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**Conservation Coach Training**

**Planning Target Viability Analysis Exercise Instructions (45 minutes)**

**Purpose of exercise :**

1. To distill some successful examples and/or best suggestions for how to address some of the common issues that teams have when developing their viability analysis for their targets.
2. To practice planning a Viability Analysis session with a project team.

**Roles**:

Coach/Facilitator

Co-facilitator

Team Members

**Instructions:**

**Part one. Capture a list of common challenges and recommendations (20 minutes)**

1. Once participants have been chosen, they decide between themselves who would like to be lead **Coach/Facilitator** and who will be **co-facilitator** and they decide where to position themselves in the room.
2. The **Coach/Facilitator** allows participants to take a few minutes to review these seven challenges teams have faced with this step:
3. What is the surest way to get an adequate (reasonable) first draft of Key Ecological Attributes and indicators and a first draft of the rating scale?
4. How do we, as coaches, control the tendency of some teams to want to list scores of KEA’s and indicators or really obscure KEA’s?
5. How do we deal with the confusion some teams have with the terminology?
6. How do we deal with the un-evenness that is always present with our team’s knowledge of the different targets?
7. How can we extract information from reluctant experts?
8. How much can we reasonably expect to achieve in a workshop setting on this step?
9. Should we do viability analyses for other types of targets beside biodiversity targets? E.g. cultural, socioeconomic? Etc. If so, any recommendations for how to do this?
10. The **Coach/Facilitator** then prompts participants to identify other big challenges that team members have encountered that are not on this list. He captures them on flip chart pages and highlights any encountered by more than one person.
11. The **Coach/Facilitator** asks the team members to write down on the flip chart pages two or three suggestions to face specific challenges (based on their first hand experiences).
12. The **Coach/Facilitator** then reads them aloud and adds any other ideas that arise through the discussion. Then circles the ones that the group feels are very insightful or that two or more people have tried and found successful.

Be prepared to share your most insightful recommendations with the whole group in plenary.

**Part two. Plan a Viability exercise (25 minutes)**

Your team will be doing a first draft of a viability analysis for their focal targets at the next workshop. You expect to have 20 people at this workshop. The group will be a mixed group - some scientists, some conservation field people, some government relations staff, and some lay partners who are very involved in the conservation of this project area.

The Team leader has decided he wants the whole group to have some involvement in this step so that they understand the kinds of things that are important to know about their targets to understand how they function and what their current status is.

You have to prepare a first draft of the session and present it to the core team.

1. Once participants have been chosen, they decide between themselves who would like to be lead **Coach/Facilitator** and who will be **co-facilitator** and they decide where to position themselves in the room.
2. The **Coach/Facilitator** asks the team members as the coaching team for this project, to decide the following:
3. What information do you want the core team to assemble to have available at the workshop?
4. How do you want to set up the process in the workshop? E.g. break-out groups or not? How designated? How people will be assigned? How these will be facilitated?
5. How much time do you want to designate for the process?
6. What workshop aides do you want to have on hand?
7. How much will you expect to achieve in this session?
8. How will you capture the information generated in the workshop?
9. What is the follow-up?

Extra question if time allows.

1. You know you will have two very opinionated and difficult science types in the room. Describe some ways you and the project leader think you will be able to “manage” them so that they don’t alienate, dominate or drive the other participants to disengage from the process?

When you report back to the group, be prepared to explain to the project’s core team your recommendations for how best to implement this step in the workshop setting and what you expect from them.