



U.S. EPA Community Involvement University

# Community Involvement University - CIU

## Purpose:

To support Superfund site cleanups by providing EPA Community Involvement Coordinators (CICs) and other EPA and EPA-affiliated staff with the necessary skills, techniques, and practices to engage the community in the Superfund process. The Community Involvement University (CIU) offers a variety of courses each year at regional offices. The course topic areas include collaboration, facilitation, public participation, risk communication, spokesperson, and others. This CIU Training Brochure was updated in July 2018. All course descriptions were substantively updated in 2015 and most remain the same.

## Logistics:

The CIU is managed by the Community Involvement and Program Initiatives Branch (CIPIB) in the Office of Superfund Remediation and Technology Innovation (OSRTI). Tina Conley manages CIU and she can be reached at 703-603-0696 or [conley.tina@epa.gov](mailto:conley.tina@epa.gov).

If you are interested in bringing a CIU course to your region, please contact your [Regional CIU Liaison](#), which includes your Regional Community Involvement Manager. If you have other CIU questions, please contact Tina.

Tina coordinates CIU training with the Office of Land and Emergency Management (OLEM) [Training Coordination Team](#). Both CIU and the OLEM Training Coordination Team use the Training Exchange Website ([www.trainex.org](http://www.trainex.org)) to manage training schedules and activities.

## Registration:

You can register for these courses on the internet at <https://trainex.org/ciu>. Under “Current Training” on the left menu bar you can locate the course of interest either by title, location, or date. The course description will provide current details on the content and objectives of the training.

- Select the course offering you want and click on “Details and Registration.”
- Click the “Register” button at the bottom of the course offering page to register. You will be prompted for your email address and other contact information.
- Click “Submit” at the bottom of the registration form.

Should you need to cancel your registration, return to [trainex.org](http://trainex.org) and locate your registration under “Students/Current Registrations.”

**Enroll today online at [trainex.org](http://trainex.org) or call 301-589-5318, Ext. 11.**

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### Continuing Education Units:

CIU courses can be used for Continuing Education Units (CEU). We define one CEU as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instructors. The actual CEUs will be calculated for each unique course procurement because the course time can vary. The primary purpose of the CEUs is to provide a permanent record of an individual’s educational accomplishments when he/she has completed one or more significant non-credit educational experiences.

### Continuous Learning Points:

CIU courses can be used for Continuous Learning Points (CLPs). Many of the training courses offered by CIU can be applied towards meeting your Contracting Officer Representative (COR) requirements. You need 1 training hour to earn 1 CLP. A training hour is actual contact time spent on course material and exercises. Your first-line supervisor determines which courses can count towards meeting your COR requirements, based on your individual duties and circumstances. Please consult with your first-line supervisor to identify applicable courses.

### Course List:

CIU offers courses of various lengths and levels of difficulty. The length of each course is included under the “What are the logistics?” section of each course description, and the levels of difficulty are described below and located at the top right of each course description. Details regarding prerequisite and who should attend are provided in the “Who should take this course?” section. Some courses are customizable to Regional needs, including the level of difficulty, team trainings, specific case studies, etc. The CI Manager can discuss regional training needs with the CIU Manager and trainer prior to selecting and scheduling a course. Some two-day courses are also offered as one-day courses depending on the trainer and course content. Please discuss the one-day preference with Tina Conley.

	<p>Basic courses are for those who have little to no experience or training in the topic area or for those who need a refresher if an intermediate or advanced course is not offered.</p>
	<p>Intermediate courses are meant for those who have some “real-world” experience in their area of expertise and need training in the specific topic area.</p>
	<p>Advanced courses are meant for those who have taken the listed prerequisite or who have related “real-world” experience.</p>

Please review the following list of CIU course offerings listed alphabetically within each course topic area (webinars, collaboration, facilitation, public participation, risk communication, spokesperson, and others) and then alphabetically within each level of difficulty (basic, intermediate, advanced).

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## Webinar Courses

### Basic Courses

- [Effective Writing for Superfund Staff: Community Involvement Plans \(CIPs\) and Beyond](#): Learn how to write clear, concise, and well-organized CIPs and other documents that help encourage community involvement. Links are provided to pre-recorded webinars.

## Collaboration Courses

### Intermediate Courses

- [Applying Collaboration to EPA Decision-Making](#): Learn how to plan and implement a collaboration process that can be applied to any process with diverse stakeholders, whether internally, with other agencies, and with public stakeholders.
- [Building Cultural Competence](#): Learn a new way to look at, talk about and manage diversity both within EPA site teams and with communities. Core concepts include taking personal responsibility for the quality of one's work life and generating positive field results based on enlightened self-interest.
- [Building Trust in EPA](#): Learn how to get people to trust and work with you and manage interactions with angry citizens and activists.

## Facilitation Courses

### Basic Courses

- [Facilitation Training \(Basic\)](#): Enhance participants' skills to plan and effectively facilitate various types of meetings.
- [Making Meetings Work: Approaches and Tools for Better Meetings](#): Learn basic principles to plan effective meetings and achieve meeting goals.
- [Mastering Meetings](#): Equip participants with skills to design successful public meetings.
- [Teaching Negotiation for Effective Communication & Conflict Resolution](#): Learn how making the processes of negotiation, mediation, and communication transparent and equal between parties will decrease the potential for misunderstanding and misperceptions.

### Intermediate Courses

- [Designing and Managing Effective Community Advisory Groups \(CAGs\)](#): Learn what makes advisory groups work and gain the knowledge and skills needed to convene healthy, functional boards.
- [Designing Effective Public Meetings and Events](#): Learn the fundamentals required to design and implement forums for genuine and productive dialogue.
- [Facilitating Effective Superfund Public Meetings and Events](#): Learn the principles of powerful facilitation and how to create an effective facilitative presence at public meetings and events.

### Advanced Courses

- [Facilitation Approaches for Potentially Explosive Public Interactions](#): Learn how to anticipate, manage, and successfully conclude situations and meetings that are "potentially explosive."

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- [Facilitation Training \(Advanced\)](#): Further enhance participants' ability to serve as effective facilitators in meeting situations.

## **Public Participation Courses**

### **Basic Courses**

- [Community Involvement Tools and Techniques](#): Equip participants with tools and techniques to plan effective outreach and involvement strategies at Superfund sites.
- [Elements of Powerful Public Participation](#): Discover the larger decision-making framework that they fit into as professionals working in today's world.
- [International Association for Public Participation \(IAP2\) – Foundations in Public Participation](#): Provides a broad-based learning experience covering all of the foundations of civic engagement and provides useful tools for designing and implementing practical, real-world public involvement programs.
- [International Association for Public Participation \(IAP2\) Certificate Course Series in Public Participation](#): Learn how to use IAP2's "public participation spectrum" to determine and implement the appropriate level of public involvement for unique scenarios.
- [Planning for Participation: Trends and Opportunities with Community Involvement Plans](#): Outlines a site-specific strategy to enable meaningful community involvement throughout the Superfund cleanup process.
- [Public Participation for Managers](#): Provides an overview of how to use public participation to improve decision-making.
- [Public Participation for Technical Staff – How to Make Public Participation Work for You](#): Learn how to use public participation to improve site planning and key decision-making.
- [Systematic Development of Informed Consent \(SDIC\)](#): Discover the larger decision-making framework that they fit into as professionals working in today's world.

### **Intermediate Courses**

- [Planning for Powerful Public Participation](#): Discover the larger decision-making framework that they fit into as professionals working in today's world.

### **Advanced Courses**

- [Citizen Participation-by-Objectives \(CPO\)](#): Discuss the pros and cons of Citizen Participation Techniques and learn how to identify the high priority Citizen Participation needs for a controversial project.
- [Emotion, Outrage and Public Participation](#): Learn advanced strategies and behaviors to enhance quality public participation outcomes, even when communities are emotional or outraged.



## **Risk Communication Courses**

### **Basic Courses**

- [Color-Coding: Going Beyond the Numbers](#): Explore color-coding, a visualization tool to help Agency staff present sampling data more effectively in this course.
- [Risk and Decision Making](#): Provide participants with an overview of the principles, policies, and limitations of the chronic human health risk assessment process used by EPA.
- [Risk Communication Training](#): Develop risk communication messages and determine effective methods and tools to convey these messages.
- [Risk Communication Training: Basic, Intermediate, and Advanced Principles and Techniques for Communicating Effectively About Environmental Issues](#): Participants will focus on the practical tools and skills needed for communicating effectively before, during, and after high stress, high concern, high stakes, controversial, and emotionally charged situations involving environmental risk issues

### **Intermediate Courses**

- [Risk and Conventional Communications for Superfund Public Participation](#): Learn about the communication strategy and tactics for creating effective relationships with the public, listening to public concerns, and conveying information.
- [Risk Communication: Messaging to Build Trust and Understanding](#): Learn insights and strategies for establishing trusting working relationships with communities and other interest groups.

### **Advanced Courses**

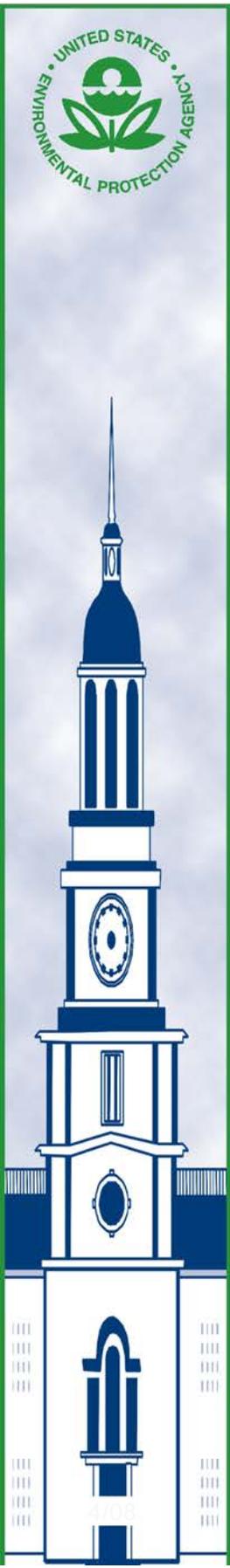
- [Advanced Risk Communication and Media Skills](#): Discuss message development techniques, preparing for media interviews, and media traps and pitfalls. With a focus on the development of message maps for use in media settings.
- [Master Class in Risk Communication and Cultural Diversity](#): Provides information on cross-cultural skills needed to be an effective risk and crisis communicator with a focus on symbols, signs, words, different cultural standards conversation, and different meanings of colors and images.
- [Risk and Public Negotiations – How to Communicate, Listen and Work with the Public](#): Provide insights and strategies for establishing trusting working relationships with communities and other interest groups.

## **Spokesperson Courses**

### **Basic Courses**

- [Defusing Hostile Situations – EPA Spokesperson Training](#): Learn how to prepare and handle conflict to make a significant difference in the outcome of a challenging meeting or encounter.
- [Know What to Say and How to Say It – Media/Spokesperson Training](#): Further enhance participants' ability to explain their work and communicate tough issues through the media.
- [Mastering the Message – EPA Spokesperson Training](#): Participants will learn to identify, hone and deliver their messages in a team setting.

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- [Pictures Speak 1,000 Words – EPA Video/Photography Training](#): Gain an understanding of what makes for an effective image, video or still photo and make the most of the equipment available.
- [Present Effectively with Style and Skill at Public Meetings – A Spokesperson Training](#): Gain the skills and confidence you need to “stand up and deliver” effectively during public meetings.
- [Understanding Citizen Journalism: Using Social Media](#): Provides a map of the social media landscape and ways EPA staff can use social media tools within the EPA's Social Media Guidelines.
- [Working with Today's News Media – Media/Spokesperson Training](#): Enhance participants' ability to handle an interview professionally.

#### **Advanced Courses**

- [Fine-Tune Your Spokesperson Skills – Individual Spokesperson Training/Coaching](#): Enhance the spokesperson skills of participants to help them more effectively deliver key messages, even under pressure. This training is often coupled with other spokesperson training or is offered with a full day of training sessions in order remain cost-effective.

### **Other Courses**

#### **Basic Courses**

- [Reader-Focused Writing \(Basic\) – Writing Made Easy, Reading Made Easy](#): Learn to use plain language and effective design techniques to create clear and usable documents for readers.

#### **Intermediate Courses**

- [Translating Environmental Science and Connecting People and Technology](#): Learn to more effectively communicate and connect with constituents, become more confident and comfortable speaking in public and enhance the ability to manage tough people and crowds.

#### **Advanced Courses**

- [Reader-Focused Writing \(Advanced\) – Writing Made Easy, Review Made Easy, Plain Language Made Easy](#): Enhance participants' writing and review skills so they can analyze, write, rewrite, and reorganize clear, reader-focused material for their constituents.





# *Webinars*

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U.S. EPA Community Involvement University

Basic

# Effective Writing for Superfund Staff: Community Involvement Plans (CIPs) and Beyond

## What is the course overview?

EPA uses community involvement plans (CIPs) and associated outreach materials to help enable meaningful community involvement in the Superfund cleanup process. Learn how to write clear, concise, and well-organized CIPs and other documents that help encourage community involvement. This webinar will emphasize good writing techniques, such as use of active voice, plain English, and positive messaging. It will also cover some effective formatting techniques, such as creating headings that communicate ideas and improve readability.

## Who should take this course?

This course is recommended for Community Involvement Coordinators (CICs), EPA or EPA-affiliated public involvement staff, Remedial Project Managers (RPMs) and others involved in writing or developing CIPs. This course is also appropriate for EPA staffers who write other documents. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on:

- Identifying the target audience;
- Organizing an effective document;
- Communicating the most critical information early on in the document;
- Mapping key messages before drafting the document;
- Effective formatting techniques; and
- Effective writing techniques.

## What are the logistics?

This one and one-half hour webinar presentation includes interactive audience participation, such as questions and answers.

There are two presenters who teach this course, including at least one seasoned CIC working at the regional level.

## Is there available background material?

- Effective Writing for Superfund Staff: Community Involvement Plans (CIP) and Beyond – Quick Tips Sheet [http://www.clu-in.org/conf/tio/cipwriting\\_012815/Quick-Tips-Sheet.pdf](http://www.clu-in.org/conf/tio/cipwriting_012815/Quick-Tips-Sheet.pdf)
- Effective Writing for Superfund Staff: Community Involvement Plans and Beyond (January 28, 2015) [http://www.clu-in.org/conf/tio/cipwriting\\_012815/](http://www.clu-in.org/conf/tio/cipwriting_012815/)
- Effective Writing for Superfund Staff: Community Involvement Plans and Beyond (April 23, 2014) [http://www.clu-in.org/conf/tio/cipwriting\\_042314/](http://www.clu-in.org/conf/tio/cipwriting_042314/)

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# *Collaboration*

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# Applying Collaboration to EPA Decision-Making

## What is the course overview?

The course presents a basic model for collaboration and leads students through a thorough process of how to plan and implement a collaboration process. Collaboration can be applied to any process with diverse and potentially influential stakeholders, whether internally, or with other agencies, and with public stakeholders.

## Who should take this course?

This course is recommended for EPA staff or managers who are working on complex sites or issues where multiple stakeholders may influence the outcome and greater cooperation is needed to get to a solution. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on:

- What is collaboration and how to use it to improve decision making;
- Conducting a situation assessment and identifying stakeholders;
- Designing a collaborative process;
- Collaborative skills: communications, conflict management, consensus-building;
- Collaborative behaviors;
- Convening collaborative groups;
- Using consensus-building; and
- Planning and implementing collaborative approaches for maximum results.

## What are the logistics?

This two-day course is highly interactive with exercises and programs designed to help participants recognize the value of collaboration and develop needed approaches and skills to improving their use of collaboration. Recommended course size is 12-30 participants.

Doug Sarno of The Participation Company (TPC) teaches this course. He developed the course and is a civil engineer with more than 30 years' experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators and community relations professionals will apply immediately.

## Is there available background material?

- Participants receive a detailed course workbook.

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# Building Cultural Competence

## What is the course overview?

Culture-based dynamics can be especially noticeable when presenting highly technical information to communities concerned about environmental impacts. Building Cultural Competence (BCC) is a highly interactive awareness- and skills-building workshop. Participants experience a refreshing new way to look at, talk about and manage diversity both within EPA site teams and with communities. Untethered from traditional methods of addressing these dynamics, participants are free to explore new avenues for functional relationship building and collaborative problem-solving even in the presence of deep mistrust and striking interpersonal difference. Core concepts include taking personal responsibility for the quality of one's work life and generating positive field results based on enlightened self-interest. BCC can help create a more productive, satisfying experience for all staff teams and for the communities they serve.

## Who should take this course?

This course is recommended for both new and seasoned Community Involvement Coordinators (CICs) as well as public involvement and technical staff. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain increased awareness and comfort with:

- The ways that personal orientation can unconsciously influence perceptions, assumptions, performance and patterned behavior when interacting with others.
- The natural formation of stereotypes among and between groups of people and the ways those stereotypes can work to lower expectations for success by pre-limiting the range of possible outcomes of interactions between staff and with communities.
- A simple, intuitive model for circumventing the naturally occurring interpersonal pitfalls and landmines that can exist in a workplace and community engagement setting.

Participants who complete this course will learn and practice skills that will help them:

- Recognize and break the "Vicious Cycle" – interlocking sets of stereotypes that occur within multifunctional and multicultural work teams.
- Become more comfortable and effective in high risk / low trust communication environments by understanding the natural causes of misperceptions and not taking them personally.
- Develop relationships with co-workers and community members that build trust and aid in the dissemination and understanding of technical information.

## What are the logistics?

This course is offered as a one-day, interactive workshop. Regions can customize the course to their intended staff and needs by conducting a scoping call with the facilitators about four weeks before the training. Participants should wear comfortable clothing and be prepared for frank discussions in small and large group sessions. Michael J. Lythcott, a Senior Associate at Skeo Solutions with over 35 years of management and technical expertise, teaches this course with 1-2 junior facilitators. Mr. Lythcott has provided community and stakeholder analysis, facilitation, conflict resolution, training, and communications services for private industry, government agencies, and grassroots community organizations, both domestically and abroad. Recommended course size is 12-30 participants.

## Is there available background material?

- Participants receive presentation copies and handouts on key skills/takeaways.





U.S. EPA Community Involvement University

# Building Trust in EPA



## What is the course overview?

This hands-on, custom workshop will help your team understand and manage interactions with angry citizens and activists who seem to oppose everything you do and everything that you believe in. We'll show you how to get people to trust and work with you.

## Who should take this course?

This course is recommended for EPA staff and managers who have any influence in the credibility of the agency. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will:

- Understand and learn to manage projects and goals better in the current culture of pop-media and public and political polarity;
- Leave with a better understanding of public frustration and anger with public and private institutions and, more importantly, how to overcome the challenges with emotional intelligence and humanizing EPA;
- Understand the myths of opposition and conflict and why most judgments about angry people and their emotions are wrong in the first place;
- Leave knowing the specific factors that indicate the likelihood and level of public anger;
- Learn to recognize and avoid the behaviors that you and your staff routinely demonstrate that only make people angrier;
- Know the most common behaviors and what to do to reduce public anger and opposition and increase your own trustworthiness, credibility, and effectiveness;
- Leave with a practical and workable plan to move your stalled or challenged project or mission forward; and
- Leave with the behavioral change, approach, strategy, key messages and capacity to succeed.

## What are the logistics?

This intensive and customizable one or more day's workshop is a mix of participant small and large group discussion and demonstration. This workshop is a practical and active session dealing with the most current research from a variety of global sources applied to tested and proven real-world experience. This workshop is designed to actively help you plan for your most serious challenge in an intensive, facilitated workshop setting to produce a workable path forward. Recommended course size is 12-30 participants.

John Godec of The Participation Company (TPC) teaches this course. He is an international trainer, consultant and expert in risk and high stakes communication, conflict resolution, consensus, and public participation, specializing in issues management. He has designed and facilitated hundreds of diverse meetings and advisory groups on controversial projects for federal, state, tribal, and private industry entities, and is a Certified Professional Facilitator.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams.

## Is there available background material?

There is no recommended background material. Course documents will be provided.

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# *Facilitation*

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U.S. EPA Community Involvement University

Basic

# Facilitation Training (Basic)

## What is the course overview?

This course provides participants with an overview of the key skills and concepts associated with effective meeting planning and meeting facilitation. The course helps participants learn how to be an effective facilitator when called upon to play that role and illustrates how “facilitative behavior” can be applied to a wide range of situations to make them more effective in their interactions with peers and with external stakeholders. The course covers facilitation at different types of meetings, including EPA team meetings, large public meetings, conference calls or other distance interactions, and interagency meetings. Participants learn how to plan for effective meetings, anticipate difficult situations, deal with disruptive participants, and reach successful conclusions.

## Who should take this course?

This course is recommended for those who are responsible for planning and/or facilitating public meetings, internal work group meetings, inter-agency meetings, and long-term multi-party meetings with diverse stakeholders. Those who simply want to become more effective in group interactions and problem-solving activities in a wide variety of situations may also find this course beneficial. Although this course is designed for those with limited to no facilitation training, experienced staffers are encouraged to attend the same course because the different levels of experience tend to make the course more interactive and a richer experience for all those who attend. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Identify who should attend your meeting to achieve stated outcomes;
- Structure the agenda to achieve agreed upon meeting goals;
- Use ground-rules and meeting guidelines to ensure needed outcomes;
- Follow-up after a meeting to ensure results are fully implemented;
- Prepare for the role as facilitator;
- Engage participants to help be an effective facilitator;
- Use specific tools and techniques to be an effective facilitator; and
- Facilitate different types of meetings (e.g., conference calls, other distance interactions).

## What are the logistics?

This one-day course includes presentations with a variety of interactive discussions on key concepts and skills, role-playing exercises that enable participants to practice their new skills, and group learning discussions. The session leader will seek the active involvement of participants in how they have seen these techniques used - or not used - in their own project experience. The course also includes interactive exercises designed to provide students with opportunities to practice the skills discussed. Recommended course size is 15-24 participants.

Marion Cox of Re♦Source Associates teaches this course. She has developed and delivered training courses in all US EPA regions since 1981. Her courses include public involvement planning, working effectively with communities and diverse stakeholders, conflict management, and negotiation, handling hostile audiences and situations, team-building and team management, and collaborative planning. Her work is focused primarily on Agency interactions with communities, state and local regulatory agencies, and with other key stakeholder groups.

## Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University

Basic

# Making Meetings Work: Approaches and Tools for Better Meetings

## What is the course overview?

The workshop presents the basic principles to plan effective meetings and achieve meeting goals and identifies a variety of innovative techniques to facilitate effective participation in different meeting settings. The techniques described during the course include: Revolving Circle (a.k.a. Samoan Circles or Conversation Circles), World Cafe, Card Storming, Nominative Group Technique, Open Space Meetings, Appreciative Inquiry and FutureSearch Processes, Focused Conversations, Deliberative Polling, Study Circles, and Workshops. Participants receive information on each of these techniques, as well as website and book references for further exploration.

## Who should take this course?

Are you still holding meetings that resemble a dry presentation followed by public comments at a microphone? Would you like to get more people engaged and involved in the topic and with each other? Then this course is for you! Public meetings can and should be informative, engaging, and fun for all participants. Creating more effective meetings helps both EPA and our communities.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Plan effective meetings to achieve meeting goals; and
- Develop techniques to facilitate meeting participation.

## What are the logistics?

This four-hour workshop provides participants with a fundamental understanding of what makes meetings work and how to plan for a successful public meeting. Maximum course size is 25 participants.

Doug Sarno teaches this course. He is a civil engineer with more than 30 years of experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

## Is there available background material?

Participants receive the following:

- Detailed manual
- Information on each of the meeting techniques
- Website and book references for further exploration

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# Mastering Meetings

## What is the course overview?

This course teaches participants how to design successful public meetings, including controversial community and town hall events. It addresses the importance of clarifying the purpose and objectives of the meeting and what is expected to happen during and after the meeting. The course covers a wide range of topics, including how to prepare, document, and evaluate meetings; design an effective agenda and involve meeting participants; define participant roles; present information during the meeting, and facilitate highly charged meetings.

## Who should take this course?

This course is recommended for anyone who plans or facilitates public meetings. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Design successful public meetings;
- Prepare, document, and evaluate public meetings;
- Design an effective agenda and involve meeting participants;
- Define participant roles;
- Develop effective materials for presentation;
- Present clear, concise and understandable information during controversial meetings; and
- Plan and facilitate productive and successful meetings.

## What are the logistics?

This one-day course is highly interactive and is taught on the assumption that the most effective learning comes from experience—either first-hand or vicarious. The trainer shares his/her own experiences and lessons learned and uses video clips of actual meetings where hostility and conflict were a problem. Participants are encouraged to offer their own experiences and are invited to role play if they wish. Recommended course size is 15-20 participants.

Skilled professionals at CDR Associates teach this course. CDR which was incorporated in 1978 to provide facilitation and conflict management assistance to businesses, governmental agencies, professionals, and organizations in the public sector. CDR has a staff of professional mediators and facilitators who contract with individuals and organizations to assist them to facilitate challenging meetings and resolve their conflicts in an amicable and cost-effective manner. CDR also is known nationally and internationally for its training programs in decision making, team building, negotiation, facilitation, and mediation.

## Is there available background material?

- Participants receive a course workbook.
- Additional information on CDR Associates and their training can be found at [www.mediate.org](http://www.mediate.org).





U.S. EPA Community Involvement University

Basic

# Teaching Negotiation for Effective Communication & Conflict Resolution

## What is the course overview?

Environmental issues and programs are a source of potential conflict within any community. Teaching both agency representatives and the general community the most effective ways to negotiate and communicate in conflict will only enhance the discussion and the ability to develop a greater understanding for both groups. Effective communication training can be provided prior to town hall meetings, facilitated group meetings, or mediation and negotiation sessions.

Making the processes of negotiation, mediation, and communication transparent and equal between both the agencies and the community will decrease the potential for misunderstanding and misperceptions. It will also allow both the community members and the agency representatives to have the same understanding of what skills and tools can be used to enhance communication. Through this enhanced communication there is a better opportunity for recognition and empowerment to develop meaningful and sustainable resolutions and agreements.

## Who should take this course?

This course is recommended for EPA staffers and community members who participate in meetings and other activities where mistrust and hostility may be prevalent.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Identify basic tasks and skills that can be taught in negotiation workshops;
- Initiate the first steps in developing a non-confrontational style of communication; and
- Enhance communications to increase the opportunity for cooperation.

## What are the logistics?

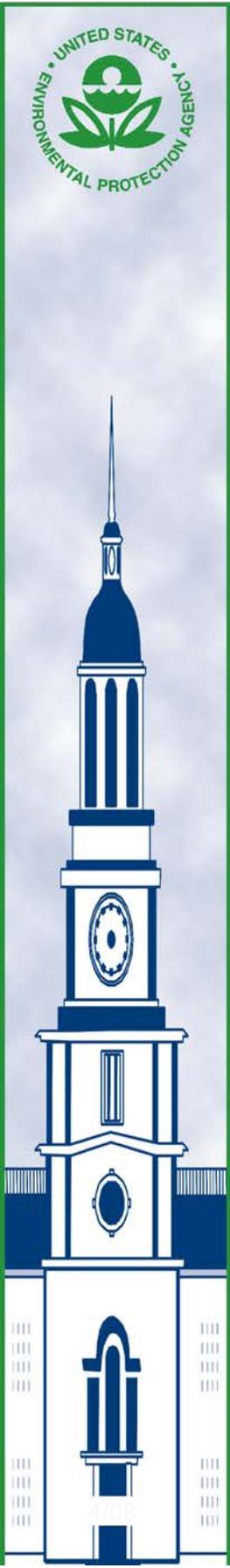
This three-day workshop focuses on the basic tasks or skills that can be taught and practiced within negotiation training workshops. It also highlights how interaction between agencies and community groups in these trainings can be the first step in developing a non-confrontational style of communication and dialogue. Participants will participate in exercises throughout the program to practice the negotiation, conflict resolution, and communication skills discussed in the course. Minimum course size is 8 participants.

Mardi Winder-Adams of Positive Communication Systems teaches this course. She has provided over 400 hours per year in mediation and conflict resolution services and training. She has over 100 hours of custom trainings presented on an annual basis to businesses, schools and private organizations.

## Is there available background material?

- Participants receive a handout of the presentation.

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# Designing and Managing Effective Community Advisory Groups (CAGs)

## What is the course overview?

Community advisory groups can be the heart of higher-level public participation programs under the Superfund program, but often fail to achieve a common approach or vision to assist EPA decision-makers. This course looks at what makes advisory groups work and provides participants with the knowledge and skills they need to convene healthy, functional boards.

## Who should take this course?

This course is recommended for EPA staff or managers (e.g., CICs, RPMs, OSCs) who work directly with CAGs or are considering developing a CAG at their site. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Understand advisory groups;
- Make the determination where advisory groups are appropriate;
- Use the keys to making advisory groups work;
- Avoid the common mistakes that lead to dysfunctional boards;
- Convene a balanced, responsible membership;
- Distinguish the roles of members, sponsors, chairpersons, and facilitators;
- Create a mission, charter, and ground rules;
- Pay attention to detail: getting the small things right; and
- Seek and achieve consensus.

## What are the logistics?

This one-day course is a highly interactive mix of facilitated discussion, video, and small and larger group discussion. Recommended course size is 12-30 participants.

Doug Sarno of The Participation Company (TPC) teaches this course. He developed the course and is a civil engineer with more than 30 years of experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators and community relations professionals will apply immediately.

## Is there available background material?

- Participants receive a detailed course workbook.

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U.S. EPA Community Involvement University

# Designing Effective Public Meetings and Events



## What is the course overview?

This course explores the fundamentals required to design and implement forums for genuine and productive dialogue. Effective dialogue, relationship-building, and shared learning are the centerpiece of public participation meetings or events under CERCLA. The class will discuss ways to move beyond the traditional public meeting to find approaches and formats that work. Creating effective forums for dialogue and learning require an understanding of how people communicate and the environments in which real dialogue can take place.

## Who should take this course?

This course is recommended for EPA staff or managers (e.g., CICs, RPMs, OSCs) who are responsible for holding public meetings and events and want to explore more effective ways of engaging their stakeholders. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Reinvent the public meeting;
- Identify and use the characteristics of effective dialogue;
- Establish an environment for effective dialogue;
- Implement the five principles of effective meetings; and
- Implement the basics of meeting management and facilitation.

## What are the logistics?

This one-day course is a highly interactive mix of facilitated discussion, video, and small and larger group discussion. The course is designed to provide time for staff to work together on planning upcoming public meetings and events. Recommended course size is 12-30 participants.

Doug Sarno of The Participation Company (TPC) teaches this course. He developed the course and is a civil engineer with more than 30 years of experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators, and community relations professionals will apply immediately.

## Is there available background material?

- Participants receive a detailed course workbook.

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U.S. EPA Community Involvement University

# Facilitating Effective Superfund Public Meetings and Events



## What is the course overview?

This course explores the principles of powerful facilitation and how to create an effective facilitative presence at public meetings and events. Participants will learn the basic approach to preparing for and facilitating effective meetings and have a chance to learn and practice facilitation skills.

## Who should take this course?

This course is recommended for EPA staff or managers (e.g., CICs, RPMs, OSCs) who need to plan, manage, and facilitate public meetings. *Designing Effective Public Meetings and Events* is a recommended pre-requisite.

## What are the course learning objectives?

Participants who complete this course will gain skills on:

- What is powerful facilitation;
- Who can facilitate;
- Roles of the facilitator;
- Setting the stage for successful meetings;
- Facilitator knowledge, behaviors, and skills;
- Facilitation strategies and tips; and
- Finding your facilitation style.

## What are the logistics?

This course is presented as a two-day facilitation workshop to train, prepare, and practice the skills that are needed to manage effective public meetings. Participants will get the chance to practice their skills and work with each other in identifying how to find their own facilitation approach. Regions can customize the course to their intended staff and needs. Recommended course size is 12-30 participants.

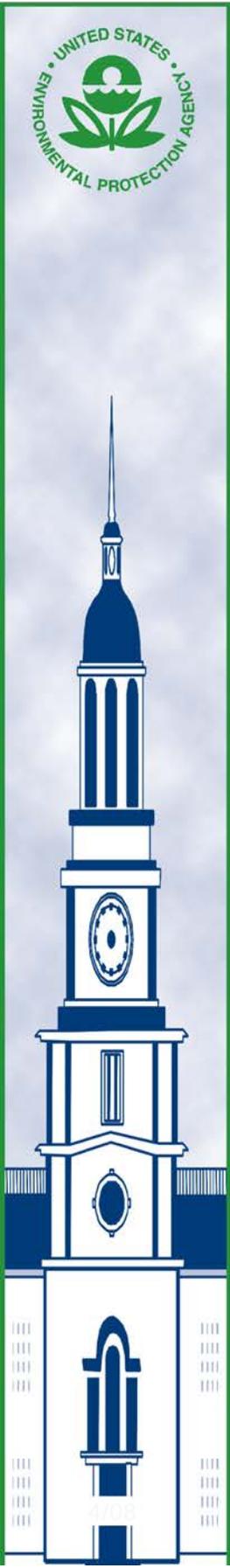
Doug Sarno of The Participation Company (TPC) teaches this course. He developed the course and is a civil engineer with more than 30 years of experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators, and community relations professionals will apply immediately.

## Is there available background material?

- Participants receive a detailed course workbook.

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U.S. EPA Community Involvement University



# Facilitation Approaches for Potentially Explosive Public Interactions

## What is the course overview?

This course provides participants with information and in-depth discussion about facilitation approaches for real-life potentially explosive public interactions, plus practice sessions where participants use the skills and techniques discussed throughout the course. Emphasis is placed on discussion and instruction in handling complex situations in a public setting including hostile audiences, difficult people, potentially explosive situations, etc.

## Who should take this course?

This course is recommended for those who are responsible for planning and/or facilitating large agency-sponsored public meetings, CAG meetings, community-based meetings, long-term multi-party meetings with diverse stakeholders, etc. Although this course is designed for those with facilitation experience, entry-level staffers are welcome to attend because the different levels of experience tend to make the course more interactive and a richer experience for all those who attend.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Plan meetings to avoid unnecessary difficulties;
- Engage difficult parties and/or participants before meetings to avoid problems;
- Structure meetings and plan agendas to avoid difficulties;
- Manage disruptive behavior if it does emerge;
- Respond to difficult questions and situations; and
- Follow-up with key parties after difficult or explosive public events.

## What are the logistics?

This one- and one-half days course includes interactive exercises designed to provide students with opportunities to practice the skills discussed. The session leader will seek the active involvement of participants in how they have seen the various discussed techniques used - or not used - in their own project experience. Recommended course size is 15-20 participants.

Marion Cox of Re♦Source Associates teaches this course. She has developed and delivered training courses in all EPA regions since 1981. Her courses include public involvement planning, working effectively with communities and diverse stakeholders, conflict management, and negotiation, handling hostile audiences and situations, team-building and team management, and collaborative planning. Her work is focused primarily on Agency interactions with communities, state and local regulatory agencies, and with other key stakeholder groups.

## Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University

# Facilitation Training (Advanced)



## What is the course overview?

This course provides participants with an in-depth discussion about real-life facilitation and problem-solving situations, plus practice sessions where participants use the skills and techniques discussed throughout the course. The course content is focused on both meeting planning and facilitation, and how these two different components are essential ingredients in successful meetings. The course begins with a review of basic meeting planning and facilitation skills and concepts. Next, the session leader presents information on some of the most important aspects of more advanced facilitation skills.

## Who should take this course?

This course is recommended for those who are responsible for planning and/or facilitating internal work group meetings, inter-agency meetings, long-term multi-party meetings with diverse stakeholders, community work group meetings, CAG meetings, etc. Although this course is designed for those with facilitation experience, entry-level staffers are welcome to attend because the different levels of experience tend to make the course more interactive and a richer experience for all those who attend. Participants who complete this course should have sufficient knowledge to serve as effective facilitators for both internal agency meetings as well as external meetings with other government agencies, other key stakeholders, and the public.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Prioritize and/or narrow issues and options;
- Engage and maintain the active involvement of diverse stakeholders;
- Decide on appropriate “decision processes” for each type of meeting;
- Move forward past “impasse” to reach successful conclusions;
- Reach agreements or make group decisions;
- Effectively implement results;
- Handle difficult people and situations; and
- Establish collaborative planning and problem-solving relationships.

## What are the logistics?

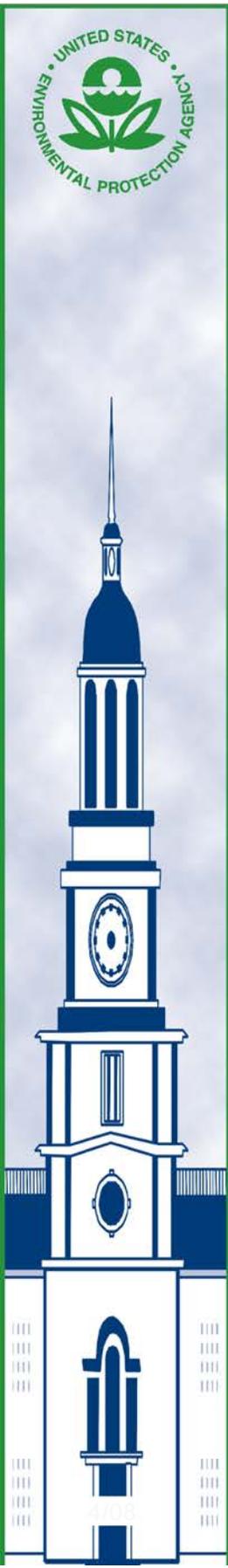
This one and one-half days course provides for the active engagement of all participants in both the group discussions and interactive exercises designed to provide students with opportunities to practice the skills discussed. The session leader will seek the active involvement of participants in how they have seen the various discussed techniques used - or not used - in their own project experience. Recommended course size is 16-20 participants.

Marion Cox of Re♦Source Associates teaches this course. She has developed and delivered training courses in all EPA regions since 1981. Her courses include public involvement planning, working effectively with communities and diverse stakeholders, conflict management, and negotiation, handling hostile audiences and situations, team-building and team management, and collaborative planning. Her work is focused primarily on Agency interactions with communities, state and local regulatory agencies, and with other key stakeholder groups.

## Is there available background material?

There is no recommended background material.

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# *Public Participation*



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# Community Involvement: Tools and Techniques

## What is the course overview?

Developed by EPA Superfund Community Involvement Coordinators (CICs), this course introduces tools and techniques to plan an effective community outreach and involvement program. Through the framework of a Community Involvement Plan (CIP) and communications strategy, participants learn how to develop a proactive approach for meaningfully involving the public through all stages of the Superfund cleanup process. Participants learn how to use tools in the Superfund *Community Involvement Toolkit*, such as public meetings, community interviews, and neutral facilitation.

## Who should take this course?

This course is recommended for newer CICs, new EPA or EPA-affiliated public involvement staff, and all Superfund staff who wish to be introduced to community involvement tools and techniques. This course is also appropriate for all EPA and EPA-affiliated staff, in any program, who wish to be *introduced* to community involvement tools and techniques. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Explain current trends in community involvement and public participation in EPA;
- Describe at least five tools for community involvement; differentiate those tools; and select (and modify) appropriate tools for specific community outreach and involvement programs;
- Plan an effective community outreach and involvement program by applying suitable community involvement tools; and
- Explain the purpose and function of a Community Involvement Plan.

## What are the logistics?

There are 2 versions of this course, a one-day, and half-day course delivered as short lectures, extensive discussions, and highly interactive group exercises. Using simulated community involvement scenarios, participants learn about outreach and community involvement strategies and identify appropriate community involvement tools in both courses, and in the one-day course design outreach and community involvement strategies. Recommended course size is 10-30 participants.

This course is taught by seasoned Superfund CICs in each region and based on their experiences of the Superfund program.

## Is there available background material?

- Superfund Community Involvement Website - <https://www.epa.gov/superfund/superfund-community-involvement>
- *Community Involvement Toolkit* - <https://www.epa.gov/superfund/superfund-community-involvement-tools-and-resources>
- *Community Involvement Handbook* - <https://www.epa.gov/superfund/superfund-community-involvement-tools-and-resources>
- Participants also receive a course manual.



# Elements of Powerful Public Participation

## What is the course overview?

This course provides an overview and framework for conducting effective and meaningful public participation under the Superfund program. It presents a well-organized approach to public participation built around TPC's Eight Elements of Powerful Participation. It places focus on practical understanding of public participation and helps participants to explore a wide range of issues.

## Who should take this course?

This course is recommended for EPA staff or managers (e.g., CICs, RPMs, OSCs) who routinely or occasionally work with the public or other non-technical or expert stakeholders. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on:

- How to Understand what is and is not public participation;
- How public participation supports powerful decision-making;
- How to engage the public to help us make better decisions;
- Where public participation is appropriate and how to make this determination;
- What makes organizations credible and trustworthy;
- How to design public participation for powerful results;
- How to set clear goals and expectations;
- Best practices in planning, design, and implementation; and
- How to avoid common mistakes.

## What are the logistics?

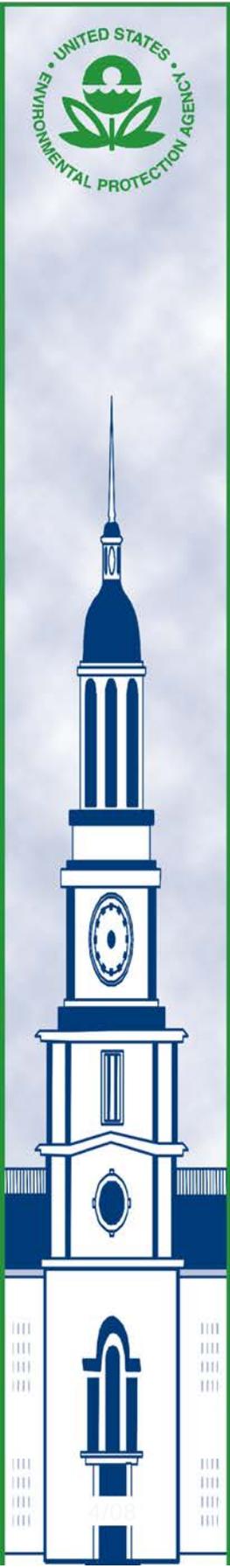
This course is a highly interactive mix of facilitated discussion, video, and small and larger group discussion. The one-day version provides an overview of the key elements of public participation. The two-day in-depth workshop is available to train, prepare, and practice the skills that people will need for their projects. Recommended course size is 12-30 participants.

Doug Sarno of The Participation Company (TPC) teaches this course. He developed the course and is a civil engineer with more than 30 years of experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators, and community relations professionals will apply immediately.

## Is there available background material?

- Participants receive a detailed course workbook.



# International Association for Public Participation (IAP2) Training - Foundations in Public Participation

Basic

## What is the course overview?

The Certificate Program, recently revamped and renamed Foundations in Public Participation, provides a broad-based learning experience covering all of the foundations of civic engagement. Developed by the most experienced and successful practitioners from around the world, this training provides useful tools for designing and implementing practical, real-world public involvement programs. Foundations are designed to provide the knowledge, skills, techniques, and confidence to design and manage the most effective public involvement programs. This course will help you hit the ground running, armed with the knowledge and confidence you need to plan and execute effective initiatives for any area in which you may be working.

## Who should take this course?

This course is recommended for EPA staff and community members who work in communications, public relations, public affairs, planning, public outreach and understanding, community development, public policy, infrastructure development, utilities, academics and advocacy or lobbying.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Select appropriate tools for creating effective forums for dialogue;
- Understand the value, risks, and benefits of public participation and how to integrate it into decision-making processes;
- Develop appropriate objectives that clarify the public's role and are aligned with and support the decision process; and
- Select techniques that align with program objectives and design, deliver and evaluate effective public participation processes.

## What are the logistics?

Although typically taught as a week-long session, the two courses can be taught separately.

### **Planning for Effective Public Participation (Three Days) Prerequisite to the Techniques Course -**

This planning course is critical for developing effective public participation. Using IAP2's Spectrum for Public Participation, learn how to establish clear and achievable objectives for a public involvement program and how to define a promise to the public. This hands-on course gives you the opportunity to delve into your own challenges as you learn and review the essential elements of effective public participation planning.

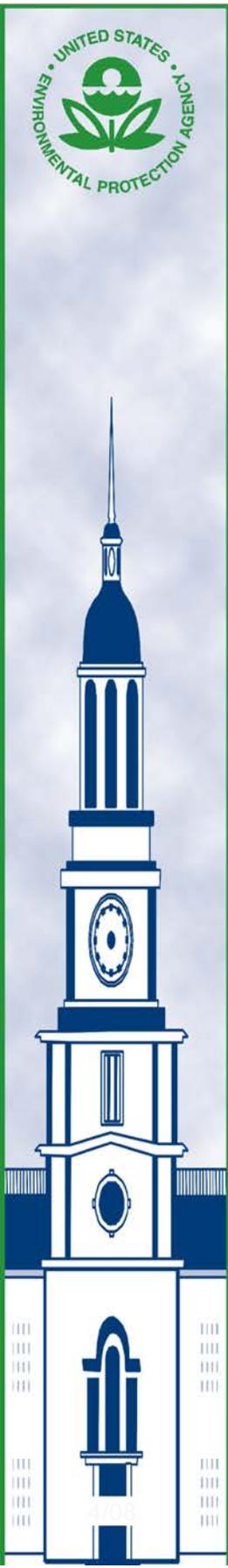
**Techniques for Effective Public Participation (Two-Days) -** This class provides 50+ practical tools and methodologies that can be used in a variety of situations to better communicate with people, build trusting relationships with citizens and get their help and support with public projects. Techniques that are taught include the World Café, Revolving Conversations, Citizen Jury, Advisory Groups, and many others.

Various trainers are available to teach these courses, all of whom have been vetted through IAP2. IAP2 is an international association of members who seek to promote and improve the practice of public participation.

## Is there available background material?

- Participants receive detailed course materials: student manuals, including IAP2's Public Participation Toolbox and Tip Sheets for 25 techniques.

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U.S. EPA Community Involvement University

Basic

# Planning for Participation: Trends and Opportunities with Community Involvement Plans

## What is the course overview?

This Webinar presentation highlights an award-winning Community Involvement Plan (CIP)-of-the-Year. The CIP will be presented as both a learning tool and a springboard to illustrate EPA Headquarters' new CIP tool in the *Superfund Community Involvement Toolkit*. The presentation will highlight the format and structure of CIPs and provide a broader view of effective CIPs.

## Who should take this course?

This course is recommended for newer CICs, new EPA or EPA-affiliated public involvement staff, and Remedial Project Managers (RPMs). This course is also appropriate for EPA staffers, who wish to be introduced to developing a CIP. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Describe challenges in developing a CIP;
- List components of an effective CIP; and
- Discuss various approaches (i.e., innovative ways) to craft a CIP.

## What are the logistics?

This one and one-half hour webinar presentation includes time for audience participation, such as questions and answers. The Webinar will end with a facilitated group discussion on personal experience (both good and bad) in crafting and implementing effective CIPs. Maximum course size is 25 participants.

The two presenters who teach this course include a seasoned Community Involvement Coordinator working at the regional level and an EPA OLEM Community Engagement Initiative (CEI) team leader who works in the Superfund Community Involvement and Program Initiatives Branch.

## Is there available background material?

- Superfund Community Involvement Plan tool: <https://www.epa.gov/superfund/superfund-community-involvement-tools-and-resources>.

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# Public Participation for Managers

## What is the course overview?

This course provides an overview of how to use public participation to improve decision-making. It examines public participation through a management prism by exploring the approaches and principles that EPA teaches its RPMs, OSCs, and CICs about public participation. The class engages managers in a dialogue on why the public participation principles work, the key cultural and communication skills that are necessary to make them work, and the important roles managers play in achieving successful programs.

## Who should take this course?

This course is recommended for individuals who manage staff and projects in the Superfund cleanup process. The principles discussed during this course are also broadly applicable to all programs where community input and involvement is important. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Recognize the elements of meaningful public participation and overcome some of the key challenges that prevent them from achieving it;
- Use public participation to support more effective decision making;
- Identify the appropriate roles and activities of managers in making public participation work and supporting technical and participation staff; and
- Overcome communication challenges and improve overall communication with communities.

## What are the logistics?

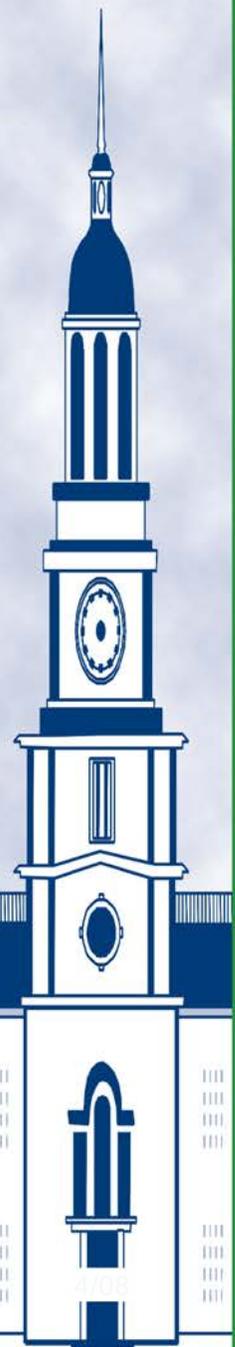
This half-day course uses interactive exercises and practical tips to enliven the basic theory and reinforce skills. More specifically, the course style includes short lectures, interactive exercises, and case studies. Recommended course size is 15-30 participants.

Doug Sarno teaches this course. He is a civil engineer with 30 years of experience in Superfund and environmental cleanup as an engineer, policy maker, and facilitator. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

## Is there available background material?

Participants receive the following:

- Detailed manual
- Reading material
- Relevant handouts





U.S. EPA Community Involvement University

Basic

# Public Participation for Technical Staff

## How to Make Participation Work for You

### What is the course overview?

This course provides an in-depth look at how to use public participation to improve site planning and key decision-making. It examines public participation through a technical prism by engaging technical staff in a dialogue on the public participation principles that work and the key communication skills that are necessary to make them work.

### Who should take this course?

This course is recommended for EPA Superfund Remedial Program Managers (RPMs), On-Scene Coordinators (OSCs), and EPA-affiliated technical staff who participate in Superfund or environmental cleanup. This course is also appropriate for Superfund Community Involvement Coordinators (CICs) and public involvement staffers familiar with Superfund or environmental cleanup, who wish to understand community participation through a technical prism. There are no suggested prerequisites.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Recognize the elements of meaningful public participation and overcome some of the key challenges that prevent them from achieving it;
- Use public participation to support more effective decision making;
- Identify the appropriate roles and activities of technical staff in making public participation working effectively with the CIC; and
- Overcome communication challenges and improve overall communication with communities.

### What are the logistics?

This one-day course uses interactive exercises and practical tips to enliven the basic theory and reinforce skills. More specifically, the course style includes lectures, interactive exercises, and case studies. Recommended course size is 10-30 participants.

Doug Sarno teaches this course. He is a civil engineer with 30 years of experience in Superfund and environmental cleanup as an engineer, policy maker, and facilitator. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

### Is there available background material?

Participants receive the following:

- Reading material
- Relevant handouts

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# Systematic Development of Informed Consent (SDIC)

## What is the course overview?

The course helps participants discover the larger decision-making framework that they fit into as professionals working in today's world. The course provides a big enough perspective where "politics" no longer is a four-letter word, and no longer is synonymous with "irrational" and "frustration". From that bigger and better perspective, participants discover that their role as technical experts doesn't have to be one of near-irrelevance in the political decision-making process. In addition, participants will also discover that the potential exists for them to have much greater influence over political decision-making than they ever thought possible, by 1) being brutally honest, and 2) being nothing less than professionally responsible.

## Who should take this course?

This course is recommended for public officials with responsibilities for important, but difficult-to-implement projects, programs, regulations, and missions, etc. They and their publics are the most obvious beneficiaries of this training.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Identify why and how proposals are torpedoed;
- Understand the "Technical Fallacy" -- Why no amount of scientific analysis can resolve values conflicts;
- Mesh scientific analysis needs with Systematic Consent-Building if it is to influence political debates and political decisions; and
- Satisfy this society's concepts of fairness, rights, freedoms, liberties, and responsibilities.

## What are the logistics?

During this two and one half-day course participants learn the fundamental principles of and objectives for building Informed Consent among their publics. Recommended course size is 15-45 participants.

Hans, Annemarie & Jennifer Bleiker, a husband-and-wife, and daughter team teach this course. The Bleiker's have dedicated their professional lives to making organizations with important missions -- especially public agencies -- better at accomplishing their missions. They are devoted to helping make public-sector agencies more effective. Their Consent-Building methodology is both cutting-edge and entirely unique to their research.

## Is there available background material?

- Citizen Participation Handbook for Public Officials & Other Professionals Serving the Public





U.S. EPA Community Involvement University

# Planning for Powerful Public Participation



## What is the course overview?

Building on *Elements of Powerful Public Participation*, this course leads participants through a detailed understanding of how to plan for effective public participation under the Superfund program. Planning for effective public participation under these difficult conditions requires significant effort. The success and failure of public participation is largely determined in the level and appropriateness of the effort in planning.

## Who should take this course?

This course is recommended for EPA staff or managers (e.g., CICs, RPMs, OSCs) who are instrumental to the planning and implementation of public participation programs and events. *The Elements of Powerful Public Participation* is a recommended prerequisite.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Prepare for planning and engaging the public;
- Identify stakeholders and stakeholder interests;
- Understand the importance of convening balanced and representative stakeholders;
- Incorporate public participation activities into the decision process;
- Select the appropriate level of public participation;
- Establish clear goals and objectives;
- Identify appropriate tools and techniques to match public participation goals;
- Identify and budget for necessary resources; and
- Understand the importance of evaluation.

## What are the logistics?

This two-day course is a highly interactive mix of facilitated discussion, video, and small and larger group discussion. The course is designed to allow Regions to customize the course to their intended staff and needs and allows groups to work together on planning current projects, programs, and activities. Recommended course size is 12-30 participants.

Doug Sarno of The Participation Company (TPC) teaches this course. He developed the course and is a civil engineer with more than 30 years of experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators and community relations professionals will apply immediately.

## Is there available background material?

- Participants receive a detailed course workbook.

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U.S. EPA Community Involvement University

# Citizen Participation-by-Objectives (CPO)



## What is the course overview?

The first part of this course discusses the pros and cons of about 15 - 25 of the nearly 70 Citizen Participation (CP) Techniques. Among the CP techniques covered are some of the most widely used ones, such as different types of meetings, some advisory committees, how to work with the media as well as the more recently added CP tools, the social media techniques. Course participants help pick some of the CP techniques that they would like to discuss.

For the other half of this workshop, participants learn how to identify the high priority CP needs for an actual, difficult and controversial project that course participants have brought to the session. Course participants learn by means of a systematic, step-by-step process, to prioritize the identified CP needs and design a tailor-made CP program that addresses the specific, identified, needs. They will come up with a CP program that is as safe as it is feasible and works within the limits of the agency's financial and time constraints.

## Who should take this course?

This course is recommended for project managers and their team members, public involvement, citizen participation and communication professionals as well as some of the upper-level managers. This course picks up where Systematic Development of Informed Consent (SDIC) leaves off; therefore, SDIC is a prerequisite.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Assess a project's "Citizen Participation Needs";
- Prioritize those CP needs; and
- Design a CP program that's tailored to their project's particular high-priority CP need which in turn will lead to obtaining the "Informed Consent" from the potentially affected interests including those opposed to the project.

## What are the logistics?

This three-day course is a hands-on management workshop where participants roll up their sleeves and apply what they learned in SDIC to an actual, important, and preferably controversial project. Recommended course size is 15-45 participants.

Hans, Annemarie & Jennifer Bleiker, a husband-and-wife, and daughter team teach this course. The Bleiker's have dedicated their professional lives to making organizations with important missions -- especially public agencies -- better at accomplishing their missions. They are devoted to helping make public-sector agencies more effective. Their Consent-Building methodology is both cutting-edge and entirely unique to their research.

## Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University

# Emotion, Outrage, and Public Participation



## An International Association for Public Participation (IAP2) course

### What is the course overview?

This course combines the work of Dr. Peter Sandman with the IAP2 core concepts for meaningful and effective public participation. In these challenging times of environmental, health, cultural, economic and social changes this course provides participants with strategies and behaviors to enhance quality public participation outcomes, even when communities are emotional or outraged.

### Who should take this course?

This advanced course is recommended for seasoned Community Involvement Coordinators (CICs) and public involvement staff who have practical experience in community involvement and prior training in dealing with hostile situations. Recommended prerequisite is the IAP2 certificate course training.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Think about and analyze outrage in a new way, and understand the causes of outrage;
- Approach the planning/implementation of public participation projects with outrage or high emotion;
- Assess, address and embrace outrage using six practical strategies;
- Apply the principles, strategies, and approaches to prepare for upcoming challenges; and
- Link meaningful practices for public participation with outrage management.

### What are the logistics?

This two-day course is not a lecture style learning opportunity - it is applied and discursive - using the material participants bring from their own practice as well as the prepared content that the trainer delivers. This highly interactive course includes case studies, video clips of Dr. Sandman, public participation tools and techniques, times for personal reflection, group discussion and application of strategies. Recommended course size is 25-30 participants.

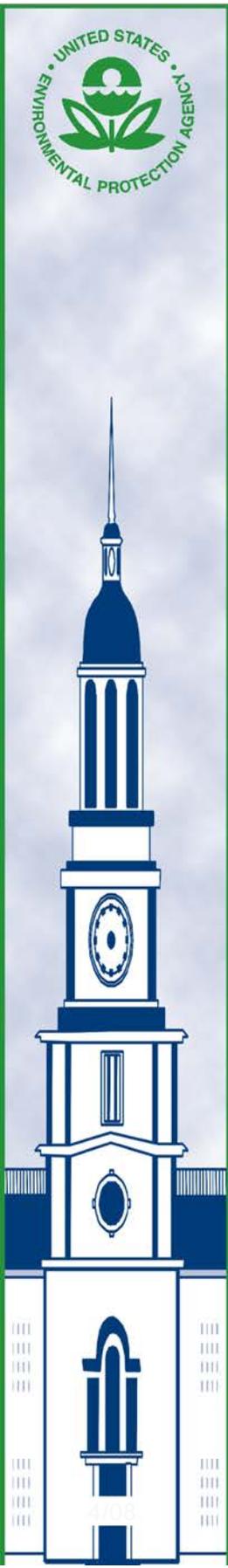
There are two trainer options for this course: Stephani Roy McCallum, Managing Director and Owner of Dialogue Partners Inc., or John Godec of The Participation Company (TPC). Both are licensed trainers through IAP2 for this course as well as the IAP2 Certificate in Public Participation course.

Ms. McCallum specializes in engagement on issues of high emotion, controversy and conflict. She was the 2008 President of the IAP2. Mr. Godec is an international trainer, consultant, and expert in risk and high stakes communication, conflict resolution, consensus, and public participation, specializing in issues management.

### Is there available background material?

- Dr. Peter Sandman's Risk Communication Website – [www.psandman.com](http://www.psandman.com)
- IAP2 core values for meaningful participation – [www.iap2.org](http://www.iap2.org)

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# *Risk Communication*



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U.S. EPA Community Involvement University

Basic

# Color-Coding: Going Beyond the Numbers

## What is the course overview?

EPA often receives criticism that their communication of sampling results are too technical and do not meet the needs of the public. This course explores color-coding, a visualization tool to help Agency staff present sampling data more effectively. This technique uses a color-coded scale, associated with the degree of protective action, to display sampling results and provide recommended protective actions that the affected public can take, based on the level of contamination.

## Who should take this course?

This course is recommended for those who provide and present sampling data to the public. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Describe color-coding as a tool for risk communication;
- Discuss implementation challenges and successes of developing and implementing a color-coding activity; and
- Design a simplified color-coded map or diagram.

## What are the logistics?

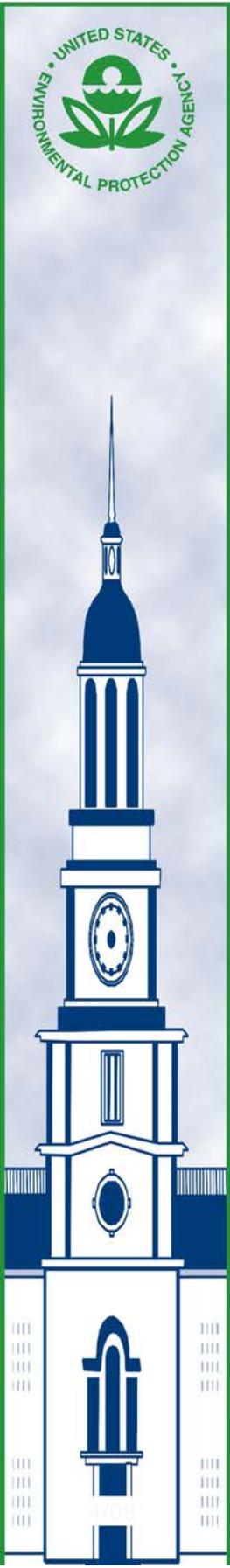
This four-hour training session provides an overview of the color-coding framework through a brief lecture and two case studies from Superfund response sites. The second half of the training consists of a small-group activity to practice developing a color-coded scale and foster discussion on the challenges involved. Recommended class size is 30 participants, separated into small groups of approximately five for group activities.

The presenters include EPA Community Involvement Coordinators (CICs) and On-Scene Coordinators (OSCs) working at the regional level.

## Is there available background material?

There is no recommended background material.

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# Risk and Decision Making

## What is the course overview?

This course provides an overview of the principles, policies, and limitations of the chronic human health risk assessment process used by EPA. It includes a brief overview of public participation and communicating with the public regarding the concept of “risk.” Participants also gain introductory experience in applying risk management.

## Who should take this course?

This course is recommended for EPA and EPA-affiliated non-toxicologist staff and managers, including Remedial Project Managers (RPMs), On-Scene Coordinators (OSC), Site Assessment Managers (SAMs), Community Involvement Coordinators (CICs), and public involvement staff. This course is also appropriate for EPA and EPA-affiliated technical staff, including toxicologists, and public involvement staffers who wish to refresh their understanding of risk assessment, management, and decision making from a public involvement lens. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Discuss and differentiate risk assessment and risk management;
  - Differentiate which risk principles are based on science, science policy or policy;
  - Evaluate the decision process that leads to “who you are trying to protect”; and
  - Apply the risk management framework with a community that does not trust the government.
- (Third-day option includes: Discuss public perception and trust of government organizations and government employees based on their past experiences and develop approaches to modify those negative perceptions)

## What are the logistics?

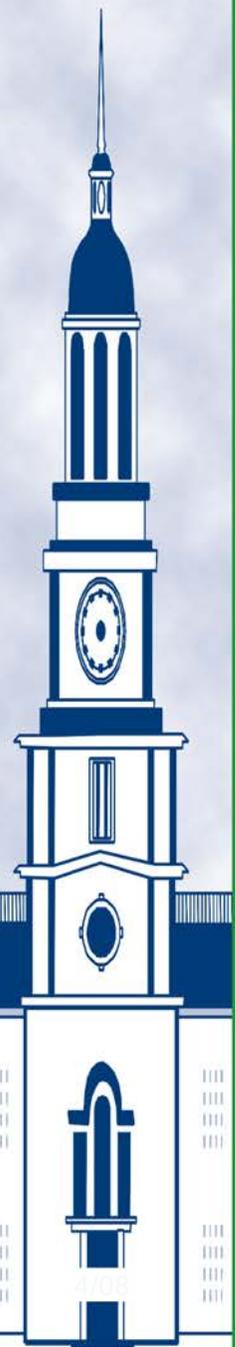
This two-day training course focuses on a case study involving toxic air, water and soil contamination where no regulatory standard exists and where the public is concerned about their health. More specifically, the course style focuses on facilitated discussions, led by the trainer, which draw on participant’s expertise and professional experiences. An optional third-day can be added to include additional work on public involvement and risk communications. Recommended course size is 15-25 participants.

Arnold Den, a retired EPA Region 9 Senior Science Advisor, teaches this course. Arnold joined EPA during its first year and had over 39 years of experience dealing with health, risk, and risk communication issues. As part of that experience, he offered workshops in risk assessment or risk communications (with Alvin Chun) both nationally and internationally since the late 1980s.

The third-day option would be co-taught by Alvin Chun, a retired U.S. Public Health Service Officer. Captain Alvin Chun is the former Director of EPA’s National Center for Risk Communication and Public Involvement. Captain Chun provides workshops and consultation nationally and internationally to a host of organizations.

## Is there available background material?

- Course materials include a participant manual and other relevant handouts.



# Risk Communication Training

## What is the course overview?

This course provides participants with hands-on skills to handle challenges with any stakeholder, internal or external, in any situation for any communication issue. Also, the course provides tools and skills for:

- Effectively identifying and prioritizing stakeholder groups;
- Obtaining effective information from and developing relationships with stakeholders;
- Developing risk communication messages; and
- Determining the most effective methods and tools for conveying these messages.

## Who should take this course?

This course is recommended for EPA staffers who want to improve their risk communication skills with any stakeholder, internal or external on any issue that could impact your organization's mission. These issues may include:

- Environment, safety, and health perceptions;
- Agendas such as political, economic, social, cultural; and
- Dealing with emotions such as anger and fear.

There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Respond to any difficult question or statement on any issue;
- Identify and use non-verbal communication;
- Develop appropriate messages for specific stakeholders;
- Plan and conduct challenging meetings both external and internal; and
- Develop a risk communication strategy and plan for any issue for both internal and external stakeholders.

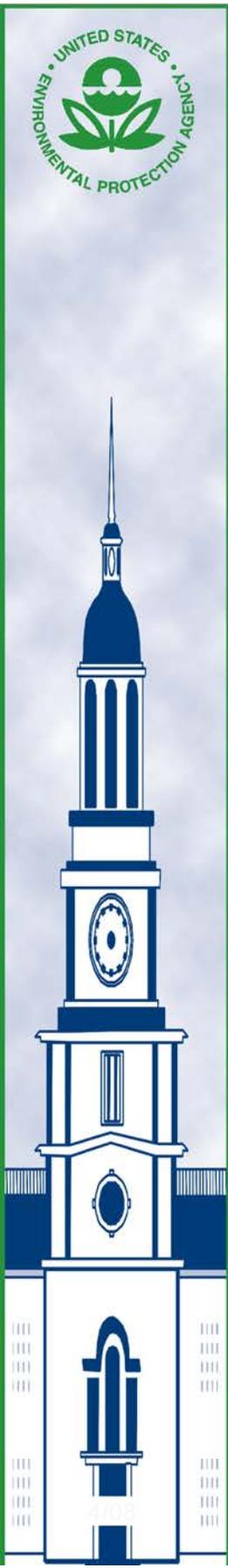
## What are the logistics?

This two and one-half day (20 hour) course is an interactive, "hands-on" training course that uses trainer role-playing and a variety of other instructional approaches to focus on the specific challenges that the participants face in the workplace. Recommended course size is 20-35 participants.

Keith Fulton and Sandy Martinez with Fulton Communications teach this course. Mr. Fulton draws on his 34 years of extensive experience in public risk communication, community relations, and media relations. Ms. Martinez draws on her 10 years of experience in public relations, public risk communication and community outreach.

## Is there available background material?

- Participants receive a copy of *Risk Communication Primer*, written by Fulton Communications.





U.S. EPA Community Involvement University

# Risk Communication Training: Basic, Intermediate, and Advanced Principles and Techniques for Communicating Effectively About Environmental Issues

Basic

## What is the course overview?

This course focuses on the practical tools and skills needed for communicating effectively before, during, and after high stress, high concern, high stakes, controversial, and emotionally charged situations involving environmental risk issues.

## Who should take this course?

This course is recommended for those who perform any of the following tasks:

- Deal with individuals, groups, or organizations concerned, upset, or angry about situations or events involving an environmental risk;
- Deliver risk related messages to concerned, upset, or angry stakeholders;
- Engage in dialog and information exchanges with concerned, upset, or angry stakeholders; and
- Respond to difficult or challenging questions from concerned, upset, or angry stakeholder.

There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Provide stakeholders with timely, accurate, clear, consistent, credible and easily accessible information about an environmental issue;
- Address rumors, inaccuracies and misperceptions;
- Coordinate communication efforts across organizations;
- Understand the key components that make up trust, risk perceptions, and stakeholder values;
- Recognize common biases and errors in risk and crisis communication before, during and after events;
- Recognize how high-stress situations change the rules of communication;
- Develop strategies to enhance trust and minimize conflict; and
- Craft proactive strategies and messages responsive to stakeholder concerns.

## What are the logistics?

This one-day course is highly interactive and includes analysis of case studies and practice sessions. It also includes discussion of risk communication challenges related to messages, messengers, and communication channels. Maximum course size is 40 participants.

Dr. Vincent T. Covello, founder, and Director of the Center for Risk Communication in New York City, teaches this course. Dr. Covello is a nationally and internationally recognized trainer, researcher, consultant, and expert in crisis, conflict, change and risk communications. Over the past twenty-five years, he has held numerous positions in academia and government, including Associate Professor of Environmental Sciences and Clinical Medicine at Columbia University.

## Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University



# Risk and Conventional Communications for Superfund Public Participation

## What is the course overview?

This course covers the communication strategy and tactics for creating effective relationships with the public, listening to public concerns, and conveying information, all critical components of effective communication for public participation.

## Who should take this course?

This course is recommended for seasoned Community Involvement Coordinators (CICs) and public involvement staff and managers who need to improve communication skills with the public and other stakeholders. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on:

- How effective communication works;
- Why communication fails;
- Principles of communication in public participation;
- Key elements of transparent communication;
- Active listening;
- Dealing with difficult people;
- Risk communication vs. Risk Assessment;
- An introduction to dialogue;
- Designing an effective public and stakeholder communication program;
- Understanding audiences, messages, and means;
- Creating information materials and messages that work;
- Creating effective presentations; and
- Engaging the full range of available media.

## What are the logistics?

This course is offered as either a one-day introduction to risk communication or a two-day in-depth workshop to train, prepare, and practice the skills that people will need for their projects. Regions can customize the course to their intended staff and needs. Recommended course size is 12-30 participants.

John Godec of The Participation Company (TPC) teaches this course. He is an international trainer, consultant and expert in risk and high stakes communication, conflict resolution, consensus, and public participation, specializing in issues management.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams.

## Is there available background material?

There is no recommended background material. Course materials will be provided.

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U.S. EPA Community Involvement University



# Risk Communication: Messaging to Build Trust and Understanding

## What is the course overview?

Messaging is a process to characterize the community and their underlying concerns; predict questions likely to be asked; and prepare clear, concise answers to those questions, tailored to the stakeholders underlying concerns. Coupled with knowledge in risk perception and skills in communication, message mapping can be a useful framework to develop a risk communication strategy for long-term environmental cleanup.

## Who should take this course?

This course is recommended for Superfund staff (remedial project managers, on-scene coordinators, community involvement coordinators, risk assessors, supervisors, and technical staff) and other EPA project managers, supervisors, engineers, scientists, community involvement specialists, public affairs officers and related enforcement or environmental specialists who work on environmental health problems.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Identify factors that influence a person's perception of risk;
- Assess your individual competency in appreciative listening;
- Summarize the five steps in developing message maps; and
- Practice identifying community concerns, anticipating questions, and preparing responses to those questions.

## What are the logistics?

This five-hour course first presents concepts of risk perception (i.e., outrage factors) and common biases in decision-making involving risk from a non-technical perspective and explores aspects of appreciative listening. Course participants are guided through a listening assessment and exercise, discuss the technique of messaging and why it is useful for long-term environmental cleanup programs, and practice developing a message map on a controversial issue. The course ends with a general discussion on how to use this framework to answer difficult community stakeholder questions regarding risk, including: Is it safe? What does a risk of  $10^{-6}$  mean? What is "background? Recommended course size is 24 participants.

The presenters include EPA Regional Superfund risk assessors and OLEM Community Engagement Initiative (CEI) team leader who works in the Superfund Community Involvement and Program Initiatives Branch.

## Is there available background material?

- Committee on Risk Perception and Communication, National Research Council. Improving Risk Communication. Washington, D.C.: National Academy Press. (1989) <http://www.nationalacademies.org/OCGA/ReportRequest/index.htm>.
- EPA Superfund Community Involvement Toolkit Risk Communication Tool. <https://www.epa.gov/superfund/superfund-community-involvement-tools-and-resources>.

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U.S. EPA Community Involvement University

# Advanced Risk Communication and Media Skills



## What is the course overview?

This course includes discussion of message development techniques, preparing for media interviews, and media traps and pitfalls. The training will focus on the development of message maps for use in media settings. Topics to be covered include an overview of message mapping, risk communication, and the media; and steps involved in developing a message map. Participants will review case studies of the use of message maps in media settings, including social media. The training identifies how to use message maps for improving media interactions and message mapping tools. Participants will identify visual material for message maps and practice using message maps in theory. Participants will learn how to work effectively with partners in developing and delivering message maps through media channels.

## Who should take this course?

This course is recommended for EPA staff and community members who participate in meetings and other activities where high concern, high anxiety, mistrust, and hostility may be prevalent.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Deal confidently and persuasively with journalists in all media settings (for example, sit down interviews, press conferences, and ambush interviews);
- Handle the media professionally in an emergency or crisis;
- Deliver convincing messages to the media using risk communication principles;
- Master the use of risk communication templates;
- Respond effectively to difficult informational questions;
- Respond effectively to challenging or aggressive questions; and
- Develop effective content for social media.

## What are the logistics?

This one-day course walks through templates, scenarios, and case-studies to develop technics to prepare for media interactions. Maximum course size is 40 participants.

Dr. Vincent T. Covello, founder, and Director of the Center for Risk Communication, teaches this course. Dr. Covello is a nationally and internationally recognized trainer, researcher, consultant, and expert in crisis, conflict, change, and risk communications.

## Is there available background material?

Participants receive the following:

- Presentation
- 77 Questions Commonly Asked by Journalists during a Crisis
- 103 Questions Commonly Asked by the Public and the Media at EPA Superfund and Other Hazardous Waste Sites
- 203 Questions Commonly Asked by the Public and the Media When The Water is Contaminated (Including Answers to these Questions)
- 420 Questions Asked Commonly by the Public and the Media Related to Radiation

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U.S. EPA Community Involvement University

# Master Class in Risk Communication and Cultural Diversity



## What is the course overview?

This training focuses on cross-cultural skills needed to be an effective risk and crisis communicator. Topics covered include words, images, and situations that suggest cultural or ethnic stereotypes. Participants learn negative implications of symbolism and usage that could offend people or reinforce bias. During the course, participants discuss language with questionable racial or ethnic connotations. The course highlights different cultural meanings assigned to: symbols, signs, words, different cultural standards conversation, and different meanings of colors and images.

## Who should take this course?

This course is recommended for those who perform any of the following tasks:

- Deal with people and organizations from other cultures
- Deliver messages to diverse audiences
- Engage in dialog and information exchanges with diverse audiences
- Respond to difficult questions and challenging situations derived from cultural differences

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Review existing risk and crisis communication plans, activities, and practices for cultural competency;
- Describe the skills, knowledge, behaviors, and attitudes needed to be a culturally competent risk and crisis communicator;
- Describe the attitudes, values, and biases that can influence success in communicating risk across cultures in emergency and non-emergency situations;
- Recognize the difference between intent and impact in cross-cultural conversations about risk; and
- Analyze case studies for the attitudes, values, and biases that influence success in communicating across cultures.

## What are the logistics?

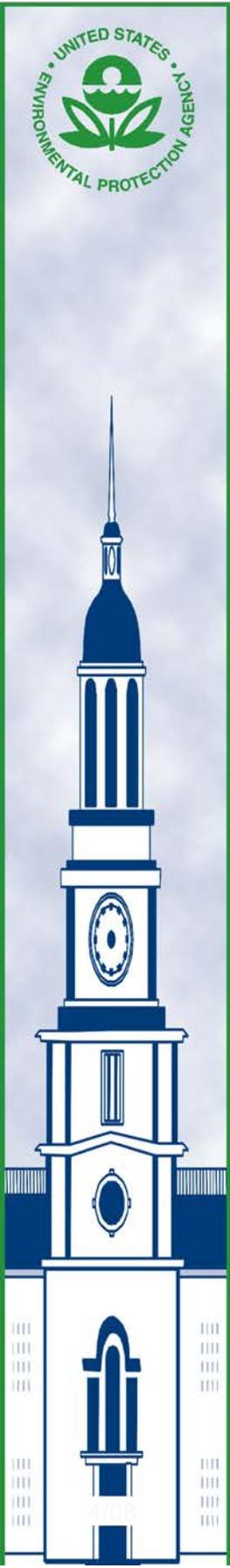
This half-day course is highly interactive and includes analysis of case studies and practice sessions. It also includes discussion of risk and crisis communication challenges raised by differences in ethnicity and race. Maximum course size is 40 participants.

Dr. Vincent T. Covello, founder, and Director of the Center for Risk Communication, teaches this course. Dr. Covello is a nationally and internationally recognized trainer, researcher, consultant, and expert in crisis, conflict, change and risk communications. Over the past twenty-five years, he has held numerous positions in academia and government, including Associate Professor of Environmental Sciences and Clinical Medicine at Columbia University.

## Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University

# Risk and Public Negotiations

## How to Communicate, Listen, and Negotiate With the Public



### What is the course overview?

“Communication” is often conveyed through our reputation, attitudes, inactions, and silence, as well as our actions and words; how we do this can create added risks that are as real as scientific risks. This course focuses on how to establish trusting relationships to reduce perceived risks by being: accepting and understanding of different points of view; transparent in our thinking; able to communicate and behave to be understood and credible; and able to manage our actions and words to reinforce our intentions. Unlike most risk communication training, this course takes a broader look at risk communication and how negotiating with the public builds trust, reduces risks and problems requiring added resources.

### Who should take this course?

This course is recommended for EPA and EPA-affiliated Superfund staff and managers, including Remedial Project Managers (RPMs), On-Scene Coordinators (OSC), Site Assessment Managers (SAMs), and Community Involvement Coordinators (CICs) who have had some exposure to the basic concepts of risk assessment. This course is equally useful for EPA and EPA-affiliated technical staff and public involvement staffers who wish to broaden their understanding and effectiveness in communication, risk communication, and public involvement.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Develop a conceptual framework for establishing trust to communicate and negotiate with the public;
- Evaluate how individual attitudes play a role and are influenced by “traditional” routes of accountability and expected results;
- Improve public perception and trust of government organizations (and government employees); and
- Set and convey clear expectations, demonstrate a willingness to negotiate within those expectations, and develop a strategy to manage those expectations.

### What are the logistics?

This three-day training course uses real-life cases, cases on video, interactive exercises and practical tips to enliven the basic theory and reinforce skills. There are no prepared slides or lectures. More specifically, the course relies on facilitated discussions, led by the trainer, who will draw on participant’s expertise and professional experiences. Course includes reading materials and relevant handouts. Recommended course size is 15-25 participants.

Alvin Chun, a retired U.S. Public Health Service Officer, teaches this course. Captain Alvin Chun is the former Director of EPA’s National Center for Risk Communication and Public Involvement. Captain Chun provides workshops and consultation nationally and internationally to a host of organizations including various State Environmental Departments, USEPA, and environmental health agencies in Australia, Canada, China, Mexico, New Zealand, and Switzerland.

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## Is there available background material?

### Relationship and Trust Building

- Emotional Intelligence: Why It Can Matter More Than IQ by Daniel Goleman, 1995
- Primal Leadership: Learning to Lead with Emotional Intelligence by Daniel Goleman, 2002
- Good to Great by Jim Collins, 2001
- On and Off the Record: Colosi on Negotiation by Thomas Colosi, 1993
- One Small Step Can Change Your Life – The Kaisen Way by Robert Maurer
- Principled-Centered Leadership by Stephen Covey, 1992

### Attitude Formation ... Basis for Verbal and Non-Verbal Communication

- The Magic of Conflict: Turning a Life of Work into a Work of Art by Thomas Crum, 1988
- You Are The Message by Roger Ailes, 1995
- Influence by Robert Cialdini, 1993

### Goal Setting ... To Assure/Persuade

- One Small Step Can Change Your Life: The Kaisen Way by Robert Maurer
- On and Off the Record – Colosi on Negotiation by Thomas Colosi, 1993

### Dealing with Fear, Anger, Conflicts

- Getting to Yes: Negotiating Agreement Without Giving In by Roger Fisher, 1991
- The Magic of Conflict: Turning a Life of Work into a Work of Art by Thomas Crum, 1988
- On and Off the Record - Colosi on Negotiation by Thomas Colosi, 1993
- Crucial Conversations: Tools for Talking When Stakes are High by Kerry Patterson, 2002
- Leadership Effectiveness Training L.E.T.: The Proven People Skills for Today's Leaders Tomorrow by Thomas Gordon, 2002
- "Risk Communication with Grieving Communities" by Melissa Finucane,
- Getting Past No: Negotiating Your Way From Confrontation to Cooperation by William Ury, 1993





# *Spokesperson*



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# Defusing Hostile Situations

## EPA Spokesperson Training

### What is the course overview?

Conflict often is unavoidable but how EPA staffers handle it can make a significant difference in the outcome of a challenging meeting or encounter. Preparation is key, and that includes understanding how a public meeting or other situation can go bad in the first place, and then employing effective strategies and tools to defuse hostility and avert further conflict.

### Who should take this course?

This course is recommended for EPA staffers who regularly engage with the public and other stakeholders. There are no suggested prerequisites.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Understand why conflict occurs and how to recognize the types and levels of conflict likely to occur at a public meeting or other stakeholder encounter;
- Prevent conflict from escalating and regain control over the situation;
- Harness the power of body language to convey calm and confidence – even in combative situations;
- Recognize and handle specific types of disruptive individuals; and
- Develop ways to cope with the personal discomfort that can accompany conflict.

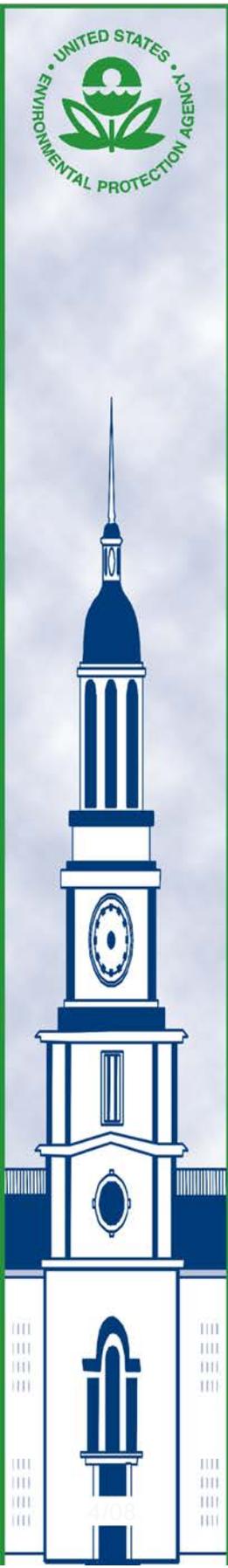
### What are the logistics?

This one-day course includes videos of effective and not-so-effective stakeholder meetings and several group exercises such as on-camera, role-playing exercises featuring real-life contentious meeting situations, followed by a group critique. Participants are contacted a few weeks prior to the course and asked to bring examples of challenging meeting encounters to share with the class. Maximum course size is 25 participants.

Pamela Avery and Dominic Frederico teach this course. Ms. Avery is a national communications consultant who has provided EPA communications training for more than 15 years. An IAP2-certified public participation professional, she serves as a neutral facilitator at EPA-hosted stakeholder meetings and has personally handled numerous contentious situations for the EPA and others. Mr. Frederico is an Emmy-award winning TV photojournalist who, as an independent cameraman, regularly works under pressure on news stories and documentaries for dozens of major network and cable TV programs. He has worked with Pam Avery as EPA spokesperson/media course co-trainer for 10 years.

### Is there available background material?

- Participants receive a customized EPA “Defuse Hostile Meetings & Other Difficult Situations” Training Manual during the workshop.
- Full-day workshop participants also receive a DVD of the on-camera session.





U.S. EPA Community Involvement University

Basic

# Know What to Say and How to Say It

## Media/Spokesperson Training

### What is the course overview?

This course is designed to give you the confidence you need to explain your work and talk about tough issues. Media/spokesperson training is a must for anyone called upon to speak about an EPA program, project or issue. What you say and how you say it is critical to getting information out to the news media, community groups, and others.

### Who should take this course?

This course is recommended for EPA staffers who have been or could be tapped as a spokesperson for a site, project or division; for example, Public Information Officer (PIO), Project Manager, Project Leader, Remedial Project Manager, (RPM), Community Involvement Coordinator (CIC), On-Scene Coordinator (OSC), and/or other EPA staffers who deal with the public. There are no suggested prerequisites.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Prepare for interviews or public speaking engagements;
- Know their rights as a news source;
- Understand how social media impacts today's communications;
- Craft their organization's messages; and
- Deliver their messages effectively – even during a crisis.

### What are the logistics?

This one-day, interactive course features customized scenarios relevant to each participant's program or project, and one-on-one videotaped sessions with a professional interviewer and TV photojournalist. Participants are required to complete a short questionnaire about their experience and projects a few weeks prior to the course. Recommended course size is 12-15 participants.

Pamela Avery and Dominic Frederico teach this course. Ms. Avery is a national communications consultant who was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show and an EPA documentary on RCRA projects. She has provided communications training for the EPA for more than 15 years and serves as a neutral facilitator at EPA-hosted stakeholder meetings. Mr. Frederico is an Emmy-award winning TV photojournalist who as an independent cameraman regularly works on news stories and documentaries for dozens of major network and cable TV programs. He has worked with Pam Avery as EPA spokesperson/media course co-trainer for 10 years.

### Is there available background material?

Participants receive the following:

- Customized EPA Spokesperson/Media Training Manual during the course
- DVD of their on-camera interviews after the session

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U.S. EPA Community Involvement University

Basic

# Mastering the Message EPA Spokesperson Training

## What is the course overview?

This course is designed to help participants identify, hone and deliver their messages in a team setting. Spokesperson training is a must for anyone called upon to speak about an EPA site, project or issue. What you say and how you say it is critical to getting information out to your many constituents and stakeholders, including the public.

## Who should take this course?

This course is recommended for EPA staffers who regularly engage with the public and other stakeholders. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Prepare for public speaking engagements and news media interviews;
- Fine-tune key messages specific to a site, program, issue or project; and
- Deliver and pivot back to their key messages in any situation.

## What are the logistics?

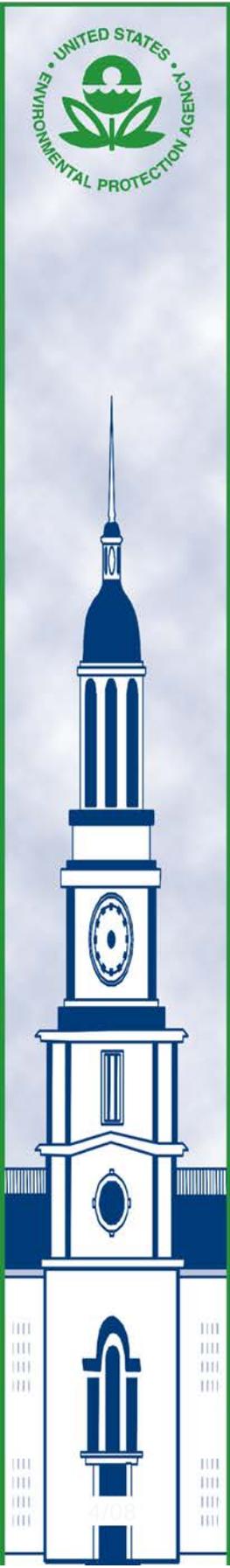
This one-half to one-day workshop reviews four key elements to message development. The group then divides into small teams to develop messages relevant to real-life scenarios provided by the trainers. Half-day course participants will select a “spokesperson” from the team to do the on-camera mock interview session. Full-day course participants will each have an opportunity to deliver their messages on-camera. A group critique will follow the on-camera sessions. Prior to the workshop, participants will be sent an email survey regarding their level of spokesperson and presentation experience. Maximum course size is 25 participants.

Pamela Avery and Dominic Frederico teach this course. Ms. Avery is a national communications consultant and former journalist who regularly trains clients on message development. She has provided communications training for the EPA for more than 15 years and serves as a neutral facilitator at EPA-hosted stakeholder meetings. Mr. Frederico is an Emmy-award winning TV photojournalist who, as an independent cameraman, regularly works on news stories and documentaries for dozens of major network and cable TV programs. He has worked with Pam Avery as EPA spokesperson/media course co-trainer for 10 years.

## Is there available background material?

- Participants receive a customized EPA “Mastering the Message” Training Manual during the workshop.

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U.S. EPA Community Involvement University

Basic

# Pictures Speak 1,000

## Words:

# EPA Video/Photography Training

### What is the course overview?

We live in a visual age, and more and more people are turning to video, rather than text, for the information they need. Today's EPA public involvement efforts must factor in the use of compelling visuals, including video and still photos, when informing and engaging stakeholders about important projects and developments. This is especially true of EPA websites and public meeting presentations.

### Who should take this course?

This course is recommended for EPA staffers who use or wish to use visual media in their public and other stakeholder outreach. There are no suggested prerequisites.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Understand what makes for an effective image, video or still photo;
- Make the most of the equipment available, whether it's a camcorder or an iPhone;
- Set the stage for effective video shoots (background visuals, sounds, potential distractions);
- Determine the 6 shots that tell the story (wide angle, medium shot, close up, etc.); and
- Understand the fundamentals of creating B-roll for the news media.

### What are the logistics?

This three-hour field exercise provides participants time to practice the six shots that tell the story and the fundamentals for creating effective B-roll for the news media. A review and critique of sample videos follows the field exercise. Participants should bring video equipment or video-adapted smartphones to use during the field exercise. Participants are emailed a brief survey asking about their video expertise prior to the workshop. Maximum course size is 15 participants.

Dominic Frederico and Pamela Avery teach this course. Mr. Frederico is an Emmy-award winning TV photojournalist who, as an independent cameraman, regularly works on news stories and documentaries for dozens of major network and cable TV programs. He has worked with Pam Avery as EPA spokesperson co-trainer for 10 years and provides videography and spokesperson training to other federal agencies and organizations. Ms. Avery is a national communications consultant who was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show and an EPA documentary on RCRA projects. She has provided communications training for the EPA for more than 15 years and serves as a neutral facilitator at EPA-hosted stakeholder meetings.

### Is there available background material?

- Participants receive *Pictures Speak 1,000 Words Video Primer* Review guide.

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U.S. EPA Community Involvement University

Basic

# Present Effectively with Style and Skill at Public Meetings

## A Spokesperson Training

### What is the course overview?

This course is designed to give you the confidence you need to “stand up and deliver” effectively during public meetings. During public meetings, EPA staffers often must present complex issues and complicated information to their many stakeholders, including community residents. How you present this information can make a big difference in how your project, issue and the EPA, in general, are perceived by your audiences.

### Who should take this course?

This course is recommended for EPA staffers who are required to present information to his or her stakeholders, and especially those who engage in public meeting preparations. There are no suggested prerequisites.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Plan and organize an effective presentation;
- Understand the rules of audience engagement;
- Deal with difficult participants and situations; and
- Develop a credible presentation presence.

### What are the logistics?

This one-day interactive course features videotaped examples of effective and ineffective presentations, and one-on-one exercises to enhance each participant’s confidence as a public speaker. Participants work in groups to prepare an effective presentation that they deliver in an on-camera session. Each presentation is discussed and critiqued by course trainers and fellow participants, followed by an on-camera “re-take” of each presentation. Recommended course size is 15-18 participants.

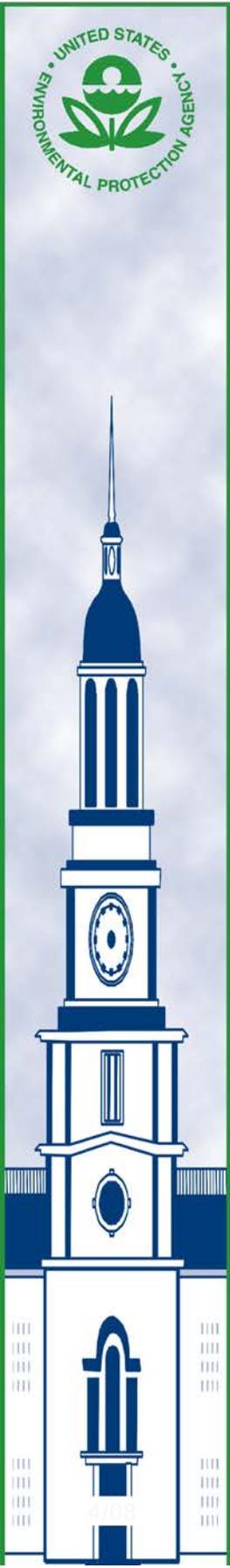
Pamela Avery and Dominic Frederico teach this course. Ms. Avery has been providing EPA spokesperson training for more than 15 years. A skilled presenter, she has developed effective presentations for numerous nonprofit and corporate clients. As a neutral facilitator for the EPA, she recognizes the need for understandable, effective public meeting presentations. Emmy-award winning TV photojournalist, Mr. Frederico has been helping EPA and other agencies with their spokesperson skills for the past 10 years.

### Is there available background material?

Participants receive the following:

- EPA Presentation Review Guide
- DVD of their on-camera interviews

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U.S. EPA Community Involvement University

Basic

# Understanding Citizen Journalism: Using Social Media

## What is the course overview?

This tutorial offers a map of the social media landscape and ways EPA staff can use social media tools within the EPA's Social Media Guidelines. Welcome to the new world of social media: Twitter, Facebook, YouTube, Flickr, Pinterest, Skype. It's a medium that takes many forms, including tweets, postings, blogs, podcasts and instant messaging, to name a few. Today, anyone with a smartphone can transmit information about your organization's project or issue faster than any news release can be written and released.

## Who should take this course?

This is an all-level course. Novices will learn what social media is and how it works. Those more experienced in using social media tools can brush up on state-of-the-art techniques that will help them more effectively use social media as a workplace tool. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Differentiate between what social media is and isn't;
- Understand the fundamentals of communicating via social media channels – the do's and don'ts;
- Monitor what others are saying about the EPA projects, issues, and sites;
- Understand how organizations effectively deploy social media tools and techniques;
- Use social media within the context of the EPA's Social Media Guidelines; and
- Demonstrate confidence in setting up and using social media accounts such as Facebook and Twitter.

## What are the logistics?

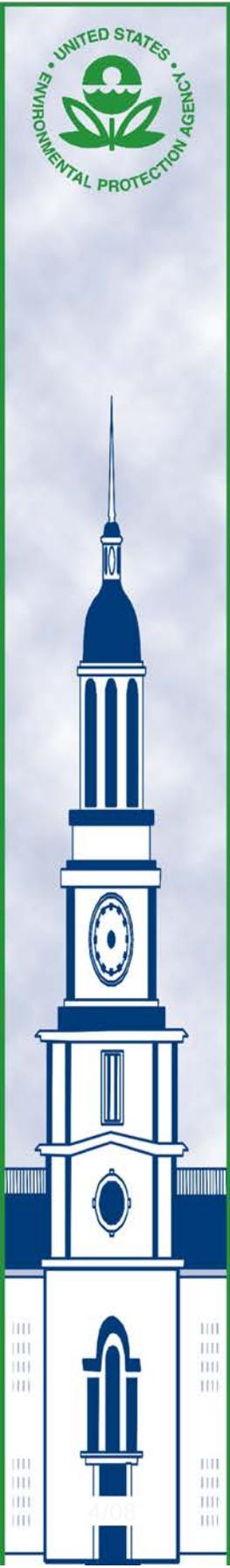
This highly interactive half-day course includes a critique of current EPA social media sites, a practicum on how to develop an effective social media presence, and a discussion of EPA's Social Media Guidelines. Prior to the workshop, attendees are sent an email asking about their level of social media understanding and usage. Maximum course size is 25 participants.

Pamela Avery and Violet Tsagkas teach this course. Ms. Avery has conducted spokesperson/media training for the U.S. EPA for more than 15 years. She serves as a neutral facilitator at EPA-hosted stakeholder meetings and helped produce the EPA informational video "My Land, My Legacy," showcasing RCRA successes. She can be reached quickly via Twitter @pam\_avery. Ms. Tsagkas is Social Media/Media Relations Coordinator at Turner4D, where she handles the full range of earned and social media projects. In addition, she is the editor of [Fem2.0](#), a pioneering social media site that was founded by Turner4D.

## Is there available background material?

- Participants receive a customized *EPA Guide to Social Media*.

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U.S. EPA Community Involvement University

Basic

# Working with Today's News Media

## Media/Spokesperson Training

### What is the course overview?

This course helps participants understand what today multimedia journalists (MMJs) is — those who appear behind and in front of the camera, blog and use other social media channels—and the increasingly prevalent social media bloggers need and want from their news sources. This understanding is vital to effectively conveying information to the public and other stakeholders. What you say and how you present yourself to the news media are critical to establishing trust and credibility. Even those who are old hands at working with reporters often find themselves in a new landscape with today's 24/7 news cycles.

### Who should take this course?

This course is recommended for EPA staffers who need to engage with the local news media in all of its forms in a professional manner and those who want a refresher course on how today's news media gathers and reports the news. There are no suggested prerequisites.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Understand how today's news media, including social media blogs, operate;
- Work with all types of news reporters (e.g., print, broadcast, MMJs, and social media bloggers);
- Craft organizational messages geared to specific media outlets; and
- Deliver effective messages and fine-tune interview skills.

### What are the logistics?

This one-day workshop includes a brief overview of how newsrooms operate in today's world and the effect of today's 24/7 news cycle and social media on the delivery of news. When possible, the course includes a presentation by a guest print or TV reporter or blogger who covers environmental news. During this highly interactive course, participants practice interview and media engagement skills on-camera. Participants work in teams of three to develop key messages for relevant real-life scenarios. These messages are delivered "news conference" style, followed by a group critique. Recommended course size is 15-18 participants.

Pamela Avery and Dominic Frederico teach this course. Ms. Avery is a national communications consultant who was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show and an EPA documentary on RCRA projects. She has provided communications training for the EPA for more than 15 years and serves as a neutral facilitator at EPA-hosted stakeholder meetings. Mr. Frederico is an Emmy-award winning TV photojournalist who as an independent cameraman regularly works on news stories and documentaries for dozens of major network and cable TV programs.

### Is there available background material?

Participants receive the following:

- Customized EPA Spokesperson/Media Training Guide during the workshop
- DVD of on-camera interviews after the course

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U.S. EPA Community Involvement University



# Fine-Tune Your Spokesperson Skills: Individual Spokesperson Training/ Coaching

## What is the course overview?

These one-on-one customized training/coaching sessions help EPA staffers develop and effectively deliver their messages to stakeholders. On-going media/spokesperson training is a must for anyone called upon to speak about an EPA program, project or issue. What you say and how you say it is critical to getting information out to the news media, community groups, and others.

## Who should take this course?

This is an all-levels training/coaching opportunity for any EPA staffer who wishes to fine-tune his or her interview, presentation or social media skills. The session will be adjusted according to each participant's needs.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Prepare for interviews or public speaking engagements;
- Refine their key messages;
- Deliver their messages effectively in any setting; and
- (If requested) More fully understand social media tools and usage.

## What are the logistics?

Each 55-minute, on-site session includes a review of key message development and delivery, and, if requested, a brief discussion of news media and/or social media pointers. A brief on-camera practice session with a mock TV-news team and a playback and critique of the interview follows. A week or more prior to the training/coaching session, each participant receives an email asking them to describe their spokesperson experience and provide an issue or project they want to review during the training/coaching session. Approximately 4-8 participants can be accommodated depending on whether a half or a full day is devoted to training/coaching. Note: These sessions typically are paired with other spokesperson training courses.

Pamela Avery and Dominic Frederico conduct the training/coaching sessions. Ms. Avery is a national communications consultant who was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show and an EPA documentary on RCRA projects. She has provided communications training for the EPA for more than 15 years and serves as a neutral facilitator at EPA-hosted stakeholder meetings. Mr. Frederico is an Emmy-award winning TV photojournalist who as an independent cameraman regularly works on news stories and documentaries for dozens of major network and cable TV programs. He has worked with Pam Avery as EPA spokesperson/media course co-trainer for 10 years.

## Is there available background material?

- Participants receive an EPA Spokesperson/Media Tip Sheet during the training/coaching session.

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# *Other*

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U.S. EPA Community Involvement University

Basic

# Reader-Focused Writing

## (Basic) Writing Made Easy, Reading Made Easy

### What is the course overview?

The Plain Writing Act requires consumer outreach documents to be in plain language. This course helps participants use plain language and effective design techniques to create clear and usable documents for readers, and provides hands-on exercises such as developing a key message, organizing/mapping supporting points, developing effective transitions, and using a section x-ray to check for logic and effectiveness. Save time, frustration, and learn a replicable process for writing clear, concise communications that meet plain language standards. These pieces include reports, briefing papers, memos, web content, and other project- or program-related documents.

### Who should take this course?

This course is recommended for anyone who develops EPA outreach materials and who wishes to save time and frustration writing materials that meet plain language standards and are easy to read and understand. There are no suggested prerequisites.

### What are the course learning objectives?

The main goal of the course is to train EPA writers to use a replicable process for creating attention-getting, easy-to-read, plain language materials. Using a hands-on, interactive approach, trainers will ensure that participants can transfer the skills they learn in the course to their on-the-job writing tasks.

Participants who complete this course will gain skills on how to:

- Plan a document to ensure a successful outcome;
- Organize information to make the document user-friendly;
- Develop the appropriate format;
- Select the most suitable words to clearly convey the message;
- Construct powerful sentences; and
- Use plain language techniques.

### What are the logistics?

This two-day course helps participants learn a structured writing process that includes planning, drafting, and self-reviewing documents, using plain language techniques. Day 1: participants learn to develop and present a key message that gives a focus to the document. They then learn to map supporting information so that it is organized logically and clearly around the key message. Finally, they learn how to construct clear sentences, use effective transitions, and write with appropriate tone by using plain language techniques.

Day 2: participants learn to self-review documents by using a section x-ray to check for logic and coherence. They also learn tips for checking mechanics and grammar before sending their documents for external review. Participants work in small groups to create a sample EPA document, using the process, tools, and tips learned. Recommended course size is 10-20 participants.

Kleimann Communication Group (KCG) professionals teach this course. KCG is nationally acclaimed for its trainers, public speakers, consultants, and authors, specializing in written and spoken communication in the workplace.

### Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University



# Translating Environmental Science and Connecting People and Technology

## What is the course overview?

This workshop helps public officials more effectively communicate and connect with their constituents, become more confident and comfortable speaking in public and grow their ability to manage tough people and crowds.

## Who should take this course?

This course is recommended for EPA staff or managers who present to the public or other non-technical or expert stakeholders. There are no prerequisites for this course.

## What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Develop more confidence in public situations, make great first impressions and adopt body language skills that support what they're saying and grow credibility;
- Learn about the setting, best manage the physical space, microphones, and visuals, and how (and how not) to dress;
- Understand five critical presentation behaviors to help them connect with today's citizens -- who think and learn differently than they used to;
- Get key points across and manage the tough questions;
- Present uncertainty and the risks and questions in almost every public policy decision;
- Avoid the five mistakes that almost everyone makes and learn what to eliminate from your speeches and presentations; and
- Improve what and how they present, using specific tips, whether they're seasoned or relatively new to public service.

## What are the logistics?

This one-half to one-day course is a mix of participant small and large group discussion, video, and demonstration. Recommended course size is 12-30 participants.

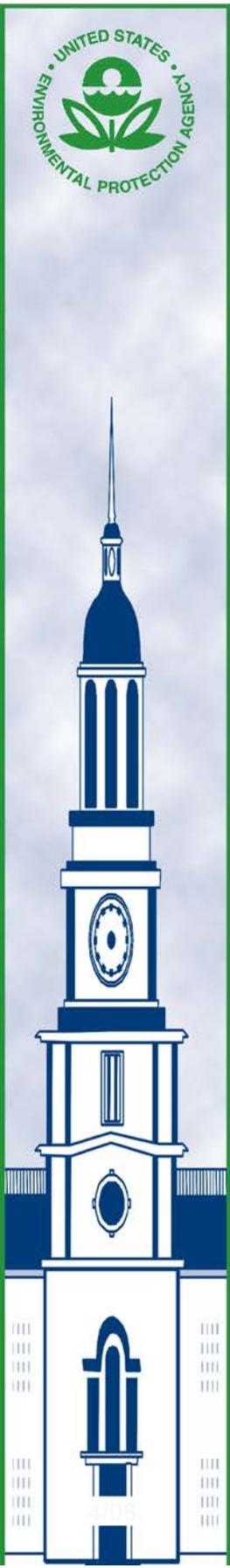
John Godec of The Participation Company (TPC) teaches this course. He is an international trainer, consultant and expert in risk and high stakes communication, conflict resolution, consensus, and public participation, specializing in issues management. He has designed and facilitated hundreds of diverse meetings and advisory groups on controversial projects for federal, state, tribal, and private industry entities, and is a Certified Professional Facilitator.

TPC offers a wide range of courses on public participation, collaboration, communication, conflict resolution and facilitation tailored specifically to EPA and the Superfund program. These courses are designed as stand-alone events or combined in many configurations to create a customized program of instruction for groups or teams. All training is highly interactive and includes a wide variety of real-life lessons. Focus is on providing real, practical skills that EPA program managers, communicators and community relations professionals will apply immediately.

## Is there available background material?

There is no recommended background material.

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U.S. EPA Community Involvement University

# Reader-Focused Writing (Advanced)



## Writing Made Easy, Review Made Easy, Plain Language Made Easy

### What is the course overview?

The Plain Writing Act requires consumer outreach documents to be in plain language. This course provides participants with a variety of effective strategies for planning, drafting, and reviewing documents in plain language. The course allows ample opportunity for practice and feedback from the trainers. Advanced training in selected topics enables participants to become more effective in the workplace through clear, organized, and efficient communication to meet plain language standards.

### Who should take this course?

This course is recommended for EPA staffers who are interested in further improving their writing and review skills with an emphasis on plain language. The Basic Reader-Focused writing course is strongly recommended prerequisite.

### What are the course learning objectives?

Participants who complete this course will gain skills on how to:

- Review documents more efficiently and effectively;
- Give and receive effective plain language feedback on documents; and
- Analyze, write, rewrite, and reorganize clear, reader-focused materials using plain language techniques.

### What are the logistics?

In this two-day course, participants first get a refresher in the writing process focusing on the roles of both the assigner and the writer in planning, drafting, and self-reviewing documents. Participants learn more about external review and get hands-on experience in reviewing other's writing with plain language techniques. Participants then receive training in advanced writing techniques, including tone, approach, organizational strategies, and more. This course also includes exercises in drafting and self-reviewing EPA documents, improving grammar, and developing proofreading abilities. Recommended course size is 10-20 participants.

Kleimann Communication Group (KCG) professionals teach this course. KCG is nationally acclaimed for its trainers, public speakers, consultants, and authors, specializing in written and spoken communication in the workplace.

### Is there available background material?

There is no recommended background material.

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Main Regional CIU contact in **bold**

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\*Office of Land and Emergency Management (OLEM) Training Coordination Team Representative

\*\*Beginning on October 1, 2018

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