end of the workshop for everyone to complete the forms and evaluations. Make sure you have a sign-in sheet so you know who attended.

• Meet with your co-facilitators at the end of each day (or session) and at the end of the entire program to review what worked well and what should be changed for the next presentation. Send your comments to the Southern Center for Wildland-Urban Interface Research and Information so other trainers can benefit from your wisdom and experiences.

Summary

Increasing population, industries in transition, new development patterns, and different lifestyle values are changing both the landscape and the role of natural resource management agencies. Here in the South, many of our states are on the forefront of this change. You can help natural resource staff develop the knowledge and skills to meet these challenges in the wildland-urban interface. Your work can help natural resource agencies redefine themselves as their traditional clientele changes and their mission evolves to meet the needs in the interface. The resources in this professional development program can help you in this process of changing roles.

References

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