NZARM conference – Bay of Plenty

October 18 2018

Workshop Results

Venue – Mount Maunganui Club, Mount Maunganui Rugby Club and Mount Maunganui Hockey club

Contents

Introduction

Day three of this conference was all about “Getting on with it”: “Kei whea ka patua te rapa ki te rori” - “where the rubber hits the road”.

Day three was also about workshops. The conference committee wanted to get delegates sharing their existing experience (or inexperience), combined with learnings from days 1 and 2 of the conference, workshopping collaboratively, to develop knowledge and skills to better equip delegates in their day to day work.

The workshops were interactive and specifically designed around answering key focus questions to deliver practical outputs that resource managers can then apply in real world situations. Whether these workshops were successful or not was in the hands of the attendees and the facilitators. This document does not include the workshop run sheet and if you would like to replicate them please contact the conference committee.

The document is a word for word summary of the three workshops with every post-it note comment and summary statement safely recorded. The workshops asked attendees in groups to answer questions and there thoughts are shown as building concepts. Then they were to combine with their partner group and summarise their concepts into key statements. These were presented back to all. The results are excellent for the building concepts section in this document but the summary statements are not as clear. The reader may need to draw their own conclusions from the building of concepts.

There was a graffiti wall at the conference also and what was written on those is recorded in this document also.

Workshop 1, 2, and 3 outlines

WORKSHOP 1 – Principles of farm planning

Facilitated by Janie Stevenson (NZ Landcare Trust)

Focus questions

- Why farm planning?
- What are the enablers/barriers for the farmer?
- What are the elements for a national standardised plan?
- What are the skill sets we require?

Desired outcome - attendees will:

- have developed a picture of farm planning nationally
- recognise enablers and methods to mitigate likely barriers for farmers
- have contributed to and understand the elements nationally required to develop a farm plan
- have further developed their toolbox of skills in working with farmers

Long term outcome - attendees will:

- a broader understanding of the purpose of farm planning across NZ – inclusive of regional differences
- understanding the enablers/barriers of farm planning for the farmer
- understand the required elements in developing a national standardised plan
- have identified a toolbox of skills needed to develop farm plans alongside land owners

Janie Stevenson - NZ Landcare Trust

Janie is the BOP Regional Coordinator for NZ Landcare Trust and has a background in environmental education, community engagement and facilitation. Janie is passionate about community driven sustainability initiatives that work directly with landowners, community groups and organisations on collaborative, 'ground-up' solutions. Janie grew up in Mount Maunganui and now lives in Maketū with her whanau, where she tries to spend as much time as possible at the beach or practicing her new found passion…trapping rats!

WORKSHOP 2 – Using The Science

Facilitated by Louise Saunders (sponsored by Boffa Miskell-Tauranga)

Focus questions

- What tools do we need to improve decision making?
- How can we direct science to help decision-making?
- How do we best consider Matauranga Māori?
- How do we de-mystify the science for the end user?

Desired outcome - attendees will have:

- increased understanding and skill base in using science inputs in their environmental work
- gained skills in being able to make scientific information more useable for the end users
- understanding role of Matauranga Maori, cultural indicators, and cultural impact assessment
- increased ability in simplifying science language e.g. analogies, metaphors
- have begun to develop a toolbox of methods to support good decision making

Long term outcomes - attendees will have:

- Improve science inputs to environmental work of regional councils
- Making the science useful (usable) for the end user
- Be more confident in making informed decisions
- Confidence understanding what/how cultural values are impacted by council decisions
- Cross council understanding of supporting good decisions

Louise Saunders - Consulting ecologist

Louise is a consulting ecologist with more than 20 years' experience at the coal face of ecological assessment, environmental monitoring, and restoration. She has led assessments of effects for activities in infrastructure, primary production, and land development, and developed landowner tools for riparian planting and kanuka/mānuka plantations. In recent years, Louise has focused on collaborative design: a process of relationship building through engagement to develop shared understanding and work towards innovative, pragmatic, and enduring project outcomes.

WORKSHOP 3 – Building connections (Partnerships and relationships)

Facilitated by Clare Feeney – The Sustainability Strategist

Focus questions

- What are the principles of a strong relationship?
- How do you identify your key relationships and connectors?
- What are the enablers and barriers to building strong relationships/how do you apply them?
- What skills do you need in your relationship tool box?

Desired outcome - attendees will have further developed their:

- understanding of the principles of a strong relationship
- ability to determine key relationships/connectors
- ability to recognise enablers and methods to mitigate likely barriers
- toolbox of engagement skills

Long term outcome: understanding the principles of a strong relationship:

- deepening understanding of the principles of strong relationships
- growing ability to identify, build and sustain " key connections"
- deepening understanding of the risks and issues (the enablers/barriers)
- adding to, developing and sharing the tools in the tool box

Clair Feeney – The Sustainability Strategist

Clare Feeney is the founder of the Environment and Sustainability Strategy and Training Institute. She has a Master's Degree in limestone hydrology and her book is called 'How to Change the World – a practical guide to successful environmental training programs'.
Clare has worked with factories, farms, rivers and big construction sites – but she got out of sewage treatment before she fell in!

Workshop 1 Principles of Farm Planning

Question 1: Why Farm Planning?

Session 1 – Concept building

- What happens on farm effects off farm.
- Encourages landowner to identify, acknowledge and consider risk areas on farm, and from this consider mitigations to these risks.
- Allows the farmer to fully understand their farm's physical resources.
- For property owner to: understand the physical/natural resources of property.
- Why resources benefit.
- Why practical benefits.
- Offering options, opportunity to get wins for environment through financial vs grants e.g. riparian fencing.
- Improve environmental and economic performance of farming operation.
- Farm plans provide quantifiable data for action on the ground i.e. km of riparian fencing; hectare erosion prone land planted etc. etc.
- Recognition of current good management practices.
- Staged prioritised programme that helps budgeting by identifying risk on farm.
- Constant prioritisation tool (especially for grants etc. also triage on-farm risks).
- Legacy to hand on. Record of achievements, success, changes, intentions.
- Natural resources are not infinite, need considered for a sustainable future.
- Environmentally and economically sustainable businesses.
- Farmers: acknowledge the good they have done, plan for future improvements.
- Tailored to farm.
- Flexibility to change with markets/environment.
- Opportunity to report and quantify environmental efforts made (to public).
- Consistent tool helps: farmers can benchmark their environmental performance.
- Reassurance that they are on track to GMP.
- Acknowledgement of longer timeframe, marathon not sprint.
- You cannot manage what you don't measure.
- Ability to recognise innovation. Technology and practices that currently can't be modelled etc.
- 3U5enA95.
- Because a whole farm approach can result in a better long-term outcome – for the farmer and the environment and the community.
- What's the alternative for making a difference?
- Ownership lead not push and provide options.
- Farmer pride – having confidence doing the right thing.
- People like to strive towards something (let's make it env, not just $).
- Why? Social perspective (bureaucratic).
- Public demands better guardianship – want reassured of practise.
- To get Council policy embedded at ground level.
- Purpose and product for Council visit.
- Proving to the public that farmers/growers are doing good work – telling the story and proving the story.
- To achieve change on the ground.
- Provide pride and acknowledgement.

Peer/critical review of your operation

- Bring together experts in different fields.
- Gives formality to considering environment on the farm – maybe something that hasn't been traditionally considered.
- Opportunity to take stock.
- Process of creating plan forces, critical thinking.

Social/licence/comms/PR

- Opportunity for farmers to communicate what they are doing.
- Tool to communicate to all involved in farm priorities, goals etc.

Regulatory requirement

- Because you have to - regulatory requirement.
- Tool to help meet compliance targets/parameters.
- Could be used to track progress of environmental gains.
- Ensuring farming is done within environmental limits.

Benefits to farmers/farm management/business planning

- Implementation improving management and farm business.
- Kiwi identity tied to water, land = stewardship.
- Gives confidence you are doing the right thing on farm.
- Preserve/maintain natural resource base for farming e.g. soil organic matter.
- Pride.
- Surety for financial backing – banks etc.
- Leverage for funding.
- Often thought of as necessary for regulatory reasons. Other motivations/benefits for farmer profit rise less time.
- Can unlock the potential for what can be done on the farm. Expert ideas inspire, create, motivate.
- Fail to plan = plan to fail.
- Contain: actions, timeframes, responsibilities.
- Keeps the focus.
- Identify objectives, identify critical save areas.
- Good plan structures, management actions.
- Provide a template/action plan for all farm management.
- Not quite in scope
- Benefits to environment – not just about profit loss considerations, improve biodiversity.
- Help farmer achieve money, family environment etc. goals.
- FEPs should be a living document "agile".

Workshop 1 Principles of Farm Planning

Question 1: Why Farm Planning?

Session 2 – Summary statements

- Provide a tailored, flexible way to improve environmental, economic, cultural and social outcomes.
- Encourage sustainable use of natural resources and safeguard the ability to farm into the future by identifying impacts of risk and outlining actions for minimising them.
- The farmer stands to benefit: better understand land and business, ease of management, farmer welfare, increased profitability, confidence of being on right track (of actions) etc.
- Provide a tool to meet regulatory requirements and promote public confidence and trust.
- Consumer market.
- Who or what benefits?
- What are the alternatives?

Practical and measurable

- Provide a tailored flexible way to improve economic social and environmental outcomes.

Natural resources

- Encourage sustainable use of natural resources for future generations, which will safeguard ability to farm in future.
- Doing and understanding landowners property.

Farmer

- Farmers stand to benefit because creates a sense of pride, acknowledging current good one and plan for future improvements.
- Process of creating plan – critical thinking of business and impacts.
- Benefits to farm business management planning economic performance technical performance.

Regulatory (social)

- Provide a tool to meet regulatory requirements and promote public confidence.

Workshop 1 Principles of Farm Planning

Question 2: What are the enablers/barriers for the farmer?

Session 1 – Concept building

Enablers

- Experience and knowledge.
- Collaboration, peer champions.
- Peer pressure.
- Fear that values compromised.
- Fear/resistance of change.
- Knowledge of environmental resources.
- Market enabling.
- Grants, funding and knowledge available to help – simple/easy to understand.
- Increase farm resilience.
- Acknowledging that the farmer knows stuff and has done stuff.
- A quality LMO – knowledge/experienced.
- Provides a documented legacy/recipe for running farm.
- Creditability (of consultant/advisor).
- Bridging the gap – urban-rural, farmer-regulator.
- Relationship with appropriate people/resources.
- Ask questions and listen.
- Trust.
- Empathy with the farmer.
- Confidence.
- Honesty.
- Good feelings from change/taking on opportunities.
- Knowing audience.
- Continuity (enabler – building it/barrier – lack of).
- "Should" achieve the aspirations of regulation.
- Flexible and adaptable.
- Encourages trust and partnership building.
- Building social capital and social licence to operate.
- Build scientific knowledge overtime.
- Skilled advisors.
- Develops/produces FEP champions.
- Allows landowners to develop collective efforts.
- Farm profitability/increase – value added product etc.

Barriers

- Farmers walls might go up if the farm plan is a regulation/legal requirement.
- Impacts responsiveness to changes (markets, weather events).
- Shifting/no goal posts.
- Generational shift.
- Don't know where to start.
- Cultural shift (the way it's always been done).
- Science not yet settled and modelling.
- Waiting until rules are confirmed (trials are complete).
- Make it real and relevant to owner (i.e. maps, practical walk around farm).
- Technology barriers.
- Stage of farm business – young farmer vs older.
- Risk that the plan will identify issues that are either hidden or will make the property uneconomic.
- Economics costs.
- Cost enabled or not farm budget and funding available from others.
- Potential funding.
- Changing the goal posts.
- Baggage – what a soil conservator/planner did/said 10 years ago etc.
- Carrots and sticks.
- Fear of failure or changing goal posts.
- Silos – single focus plans, government vs council vs industry vs farmers.
- Legacy cycles already been through plans change initiatives.
- Pride (fear of criticism) – key.
- Continual knock down in media – public perception generates the divide.
- Poor quality LMO.
- For regulatory compliance less likely to invest if not captured in OVERSEER.
- Lack of knowledge and understanding.
- Staff turnover amongst farm planners, loss of institutional knowledge.
- Lack of skilled and certified advisors.
- Lack of physical resources e.g. trees, posts, wire fences etc.
- Usually only the 'doers' some left behind?
- Financial challenges.
- Early adoption, anxiety.
- Inflexible mind set.
- Isolation in some cases.
- 'What about – ISMS' – focus on others.
- Resistant to regulation.
- Not wanting to "commit" due to perceived consequences.

Other

- 'Need to consider unintended consequences' – positive and negative.
- Turn regulation compliance into a long-term positive.
- Regulatory drivers.
- Incentives – social/environmental: benefits to environment, community. Emotive.
- Personal values.
- Acknowledgement – what has been done already?
- Long-term certainty.
- Uncertainty – rules now vs future plan changes. Knowledge of plans.

- Plans, plans, plans – what standard should be done? So many variations.
- Process – clear, concise. Central point of relevant information.
- Cost.
- Value.
- Cost/time – don't see the value, waste of.
- Knowledge.
- Emotive drivers.
- Limited knowledge of environmental issues.
- Collective effort.
- Collective action is an action. This enables all of the other four 'mind sets': cost, knowledge, emotive, regulation.
- Tangible example of good management/examples/initiatives.
- Leader farmers: success/failures, learnings, aspirations, create momentum.
- Incentives: financial, industry, grants etc., save time.
- Be shown the value: practical and tailored to the farm, can be used in day to day planning.
- Education: support from councils and industry bodies, gain understanding of support available.

Workshop 1 Principles of Farm Planning

Question 2: What are the enablers/barriers for the farmer?

Session 2- Summary statements

Enablers

- Farmers are all different.
- Trust is key.
- The advisor matters.
- Use your champions.
- Long-term resilience: profit, asset protection/value, enable vision, sustainable, compliant, access to market, recognition by peers and community.
- Small, achievable steps.
- Barriers are the inverse.

Other

- Cost and value = barrier and an enabler.
- Shifting the barrier of cost to an enabler.
- Is an enabler fundamentally the way you have your conversation?
- How does cost stack up next to the value you're gaining?
- Cost of fence vs recreational value of clean water.
- Trust – is a relationship, need to build and maintain. Trust is the one enabler that will always work. Social capital.
- Farmers are all different – one may see it as an enabler or one as a barrier. Need to target your approach to the individual cultural/goals – skill of the person that side of discussion. Skills needed to overcome barriers.
- Can't get one distinct set of enablers/barriers that will work each time.
- Regulations – long-term certainty for farmer. Principle of farm planning: promote that long-term benefit/certainty.

Workshop 1 Principles of Farm Planning

Question 3: What are the elements for a national standardised plan?

Session 1 – Concept building

- Online stocktake of baseline data – gauge current engagement.
- Auditing for completeness (against standard), effectiveness (does it address the environmental roles on farm?). Quality control of the farm plan.
- What is the motivation for national standardised farm planning? – catchment communities, markets. Accountability to communities? (social licence), councils, industry bodies, central government.
- Reporting – what? To whom? – linked to.
- Reporting.
- Collated FEP data to tell a positive true story to New Zealand and the world.
- How do we make farm plans flexible enough to be useful but uniform enough to be aggregated and reported?
- What are we trying to achieve? Community goals/regulation.
- Description of the farming system.
- Farmer goals.
- Stocktake plus risk assessment.
- Clearly define "how much is enough".
- Modular farm planning vs one plan to rule them all.
- Reorganise existing achievements.
- Must build on or use existing frameworks e.g. Regional Council methods.
- Actions, timelines, responsibilities.
- Action/mitigation (GMP's).
- Auditing and reviewing.
- Activity and longevity.
- Timeframe.
- Review of plan.
- Mapping and mapping systems photos/LiDAR.
- Elements: local context – what are the critical local environmental issues/concerns to focus farm plans. Risks on each farm relevant to that local context. Actions to address that risk.
- Te ao Māori.
- Matauranga Māori.
- What is the minimum requirement?
- FEP, MVP content (minimum content required).
- Context and purpose.
- Requirements may vary between regions. National minimum plus regional additions?
- Should we also be asking "should there be a nationalised system?"
- Who does the farm plans? DIY? Experts? (certified), DIY with expert signoff? Issues around certification of farm planners and auditors.
- Sufficient staffing: to design and implement plans, to audit plans, for the info it produces.
- Compulsion vs voluntary: would this kill the golden goose? i.e. kill the benefits of voluntary farm planning.
- Who pays?
- Farmer focused.
- Engagement of farmer.

Development – implementation

- Who – person alarming and farmer/farm.
- A national organisation must be responsible for standards, training, base plan requirements.
- Nationally (central) coordination – leadership.
- Developed of farmers, sector groups, RC, collaborative process.
- Farmer perception – controlled from the beehive and the "suits".
- Certification for delivery.
- Who will deliver? Efficiency, certification, cost and support, collaboration?

Fundamental building blocks from a farm plan

- Goal setting, well defined at start of farm plan.
- Match your land use to land capability, in line with your aspirations.
- Know your land – draw the landowner out of what knowledge they have.
- Location of farm is a big factor – drives farm plan – conditions, climate, soil.

Why national approach?

- Improve efficiencies; prevent duplication of systems and structures.
- National legislation: future proofing the document, future pressures.
- What is it that a nationally standardised approach will improve?
- Flexibility for: regional issues, different farm systems.
- It is needed, as we're already getting uptake etc. what are the benefits?
- Reinventing the wheel, what would this achieve?
- If the plan is to scale up activity to achieve outcomes a national plan may be detrimental. Increased resourcing may be better.

Process

- Technical approach to something can understand by farmers.
- Long-term and flexible e.g. flood damage simple steps, clear direction.
- Adaptive management: regular reviews/updates, science is always updating.
- What's been done on farm, within the process?
- Principle based. Address all issues (FDE, quantity etc.) while providing for regional priorities and farmer focus/willingness/passion (and not overloading them).
- Recognise what's already been done on the journey, they know stuff.
- Accessible to others e.g. cross council boundaries.
- Easy to prepare, farmers/landowner friendly. Taking technical/scientific to plain English so landowners can understand.
- Importance of process and relationship not just the product.
- Stepped change to farm system to meet targets. Not all at once.
- Farm plan monitoring of targets – who does that?

Control of a farm plan

- Sustainable stocking rate? Attenuation, land prices, farm debt?
- Waterways – protection.
- CSA's (critical source areas).

- A physical resource inventory – a land use capability assessment.
- Nitrogen leaching rates.
- Farm plan compulsory – critical source areas: P, E. coli where are the problem sites for flow on into environment? N leaching.
- Industry agreed good management practices.
- Wider farm system focus.
- What's the objective? GHG/biodiversity ready, future proof, farm system focus. Don't move the goal posts (raising the bar etc.).

Workshop 1 Principles of Farm Planning

Question 3: What are the enablers/barriers for the farmer?

Session 2- Summary statements

High level background

- Debate around whether there is a need for a national standardised approach.
- Questions around who drives a national standardised approach? Sectors, councils, MfE/MPI/EPA.

Elements of a farm plan

- Local context, stocktake of land resource, farmer goals, farm systems, LUC? maps/visuals.
- Risk assessment: acknowledge actions already done by farmer. Process step-talk through options for farmer.
- Agreed actions and timeframes, costs and ability to pay.
- Address all relevant resources/contaminants: mahinga kai, carbon biodiversity, could be water impacts, heritage values, prioritisation and staging by catchment and farm.
- Future proofing.
- Monitoring review/reporting maybe audit.

Principles

- Within plan monitor/review.
- Engage the farmer.

Nuts and bolts

- System requirements.
- People: training, cert. National database system.
- Farmer champions/leaders within industry.

Workshop 1 Principles of Farm Planning

Question 4: What are the skill sets we require?

Session 1 – Concept building

Plans as voluntary vs regulation

- Open questions.
- Communication styles.
- Emotional IQ.
- Re-framing.
- People skills.
- Background research.
- Diplomatic approaches "challenge the bullsh*t".
- Influencing skills.
- Selling skills.
- Credibility.
- Brokering skills.
- Empathy.
- Cultural understanding.
- Person who can recognise the influence/potential of the women in the farming relationship.
- First assess understanding of client and then build on that at a rate that works for the client.
- Able to take the farmer from tick box compliance to "it's about the river".
- Why 'holistic drivers'?

Farm system understanding as a technical skill

- Ability to word regulation appropriate FEP actions.
- Readability and useful.
- Jargon buster "knowledge translation".
- Technical communication.
- Bio-physical understanding.
- Farm systems – understanding.
- FEP developers need to be upskilled regularly "certification"?
- Tools – what does this mean?
- Data management funding mechanism, group facilitation, mapping, modelling.
- Training.
- Archaeological sites.
- Greenhouse gas management.
- Mapping i.e. GIS.
- Soil conservation.
- Biosecurity.
- Technical skill sets.
- Biodiversity and riparian management.
- Nutrients.
- Local RMA rule requirements.
- Soils.
- Biodiversity indigenous vs exotic.
- Cash and requirement for funding.
- Certified in specific skill areas.
- Integrating multiple skill sets is vital – can be 'team' approach.

Farmer to produce a farm

- Every land user understanding they have an impact.
- Time – value the FEP process – linked to why. Mind-set.
- Confidence change vs being changed – fear of unknown.
- Farmer skills vision of where he/she wants their farm to be in the future.
- Understanding/interpretation of the rules – where do they find the rules.
- Clear understanding of requirements to maintain a farm plan (evidence) – daily, annual.
- Why – to make a FEP operative not just a piece of paper – value benefits.
- Understanding e.g. sediment "but it's just dirt" then why do a farm plan?
- Acceptance that you have to do a plan – how to show value beyond having to do it.
- Need to be able to sell my product.

Tools and/or skills

- Quality of info that needs to be kept in records. Different format requirement: confusing, need compatibility, do away with [???] duplication.
- The content is the content but the why and engagement will drive change/success – the thinking.
- Knowing where to go and networking.
- Realistic expectations long-term goals (time and money) across all three components.
- Utilising innovation – rewarding for innovation that cannot yet be captured in modelling/reporting.
- Farm dairy effluent risk assessment (WOF).
- Decision support resources (mitigations efficacy etc.).
- Ground-truthing of model at farm scale.
- Modelling where available.
- Confidence three farmer workshops or 1:1 (farm scale).
- Peer support.
- Access to maps/photos online and paper. Perseverance – marathon not a sprint. Understanding of language/jargon – regional differences. Knowledge of regulation, understanding of farmer/farming, technical skills (GIS etc.).
- Farmer skill set (what data) – data record and collection, good understanding of their farm systems.

Facilitator

- Who/where? Who can help with this who can fill knowledge gap? Industry/scheme/council – trust.
- Needs to understand and accept their role (wear many "hats", including that of the community).
- Integrity (perverse consequence/results/targets) targets that undermine intention.
- Technical and skill competence – science, maps, farm systems, plan and regulations, new technology.
- Accountability for decisions (checks and balance).
- Need to be qualified in resource mapping.

- Experience using the tools.
- Practical knowledge of farm systems.
- Understand the consequences/impacts of the rate of change coming down on farmers.
- Assurance programs for different sectors. Who-what: limited no. of people.
- Who is completing the plan? Communicator, empathy/understanding, build trust, resilience, positive outlook. [E.Q].
- Know you limits and who to get information from – be honest!
- Regulatory requirements – Certified plan? Certified preparation/approval? Differences cross regions. Technical skills, farm/land user knowledge, industry relationships – where to go to for help.
- Holding to account.
- Social license.
- Future generations: ensuring the next generation can continue to farm. Mokopuna decisions.
- Who is requiring this? Consumer/market/regulator.

Workshop 1 Principles of Farm Planning

Question 4: What are the skill sets we require?

Session 2- Summary statements

For someone doing a farm plan what skills do they need?

- Understanding the farm system(s) and business in an environmental context.
- Identifying risks and mitigation options.
- Good people skills listening, empathy.
- Technical skills – e.g. biophysical.
- Brokering and connecting, to the right people and information.
- Resilience: ability to keep trying and persist, continual improvement, adapt.

Skills

- Farmer – what info do they need, who to go to for help, what do they need to do, or other information.
- Technical skills and what tools.
- Biophysical understanding – soils health/conservation, interpreting the risks, listening to the farmer before we speak.
- Another pair of eyes can be helpful.

People

- Recognising new situations and identifying opportunities.
- Transferring information so farmers can see and understand the need to change, Farmers recognition of need to change.
- Farmers drivers – the 'why they want to do'?

Facilitator/consultant

- People skills, mutual respect/trust.
- People skills – empathy.
- Focus on emotional IQ.
- Understand their motivators.
- Interpret farm system from the farmers perspective.
- Articulate their farm vision.
- Brokering/connecting to others for other information/money.
- Giving the confidence to make change.

Technical

- Nutrients.
- Biodiversity/biosecurity.
- Mapping.
- Understanding farm systems.
- Biophysical understanding – ability to read the landscape.
- Two different assumptions – farmers need someone to help vs those that don't – the spectrum.
- Timeframes and mind frames skills can transfer between farmers and facilitator.

Workshop 2 Using the Science

Question 1: What tools do we need to improve decision-making?

Session 1 – Concept building

- Money, info sharing, long-term NIMBLE vision, education.
- New science is changing the goal posts.
- Science is only one of our tools. Community aspirations and iwi values.
- Need to citizen science more useful and valuable.
- Use more than Western science.
- Understanding of Te ao Māori.
- Land suitability accounted for in all regional plans.
- Longer term plans that are adaptable to new science.
- Longer term plans that are adaptable to land use change.
- Improved (internal) communication with long-term vision.
- More guidance for iwi interaction.
- More collaboration with "boots on the ground" between regional and district councils.
- Field experience for policy writers.
- Plans/mechanisms that allow for adaptive management.
- Lessons learnt.
- Incentives.
- Collating regional plans central database? Show success and failure.
- Nimble plans.
- Ability for decision makers to get "on the ground".
- Interactions between business unit decision makers and "boots on the ground".
- Cost of compromise.
- Detailed geospatial data (i.e. farm-scale) to drive models.
- Tools that can communicate effectively.
- Economic analysis tools.
- Decision support.
- How do you influence "old" mentalities for land use change?
- How do you justify decision and keep engagement without consensus?
- How to prioritise funding?
- Capturing institutional knowledge and sharing.
- Consistent method to collect data for tools.
- Money and time.
- Collating data and casting net wider).
- Accessibility of NZ data.
- Open data.
- Liaison, communication, relationships – investing in each other, clear pathways.
- Consistency in getting managing data.
- Alternatives to existing modelling BUT this can set you back (money and time).
- Ground-truthing prior to utilising as tool, achieve improvements, run more scenario testing.
- Operators/training.
- Data to inform models not the other way around.
- An inclusive holistic approach that is based on relationships, accessible and shared info and an adaptable long-term vision (100 years).
- A holistic inclusive approach that includes a long-term adaptive vision.
- Tools for decision-making: Long-term vision/timeframe, robustness, relationships (co-innovation), applicable, accessible, inclusive decision-making.

Workshop 2 Using the Science

Question 1: What tools do we need to improve decision making?

Session 1 – Summary statements

- The right people in the right place and the right tools.
- The right people are able to communicate science and information in a holistic way.
- A holistic approach that is based on relationships, accessible and shared information and an adaptable long-term vision (100 years).

Other themes

- Relevance of application (not everyone will need/want it. Might not be relevant to them).
- Science constrained by time/funding.
- Adaptability of science (can you adapt? are you responsive?).
- Science vs modelling.
- How to reach the unreachable.
- Collaboration between groups to avoid conflicting messages (e.g. Council, Beef & Lamb).

Workshop 2 Using the Science

Question 2: How can we direct science to help decision making?

Session 1 – Concept building

Int

- Metaphor, sound bites.
- Package communication at different levels. Don't assume people are dumb!
- Explore adoption pathways.

Communication/translation

- Have an official form of a scientific result (i.e. paper) in a much more condensed format that is easily and irrefutably understood by a larger audience. "Make it easier to access and read".
- Tying economics to science, tying science to real farm, tying to physical outcomes.
- Simplify the results, breaking the info down.
- Have developers translate the science into everyday language.
- Slap the scientists!!
- Don't try to "dumb" down the scientists – they need to do good science and someone translate.
- Have translator of science present at field days, but have the scientist there to answer the hard questions and translate again for those interested in a deeper understanding.
- Real life examples.
- Hands on approach – one on one time, demonstration.
- Educate/teach the "demystifies" that talk to farmers.
- Utilise multiple methods, eliminate jargon, spin.
- Be true to the science, don't cut corners or create shortcuts, or it will short fuse the results, skew the science.
- Have the results of a study made relevant with real life application.

Integrity/relevance

- Long-term planning (100 years) – road map.
- Consistent messages relating science to end users, pitching to target audience.
- Dealing with uncertainty – acceptable +/-, alternatives?
- Dealing with +/- uncertainty – communicating but still generating acceptance.
- By identifying if the science was funded by those studying an observation, or by those with a vested interest.
- Look for old established science to "build" on for today's problems.
- Linking funders in Wellington with the real world.
- The funders of the science need to understand the problem they are looking for answers for.
- Keep the science relevant to the problem, make sure scientist fully understand the question before studying it.
- Establishing trust.
- Look for similarities/differences in regional science to the rest of the country/other regions.
- #fakenews.
- Accept science is constantly evolving.
- Science and policy creates shifting goal posts. How do we work with this?
- New methods of communication e.g. farm mapping.
- Coms – multiple audiences, multiple pitches. Link to farm and real world importance of developers and extension. Well informed.
- Relevance – future thinking, not reactionary. Relevant to region.
- Integrity – consistent messaging and coordination, independence.
- Reaching everyone – right tool, right place, farmer champions.
- Communicating what the future could hold – how long will your investment last? Climate change.

Reaching everyone

- Use every tool.
- Get scientist out and talking to those with the problem.
- The funders need to allow/allocate funds for delivery of science in "every day" language as part of the project.
- New methods of communication.
- Have good customer relations.
- Getting people involved part of the journey.
- Use the wife, etc. (partner).
- Spin the message to create interest.
- Regional differences – not assuming it will work everywhere but if it does, overcoming "my region is special."
- Coordinating between organisations – more open, leverage others trust.
- How to reach the unreached – farm source, carrots? Link with other organisations. Play to each other's strengths.
- Using champions (good communicators) relatable to audience. DEL? A tool in both camps e.g. best-matauranga.

Lean from the past – look to the future

- Need holistic view – open minded, more rounded.
- Knowledgeable staff + 15 years capture their stories – video/book?
- Matauranga Māori – need to capture as oral records, need acceptance of this approach.
- How do we prevent great science being forgotten before it is implemented?
- Understand where you are at now – stocktake and what data have/need and start filling the gaps as soon as possible with robust data.
- Understanding there may be science done – just need to know where this is.
- Review and improve for future decision-making.
- Focus of educational organisations – government owned.
- Collating 'flags' regarding common themes that point to a risk or trend i.e. Tolaga Bay.
- Need to know what we don't know.
- Knowing what science has been done (i.e. not reinventing the wheel).
- Be mindful of disruptive tech – future focus.
- Know what has been already been done, don't reinvent the wheel, don't know what don't know.
- Being realistic i.e. resourcing requirements.
- How do we maintain access to historical science that is in paper form?
- Acknowledgement of past learning. Better record keeping. Sometimes we lose institutional knowledge.
- What are the indicators people can see e.g. can't see phosphorus but can see sediment and algae or invertebrates.

Trusted communication

- Localise the science – share the science.
- How do you make more relevant to farmers?
- Decision-makers have understood the science correctly to make a practical outcome that is workable.
- Scientists and other professionals need to agree on what they agree on.
- Need reports/presentations/people can understand. Translate science to English.
- Communicate where science has been great and give feedback. Be strategic across councils what gaps you (needs) have, communicate them to CR's, DNZ etc.
- Good communication collaboration. Trusted relationships.
- How do you take the science to the end user?
- Inspire confidence.

Relationships

- How do we ensure scientists, planners, consents staff work together to get good decision-making? To get consensus particularly on very technical issues.
- Offer researches help to extend and develop science to give it life.
- Build better enduring relationships with CRI's (e.g. Uni) so they know better the issues we are facing and where our knowledge is at.
- Influence science funders MPI, MFE, MBIE, so that use GB land managers get what we want.
- Expert [???] to inform decision-making, early in the process.
- Access to the science in order to better understand why decisions are made.
- Relationships – give more consideration to matauranga Māori and community aspirations.
- Council/iwi fund internal science to build capability and get the science they want.
- Adaptive management – allow for changing needs.
- Take the science through the process – understanding decision-making, implementation.
- Pair with social science. Look at all society i.e. bigger than just stakeholders.
- Getting buy-in is important or see you in court?

Integrity

- Science is just information and not pulling a decision in a particular direction.
- Accuracy of data and applying science.
- Make sure science is not interpreted to meet a pre-determined outcome – selective use of science.
- Need to have confidence in science to make informed decision.
- More recognition for meaningful scientific work i.e. kudos.
- Ownership of data, misuse of data.
- Institutional knowledge – value of knowledge.
- What are we assuming and use this to direct science to fill the gaps.
- End users directing the science.

Funding affects science outcomes

- Asking for the right science to be done.
- Prioritise – must haves vs nice to have.
- Councils invest in science.
- Funding allocation use of surplus end of year – is it of value.
- Invest early to show what we have achieved to prove baseline and where going – is it working? Quantify and robust.
- Funding directs science and this affects the decision-making.
- Cost/benefit.
- Debunk criteria based funding.

Focus and direction

- Science determines issues in first place.
- Do have staging – direct science for first steps while working on longer term goal.
- Need timeframes.
- GAPS – is the right science being done? Knowing.
- Understand the problem before we direct science.
- By being solution focused rather than problem focused.
- By having a full understanding of the issue you are wanting to address.
- Having a clear and concise range/scope of work for providers.
- Translate the science of an observation and outcome and breaking it down into a communicable and applicable management practice that improves management and profitability on land.
- Design outcomes with 'wellbeing' in mind – economic, cultural, environmental.
- Communicate to researches what our science 'needs' are (collectively as councils and industry).
- Method of directing science needs to be simple, precise, unique for individual landowners for most effective results.
- Incentives, relationships, assistance – to direct science.
- Identify 'angle' of research – transparency, what's it really for and who's interest.
- Understand the question or decision and the outcomes that are needed to be achieved.
- Coming up with tools for problems rather than problems for tools.
- Councils need to say/direct what is needed, needs driven.
- Simple, precise, unique.
- Influencing direction of 'science' in first place.
- Directing science – directing needs to be individualised and crafted to suit each different landowner to get best results. Communicating the facts is not a one-size fits all approach.
- Know the bottom line. What's on the table and what's off?
- Agree on direction of travel.
- Be clear of the end use.
- What are you, want to achieve up front.
- Councils invest in science.

Workshop 2 Using the Science

Question 2: How can we direct science to help decision-making?

Session 1 – Summary statements

- With focus and direction.
- Trusted communication.
- Integrity.
- Learn from the past, look to the future!
- Strong relationships.
- Funding affects science outcomes.

Workshop 2 Using the Science

Question 3: How can we best consider Matauranga Māori?

Session 1 – Concept building

- Reliant on good communication.
- Asking the right people.
- Can be conflicting/subjective.
- Requires leadership.
- Relationships: Once established really enhances work programmes.
- Relationships: Importance of existing.
- Co-governance connection.
- Possibilities of stalemate.
- Demonstrating apology of mistakes of the past.
- Sustainability.
- Possibility of a better outcome.
- What's matauranga Māori education?
- How do I explain how I relate to land? Must listen.
- What are the benefits?
- How to protect the relationship.
- Cultural values ask the local.
- Education, change of culture.
- Matauranga Māori.
- Mountains to the sea.
- Tension between long-term goal and required outcomes – economic vs intangible.
- Various meanings to different people – is it appropriate? Could it be measured?
- Tension resolution? Council goals and Māori understandings.
- How can matauranga Māori achieve targets? Scientific/regulatory.
- Legally defensible? What parts? CIA/indicators, oral history.
- Currently not recognised in some instances i.e. memorials/battles.
- Customary rights? Access, foreshore/seabed, mahinga kai.
- Scientific targets not useable and people don't know what it means on the ground.
- Miscommunication – back to the beginning.
- Not an outcome but a relationship to connect science.
- Waterways have different roles – prioritise.
- How are some impacts justified?
- Cost/benefits acknowledged in vision and strategy – 80 years.
- Sharing of information, timeframes.
- Efforts to date = slowing decline rather than on right track.
- Communication, relationships, dynamic, information sharing.
- More information is helpful, education.
- We should do more than consider matauranga Māori is important.
- Science vs matauranga Māori long-term vision gap between visions.
- Relationships – specific issues to a people with broader social concern.
- Who to be working with? Communication.
- How to maintain relationship? The new person.
- Need more coordination and resourcing the needs of Māori empowerment.
- Grievances.
- At Māori pace management barrier.
- Broaden Council support.
- How Māori see success.
- To science or not to science or matauranga.
- Find out what science is already available rather than starting from scratch. Make the science understandable and realistic to others.
- Understanding what cultural indicators are collectively.
- Science complements matauranga, complements science in a space.
- People power matauranga.
- Open honest relationship with iwi. Know who the right people to connect with are.
- Acknowledging Māori knowledge as a science.
- Time and location children/adults taking food from certain locations (shellfish).
- Citizen science.
- Sharing knowledge and expertise with others and growing this base.
- Values.
- Funding for science – do it once, share the knowledge in user friendly way.
- Time and location children/adults taking food from certain locations (shellfish).
- Connecting the science with the stories and vice versa.
- Redressing the inaccuracies. Incorporation of western – Māori values. Ancient knowledge making sent to the physical world, generation to generation.
- People, citizen science, poor science/delivery (western – matauranga Māori/discredits maturanga Māori). Perspective – belief – my truth spiritual. West science (WS), I.P./sharing science. Maturanga Māori: geo sense of belonging, geo bounded, embellished to last. Observing stars – got here. Instruct on year ahead. Observing sea life – food. Mangroves – change. Comfort in WS – can support matauranga Māori – keen to have it.
- Agreeing what "partnership" means 'all parties'.
- Source of truth? Many similar stories between hapū.
- Respect what we don't understand.
- How to engage with iwi if iwi unwilling?
- Invest in hapū staff – send through Uni (scholarship).
- Māori representation on Council. Māori seats.
- Be prepared to take time – might change with next generation. Differing perception for time frames.
- Don't get lost in translation. Are we talking about the same thing?
- Consider both disciplines to be complimentary.
- Listen and hear, don't assume (keep a record).
- How do we gain trust with iwi/hapū.
- Treat it as a relationship – not a transaction.
- Bureaucratic process vs Māori process (Law vs Lore).

Workshop 2 Using the Science

Question 3: How can we best consider Matauranga Māori?

Session 1 – Summary statements

- Acknowledge different cultural perspectives are like in same space.
- Be prepared to meet in the middle (don't expect to get approval from iwi in all instances).
- Acknowledge matauranga Māori has a place in the western world. Find a way of bringing everything together in a meaningful way "digestible messages".
- Have clear focus on purpose of work/project outcomes – in collaborative space.
- Align our work programmes/projects with iwi aspirations/plans and work together throughout the journey.
- Money and time to work with iwi authorities and hapū.
- Sustainability – shared targets determined by science (and matauranga Māori).
- Co-governance – will it work?
- Relationships are key.
- Demonstrates.
- Navigators – tangata whenua board.
- Invest people/person, go to person.
- Hapū is mana whenua.
- Empowerment.
- Resourcing – capacity building.
- Will take time, can't push it.
- Relationships are key.
- Identify 'navigators' that can work across iwi, boards, authorities and hapū.
- Define shared goals: acknowledging/accepting matauranga Maori.
- Sustainable relationships: Resources, place, people, cultural, identify.
- Empowerment of co-governance, resourcing.
- Enable and acknowledge time: To grow relationships to build long-term work/programmes.

Workshop 2 Using the Science

Question 4: How do we de-mystify the science for the end user?

Session 1 – Concept building

- Science funded by companies/groups benefiting from the science – conflict of interest, biased science.
- Trusted people – longevity!!!
- Make it attractive for the end user. Piggy back on other events. Make it happen.
- Scientists not always available/affordable – citizen science capital this gap.
- Find people who can communicate science. Might be specialist comms role.
- Translate the science – communication the science.
- Lack of trust in the science can cloud relationships – how can we build that trust?
- How do we handle/manage conflicting science? Conflicting science confuses end user.
- The translators of the science are trustworthy.
- Evidence might be there but the non-converted need other incentives to pay attention e.g. piggy back on [???] and land.
- Improve communication skills of scientists.
- Reduce jargon and complex technical terms – translate it.
- Not everyone will listen/be receptive sometimes the science is not the issue – need other tools.
- Expressing the science can be hard: use layman's terms, gain trust – good relationships, not everyone will listen.
- Make sure the science is trustworthy.
- Science isn't separate to the rest of life so need to find ways to make it relatable.
- What level of underlying science understanding can we assume? What do we need to do to provide the right level of information to different groups?
- Trust: Mānuka as an investment e.g. sounds good but we don't know all the implications especially financial.
- Need to have a good appreciation of implications of science on policy – end user. Work through scenarios.
- Clarify what is the end use or user.
- Terms of reference in commissioning science need to be clear.
- End user – who? Farmers, councils (policy and field staff), general public, central government.
- Who is end user?
- How do we simplify the science and collate the science for the end user? Example: stock exclusion rules/standards and the science and providing sold science for farmers which supports rules/standards – science is confusing.
- Don't cloud the issue with extra 'bits' or more technical stuff that's not required.
- Get agreement on key messages and interpretations so they are not lost in detail.
- Test clarity of information with end users.
- Be clear about assumptions be clear about areas of uncertainty.
- Demystifying where there is doubt – clarify what the gaps or doubts are and try to kill those gaps. Return to try to fill the gaps – repeat.
- How much understanding of science is required of each tier in the system? Integration between tiers.
- Demystify – provide context what does it look like? What does the science show (support?).
- How can science help us to reach our goals (ask people). What groups will this not work for?
- How do we deal with the uncertainty of science when it pushes us to do certain things that cost money force you in a particular direction but it turns out to be wrong?
- How do we manage/handle deliberate 'twisting' of science?
- Make it accessible not a 300 page report.
- Messaging on "the science" – often need to work out as an organisation what you all understand before you go out and communicate to end users.
- What is science vs what is information?
- Quality of science – science constrained by timeframes and funding.
- Longevity of studies vs short-term "good enough" science – is this a funding issue?
- Are different interpreters of science saying the same thing e.g. Council vs Fonterra?
- Small aspects of science might be wrong but doesn't mean the whole thing is wrong.
- Modelling vs on the ground science: Do people understand the difference? Do we lose trust with models?
- Can't do anything unless science tells us.
- Collation of science for a particular policy may not be there yet but the policy is still made – how do we justify it to end users and how open is the process to change?
- Science/scientists not always available or affordable.
- Be clear about what the relevant timeframes are: Are there things we can do now and things that can wait on the development of the science – expectations.
- Timeframes and incomplete science (because it takes a long time). What can we implement in the meantime?
- Adaptability of science.
- Monitoring and evaluation of a project – what science is available at the start and what do you need to test or do (the science) as you go. Adaptive management.

Workshop 2 Using the Science

Question 4: How do we de-mystify the science for the end user?

Session 1 – Summary statements

Trust/integrity of science and translation.

- Funding directs science.
- Practical applications of science – early adopters.
- Long-term relationships develop trust.
- Trust takes time.
- Conflicting science.
- Uncertainty of science and extended timeframes.
- No one will listen if there is no trust.

Communication/translation of science.

- Communication skills.
- Reduce jargon and technical terms (use everyday language).
- Communicate science in terms of end user (what is the benefit to the end user).
- Be up front with unknowns, uncertainties, assumptions (honest translation/comms).
- Test the communication – has it been understood.
- What are the key messages and have the background to these messages available for those who need more (layers of information).

Workshop 3 Building Connections

Question 1: What are the principles of a strong relationship?

Session 1 – Concept building

- Respect.
- Trustworthiness.
- Honesty.
- Empowerment.
- Trust.
- Transparency.
- Know the history and context.
- Listen to understand.
- Compassion.
- Listening and understanding perspective first.
- Understanding of what drives/effects the other person.
- No blaming.
- Respect for other positions and experiences.
- Seeing the other perspective.
- Be kind.
- An element of “fun”.
- Empathy.
- Friendship.
- Kindness.
- Goodwill.
- Sense of humour.
- Understanding other viewpoints.
- Good cheer.
- Friendly/happy.
- Do your homework!
- Time to establish commonality and ongoing time to connect.
- Clear and agreed expectations.
- Meaningful contact.
- Time and longevity.
- Being available.
- Longevity you can’t keep swapping people.
- Effective and timely communication.
- SR = rewarding, enjoyable, positive – feel good for participants.
- Feeling valued – made time for.
- Meaningful contact if not frequent.
- Agreed rules of engagement.
- SR = grow over time.
- Put the work and time in.
- Mutual respect.
- Give and take.
- Check in on common understanding.
- Real support from wider group/org.
- Common goal – why is relationship required?
- Acknowledging differences, power roles, boundaries and expectations.
- SR = may be based on shared values or kaupapa.
- Care for each other.
- Enabling people to be the best they can be.
- Make time for the relationship.
- Strong relationships = able to deal with conflicts.
- Genuine partnership.
- Sing off the same song sheet.
- Strong relationships = space to acknowledge differences.
- Be up front – give and take.
- Honesty and openness (where possible).
- Own your own crap.
- Doing what you say you will do.
- Keep promises – when would you get back to them, what time were you meant to be there?
- Taking responsibility.
- Honest conversations – e.g. what do you now know?
- Strong relationships = enduring.
- Follow-up what you promise.
- Open communication.
- Being ‘yourself’ in a role.
- Honesty/integrity.
- Be clear.

Workshop 3 Building Connections

Question 1: What are the principles of a strong relationship?

Session 1 – Summary statements

Listening and understanding perspectives

- Listen to, understand.
- Know the history.
- Respect for position and experience.
- Understanding drivers.

Trust, honesty, integrity

- Taking responsibility.
- Honest conversations.
- Do what you say you'll do.
- Be clear.
- Self-reflection and management.

Positivity

- Goodwill.
- Sense of humour.
- Element of fun (where appropriate).
- Good energy.
- Wilful positivity.

Meaningful contact

- Clear and agreed expectations.
- Making/taking time.
- Agreed rules of engagement.
- Check-in with each other.

Genuine partnership

- Give and take.
- Ability to deal with conflict constructively.
- Space to acknowledge difference.
- Empowerment.
- Be up-front.

Workshop 3 Building Connections

Question 2: How do we identify your key relationships and connectors?

Session 1 – Concept building

Attributes

- Openness.
- Ears.
- Listening.
- Understanding and empathy.
- Empathy.
- Eye contact - understanding body language.
- Time.
- Sense of timing.
- Willingness to engage and learn.
- Ability to listen and understand.
- Resilience.
- Good work ethic.
- Confidence to initiate.
- Humility.
- Curiosity.
- Understand peoples' context (background, communication style).
- Be prepared to learn and understanding others' views, needs and input.
- Respect others, their views and their cultures.
- Cultural awareness and sensitivity and etiquette.

Practice

- Farm/cultural etiquette.
- Muck in, work side by side. No time limit.
- Ability to reflect back and distil.
- Tailoring communication style to audience.
- Facilitation skills.
- Facilitation.
- Ability to agree to disagree on viewpoints and move forward.
- Compromise and win-win.
- Preparation.
- Be honest in discussions – about your ability, about the good and bad news.
- Honesty.
- Bring value – knowledge, expertise, desire, story.
- Acknowledge what you don't know and humility.
- Background connections/relatability. Common ground/story.
- Ability to identify common ground.
- Adaptability – think on your feet.
- Knowledge.
- Commitment.
- Follow through.
- Put effort into, build and maintain relationships.
- Follow through – match your words to actions.
- Smile.
- Group or people skills.

Workshop 3 Building Connections

Question 2: How do we identify your key relationships and connectors?

Session 1 – Summary statements

WHY – know your objective/purpose/outcomes

- Networking – existing/spontaneous.
- Know your communication strategy.
- Skills and interests that relate to the outcomes.
- Take the time to get it right.
- Research – context, history and values. Common ground.

HOW to identify WHO you are having a relationship with

- Reflect and review.
- Engage those affected.
- Influencers/drivers.
- Advocates.
- Stakeholders.
- Iwi, hapū, marae.
- Critical thinkers.
- Mentors and through leaders.
- Different perspectives.
- Expertise/knowledge.
- People with passion.

Workshop 3 Building connections

Question 3: What are the enablers and barriers to building strong relationships/how do you apply them?

Session 1 – Building concepts

Enablers - reason

- Having similar values/things in common.
- Finding connectors.
- Motivators.
- Understanding what makes people tick ("drivers").
- Find common ground – provides a foundation for change.
- Shared vision.
- Understanding: barriers/motivations (how to move from one to the other).
- Understanding other's values.
- Manage expectations.
- Knowing when to push and when to tread softly.
- Time: sufficient/lack.
- Limited timeframes.
- Having the time to commit to it.
- Being a good listener.
- Reflection and purposeful development.
- Open to difference.
- Open to being wrong.
- Openness: new ideas, cultures, history – their context.
- Relationships (strong) take time to build.
- Spend the time e.g. talk rugby if you have to.
- Time needed: to listen, to get on a "level" playing field.
- Not turning up empty handed – have something to offer.
- Bringing something to the table.
- Focusing on the positives – shifting focus form negative perceptions.
- Telling the good stories – getting the good messages out there.
- Having the organisational/team culture which is relationship focused.
- Trust is really important: of person, of info.
- Independent/objective view?
- Leaders really important – someone with kudos – trusted by wider sectors.
- Respect by both parties.
- Understanding what a strong relationship entails.
- Listening so that other are heard and validated.
- Knowing the purpose of a relationship: transactional? topic based? location? time bounded?
- Listening skills, people skills, communication skills.

Excuse - barriers

- Drivers, time.
- Negative historical events.
- Distrust.
- Organisation reputation and structure.
- Cultural differences (be open minded and kind).
- The other person doesn't want a relationship.
- Overloading contact on a few keen people.
- Don't lump into groups. Everyone thinks differently.
- Overthinking to the point of not doing anything. Not everyone has to be in agreeance.
- Time to – invest in others, listen.
- Privilege.
- Knowledge and understanding (lack of).
- Capacity on capability.
- Presume know the answer.
- Inflexibility.
- Farmers have long memories (legacy issues).
- Legacy issues.
- Inconsistency across industries "town vs country".
- Not being allowed to take time to build the relationship/constantly changing people.
- Changing priorities (or lack of priority).
- Rushing for a solution.
- Bad history – conflict/let down.
- Where the funding comes from.
- Having a reason for the relationship to start e.g. money.
- Assumptions.
- Not knowing who the key connectors are.
- Having different kaupapa or agendas and not knowing this.
- Kaupapa, resources, skills, values.
- Two sides of the same coin.
- Different communication styles if they're not understood/respected.
- Shoving info/other things down peoples 'throats'. Go to take them on a journey.

Other

- People – openness, willingness to listen and understand, or the opposite.
- Using the same language – understanding what people mean by what they say.
- Local history and landscape.
- Māori world view matauranga Māori Kaitiakitanga (custodian). Tino mohio (understanding).
- Establish purpose together.
- Respect and acknowledgement of difference.
- Time and money.
- Money (lack of).
- A smiling face – friendly, kind.
- Diversity – hard to connect with iwi groups.
- Feeling alone.
- Don't have common objectives.

- Desire to relate or need to change.
- ‘Knowing’ the problem and ‘defining’ the solicitor(s).
- Clarity of purpose and roles.
- Under each of these key topics, could be a barrier or enabler.
- Knowing who.
- Understanding others point of view/frustrations.
- The need for info/help.
- Meet people where they are at.
- Reputation.
- Past conflict/experiences.
- Group dynamics.
- Institutional farms vs community.
- Apply good structures.
- People change.
- Putting on a show.
- Intent to succeed.
- National Farm Plans.
- Respect, open dialogue, collaboration, kanohi ki te kanohi.
- Uncertainty.
- Repetitiveness – don’t want to do things twice.
- Time together.
- Data sharing.
- Knowledge or lack of.
- Positive pre-existing history.
- Negative pre-history.
- Plans in progress.
- Regulatory rules.
- Local connection to community.
- Sponsors to support relationship building.
- Ability to build common ground.
- Common ground.
- Knowledge and understanding.
- Time – to assimilate info and make connections outside the group, multiple views to connect.
- Patience and open mind.
- Patience.
- Understanding the land/tangata whenua/local connection.
- Loyalty.
- Miss-communication.
- Style/approach.
- Conversations.
- Collaboration.
- Trust.
- Common goals.
- Listening and hearing (and again).
- Sense of similarity or lived experience.
- Things in common.

Workshop 3 Building Connections

Question 3: What are the enablers and barriers to building strong relationships/how do you apply them?

Session 1 – Summary statements

- Kaupapa – why are we here? What do we want to do?
- Need for change.

Workshop 3 Building Connections

Question 4: What skills do you need in your relationship tool box?

Session 1 – Building concepts

- Not soft.
- Listening.
- Willing to evolve.
- Flexibility.
- Don't give up.
- Persistence – everyone has a bad day.
- Commitment.
- Truthfulness.
- Listening and patience.
- Patience.
- Passion.
- Honest conversations.
- Traits.
- Empathy.
- Ability to apply multiple forms of 'follow-up'.
- Ability to 'pick up' where you left off quickly.
- Know how to 'pick' a person's button quickly.
- Building trust.
- Know how to boost egos.
- Creating "safe" space.
- 'Validate' without necessarily agreeing.
- Coaching – if appropriate.
- Understanding of the other person – dress/talk appropriately.
- Recognising and using others' skills and knowledge.
- Cultural perspectives/understanding.
- Facilitation.
- Facilitation skills – director/traffic controller.
- Facilitation techniques if a group.
- Negotiation.
- Dealing with conflict.
- Conflict resolution.
- Leadership.
- Personality clashes dealt with.
- Ability to have courageous conversations.
- Confidence.
- Understanding your role and its limits.
- Confidence to be honest.
- Self-awareness – own biases/skills.
- Self-awareness.
- Openness.
- Two ears one mouth.
- Openness – open mind.
- Inquisitive.
- Curiosity.
- Expertise to add value.
- 'Bring something to the table' (ideas, experiences, perspective, enthusiasm – perhaps).
- Incentives.
- Resources/tools.
- Articulation.
- Creating two way relationships.
- Questioning "open statements".
- Enquiring.
- Knowledge holders.
- Communication.
- Contribution.

Workshop 3 Building Connections

Question 4: What skills do you need in your relationship tool box?

Session 1 – Summary statements

TRUST

Personal

- Listening.
- Patience.
- Persistence.
- Adaptability/flexibility.
- Honest.
- Self-awareness.
- Empathy.

Interpersonal

- Situational awareness, cultural diversity.
- Facilitating group dynamics (conflict).
- Commitment.
- Leadership.
- Common ground and goal.
- Preparedness.
- Practice internal culture.
- Training skills to be reorganised.
- Mucking in.

Workshop 3 Building Connections

Summary of all questions

- Reflection on existing relationships and their value.
- Influential people.
- Local knowledge.
- Existing networks.
- Talk to other who have already hold the relationships.
- Have conversations with people to understanding their values and if they are key.
- Listen.
- Join network.
- Networking.
- Relationship stocktake – identify gaps and improvements.
- Understand the individuals and groups – who/which are 'key' = most input and influential.
- Talk to people and seek advice.
- Ring people.
- Talk to the minions/people at the coalface.
- Talk to other people – history.
- Ask around, look who has done stuff.
- You might not best person to engage the key relationship.
- Ask others.
- Ask!
- Ask other farmers, RPs colleagues.
- Whip-around and start.
- Go and talk to people at their place.
- Refine list of people, groups.
- Start somewhere and follow the trail.
- Think about the people WHO.
- Identify organisations first then ask them leader who's who.
- Kanohi ke ti kanohi – face to face.
- Communication strategy different mediums.
- Be open and talk to everyone! They may not directly input into your work now but they may in the future.
- Face to face meetings.
- Workshops for affected groups.
- Active participants in communities.
- Family connectors.
- Community role models.
- What is the community of interest.
- Connectors: champions, conduits of info, people who know people and connect others.
- School leaders.
- Identify locations where activity happens e.g. volunteer fire brigade.
- Talk to people (how).
- They will already be in the room.
- Local social media sites.
- Positivity – look for people who approach situations with a good outlook.
- Finding common ground/goals/outcomes.
- Kaupapa/purpose.
- Define your objectives first!
- Clear purpose.
- Know what expertise/skills/knowledge you need to achieve outcomes of the project/work programme.
- Access objective and work from there.
- What are the outcomes you want to achieve (why?).
- Ask somebody that influences your personal understanding of a subject matter.
- Has long history in the space I am working in, entering = expertise.
- Different skill and perspectives.
- Someone who thinks differently to me = perspective.
- People who are passionate.
- Thought provoking people who make you think outside the box.
- Support the shepherds.
- Check back against assumptions and choices periodically to ensure currency.
- Host events to meet new people and identify the engaged people.
- Attend events held by others – piggy back.
- Attend community events to observe participation.
- Genuine interest in others.
- Acknowledge the difference.
- Need relationship protocols.
- Identify skills and interests.
- Ask people – one connection/conversation leads to another.
- Ask your known contacts - who works.
- Start a list of known suspects.
- Do your homework!
- Look at existing databases.
- Research.
- Know your people and the context. Do your research.
- Ask about networks.
- Follow innovation uptake.

Graffiti Wall

The following comments are the attendee's graffiti.

Principles of farm planning

- Know your land then match land use to land capability
- Te reo words for resource managers to use
- Interest in people – build social capital and capability
- Important to manage conflict between mokopuna timelines and community and funding deadlines
- Much of our conflict is around different timeframes
- Yesterdays exception is todays rule
- The process of farm planning; get started, document the journey, get it verified
- Change takes time
- Perhaps the usefulness of a farm planning tool is not so much about the action but about the process
- Land management officers are coaches, confidence brokers and sources of knowledge
- Need to be part of business use
- The farmers enjoy the process more than the tool itself, relationships and trust are important when engaging with farmers
- Timeframes – mokopuna, process of engagement, relationships, actions, trust, plan, māori monitoring; relationship with the land te ao māori, language and tikanga useful
- Farmers don't mind change but don't want to be changed
- Tangata whenua collaboration plan; māori monitoring plan
- 'she' has a name
- Lets make 100 year plans
- Nature before nuture

Using the Science

- Our greatest challenge is building our capacity for transition in a rapidly changing world
- I learnt more from the farmers than they learn from me
- There's more certain than uncertainty
- Missing foundation science such as s map
- What about user needs – science is often seen as something from outside, dropped on people
- Get it done
- Saying industry is ahead of science, is another way of saying the science is not relevant
- Science is ever-changing
- If it makes sense just do it
- How do we connect science with need and need with science
- Regional councils are learning organisations and enables not just regulators
- Adaptive management - structural learning by doing – aka suck it and see
- Are we doing a good job of what we are doing; are we doing the right thing; how do we work out what the right things are

Building connections

- We are but tenants on the la d of our mokopuna – what we do today is a consequence for tomorrow
- Bottom up not top down, we need to listen first, what is their need must be ours
- Encourage our children to plant a legacy tree
- Reclaim and reframe
- Kaupapa – guide; evaluate; protect
- We are confidence brokers; we provide more confidence than anything else
- We are knowledge brokers and innovation brokers
- Business and culture go together, culture and commerce go together
- Why don't we have conferences with polar opposite groups
- Whakatauki – naku te rourou, nou te rourou, ka ora te tangata – with my food basket and your food basket together the people will prosper
- We can all be nation builders
- What is real collaboration, what is real partnership; too scary or out of the box real challenge
- Thinking about what we should do must influence what we are doing…even if its in little ways….too much talk is too little action
- Know your purpose become more comfortable with discomfort – its ok to disagree
- Hear listen check
- We all have so much in common, lets work together
- It doesn't have to be either or; it can be and/and

- Soft skill are hard!