Compass

2020 Crew Member Edition

MONTANA CONSERVATION CORPS

Dear MCC Member,

You are about to embark on a significant journey. This experience will be filled with extraordinary landscapes, meaningful service, remarkable people and moments of joy. It will also involve long hours, physically demanding work, extreme weather, personal frustration and discomfort. Yet at this very intersection of challenge and experience is where such profound opportunities emerge.   When we allow ourselves to push beyond our everyday comfort zone to a place where we learn more, give more, and do more than we had previously imagined we could – our self-concepts and world views are expanded. We can imagine new possibilities for ourselves, our communities and our world. We can see how our efforts are making a difference. This is what we hope your MCC experience will be, and the one you help create for those around you.

To this end, Compass is your teaching and facilitation guide. The curriculum is based upon this fundamental assertion: When we intentionally support our members in connecting to **people,** to a sense of **place,** to a personal sense of **power** and future **pathways,** they more deeply connect to a sense of **purpose**.

Purpose gives us the energy and momentum to pursue an action or endeavor that is meaningful to us -*what makes us come alive* - in the words of writer Howard Thurman. We not only want MCC participants to better understand environmental stewardship, the critical importance of conservation, leadership and team work – we also want you to leave with a greater sense of confidence and that your voice, dreams and beliefs matter.   The world *needs* your skills, creativity and resilience.

Thank you for joining Montana Conservation Corps and working with us in service to America. You will without a doubt make a significant difference in the communities and the landscapes we treasure.

In Service,
Kate O'Neill
Director of Programs

PURPOSE
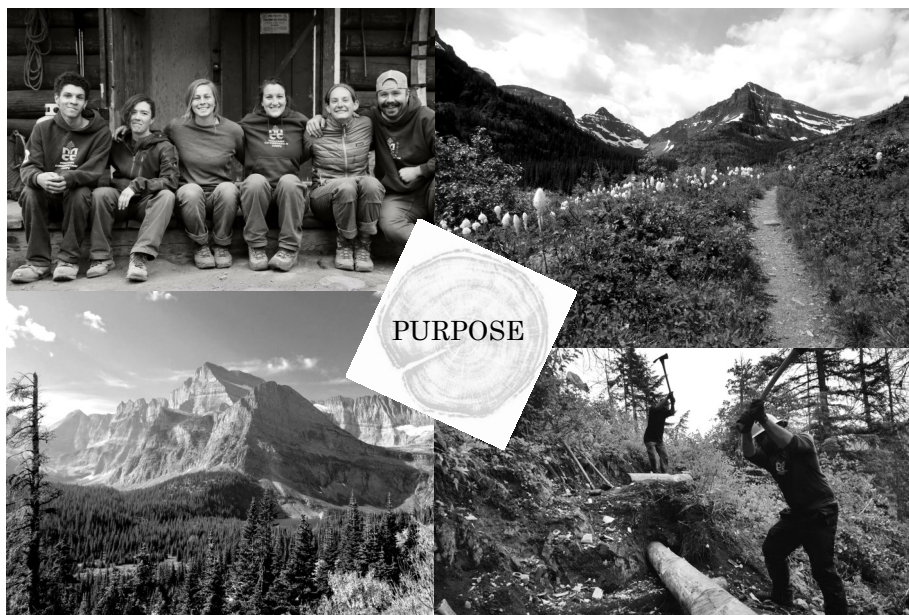
MCC's approach to teaching leadership and conservation to teens and young adults is based on the experiential learning cycle (Kolb, 1984) which actively facilitates learning through the following sequence: Concrete experience (the activity), Reflective Observation (reflection on the activity), Abstract Conceptualization (gained knowledge or skill) and Active Experimentation (trying out new skills and abilities).   We know that by intentionally facilitating activities rather than leaving it up to chance, we **significantly** increase the potential for new learning and skill development. Compass lessons are divided up into four main sections: People, Power, Place and Pathways.

Learning Goals

People: Cultivate greater self awareness and connection to others through compassion, positive communication and healthy relationships.

Power: Develop confidence that fosters resilience, self-efficacy and well being.

Place: Explore our connection to the land, community, culture and heritage.

Pathways: Envision future pathways to express personal civic and professional values in the world.

TABLE OF CONTENTS

> **Required Lesson Key**
> Wildland Restoration Teams   Chainsaw or Fire focused crews
> All other adult crews

IMPLEMENTATION REQUIREMENTS AND STRATEGIES

Implementation Requirements
Summer and Fall Crews: Complete the 4 required lessons indicated on the Table of Contents.

Full Season Crews: You are required to complete 10 lessons during your season. One lesson from each P has been preselected and identified in the Table of Contents as required. When selecting the remaining 6 lessons choose at least 1 from each P.

Implementation Suggestions

Early-Season
♦   *Self-Awareness*
♦   *Connection with the Land*
♦   *Why Manage Invasive Species?*
♦   *Fire Suppression in the U.S.A.*

Mid-Season
♦   *Crew Community*
♦   *Challenges of Feedback*
♦   *Mann Gulch Fire Case Study*
♦   *Re-Thinking Failure*

End of Season
♦   *Understanding Our Values*
♦   *Exploring Your Unconscious Bias*
♦   *What is Civic Engagement?*
♦   *MCC Reflections*

PEOPLE

The intention of this section is to cultivate greater self-awareness and connection to others through compassion, positive communication, and healthy relationships.

EXPLORING OUR UNCONSCIOUS BIAS

Objective: To provide a starting point for participants to consider their own unconscious bias and how it plays a role in their relationships and decision making.

Definition

from www.include-empower.com, 'ah-ha activities for unconscious bias training'

Unconscious or implicit bias refers to beliefs or attitudes that are activated automatically and without an individual's awareness. These hidden biases are different from beliefs and attitudes that individuals are aware they hold but choose to conceal for the purposes of complying with social or legal norms.

Our unconscious social biases form involuntarily from our experiences. For example, as we are repeatedly exposed to actual incidents or media portrayals of females as collaborative, nurturing and homemakers, and men as assertive, competitive, and bread-winners, those associations become automated in our long-term memory. These biases are reinforced on a daily basis without us knowing, or thinking consciously about it. Stereotypes reflect what we see and hear every day, not what we consciously believe about what we see and hear. It is possible for us to hold unconscious stereotypes that we consciously oppose.

Because we are, by definition, unaware of our automatic, unconscious beliefs and attitudes, we believe we are acting in accordance with our conscious intentions, when in fact our unconscious is in the driver's seat. It is possible for us to treat others unfairly even when we believe it is wrong to do so. Cognitive neuroscience research has taught us that most decisions we make, especially regarding people, are "alarmingly contaminated" by our biases. Our assessments of others are never as objective as we believe them to be.

You don't know what you don't know: How our unconscious minds undermine the workplace

September 25, 2014

Google When YouTube launched their video upload app for iOS, between 5 and 10 percent of videos uploaded by users were upside-down. Were people shooting videos incorrectly? No. Our early design was the problem. It was designed for right-handed users, but phones are usually rotated 180 degrees when held in left hands. Without realizing it, we'd created an app that worked best for our almost exclusively right-handed developer team.

This is just one example of how unconscious biases influence our actions every day, even when—by definition—we don't notice them. These biases are shaped by our experiences and by cultural norms, and allow us to filter information and make quick decisions. We've evolved to trust our guts. But sometimes these mental shortcuts can lead us astray, especially when they cause us to misjudge people. In the workplace, for example, the halo effect can cause us to inflate performance ratings or in-group bias can lead us to overlook great talent.

Combating our unconscious biases is hard, because they don't feel wrong; they feel right. But it's necessary to fight against bias in order to create a work environment that supports and encourages diverse perspectives and people. Not only is that the right thing to do, but without a diverse workforce, there's a pretty good chance that our products—just like that early YouTube app—won't work for everyone. That means we need to make the unconscious, conscious.

The first step is education; we need to help people identify and understand their biases so that they can start to combat them.

Mock Implicit Association Test *Gender and Career*

In this activity the participants will sort words based on their association. The categories are *Family, Career, Male,* and *Female.* Each category includes 5 specific words. Be sure to review these prior to beginning. There are 4 rounds, each with a different combination of categories. The facilitator will say a word from the identified categories and the participants will respond by raising the hand associated with the correct category. Facilitator, be sure to shuffle words between the identified categories.

Category	Associated words
Family	marriage, parents, family, home, children
Career	career, corporation, salary, office, professional
Male	Ben, Paul, Daniel, John, Jeffery
Female	Rebecca, Michelle, Emily, Julia, Anna

Round 1: *Family* and *Career,* participants raise left hand when the facilitator says a *Family* word, and right when they say a *Career* word.

Round 2: *Male* left hand, *Female* right hand

Round 3: *Male/Family* left hand, *Female/Career* right hand

Round 4: *Male/Career* left hand, *Female/Family* right hand

Some Strategies to Combat Unconscious Bias
Vanderbilt University, Office of Equity, Diversity, and Inclusion

- ◆ *Tell your story…and listen to the stories of others*
- ◆ *Avoid stereotypes and over-generalizations*
- ◆ *Separate feelings from facts*
- ◆ *Have a diverse group of people around the decision-making table*
- ◆ *Engage in self-reflection to uncover personal biases*
- ◆ *Develop Safe and Brave Spaces to Discuss Unconscious Bias*
- ◆ *Don't expect a quick fix*
- ◆ *Place processes and structures in place for increased accountability*
- ◆ *Be an active ally*

> *An **active ally** is a person that wants to fight for the quality of a marginalized group that they aren't part of. Go to this link for more information and tips.* https://www.youtube.com/watch?v=_dg86g-QlM0

Implicit Association Test (IAT) Background
Adapted from Project Implicit, implicit.harvard.edu

When taking this test online...
The IAT measures the strength of associations between concepts (e.g., Female/Male and Career/Family). The main idea is that making a response is easier when closely related items share the same response key. We would say that one has an implicit association between 'Male' and 'Career' relative to 'Female' and 'Career' if they are faster to categorize words when 'Male' and 'Career' share a response key relative to when 'Female' and 'Career' share a response key.

Disclaimer: The results are not a definitive assessment of your implicit preference. The results may be influenced by variables related to the test (e.g., the category labels or particular items used to represent the categories on the IAT) or the person (e.g., how tired you are). The results are provided for educational purposes only.

Why Should I Care About My IAT Score?
Implicit preferences can predict behavior. Implicit preferences are related to discrimination in hiring and promotion, medical treatment, and decisions related to criminal justice.

What Can I Do About an Implicit Preference That I Do Not Want?

Right now, there is not enough research to say for sure that implicit biases can be reduced, let alone eliminated. Packaged "diversity trainings" generally do not use evidence-based methods of reducing implicit biases. Therefore, we encourage people to instead focus on strategies that deny implicit biases the chance to operate, such as blind auditions and well-designed "structured" decision processes.

Other People's Results

The summary of other people's results shows that most people implicitly associate male with career - i.e., they are faster sorting when career words and male words go with the same key (in this case, your hand). Notably, about a third of the people included in this graph report associating the two groups equally with the concepts of career and family.

Percent of web respondents with each score

Score category	Percent
Strong automatic association of Male with Career and Female with Family	24%
Moderate automatic association of Male with Career and Female with Family	32%
Slight automatic association of Male with Career and Female with Family	19%
Little to no automatic preference between gender and family or career	17%
Slight automatic association of Male with Family and Female with Career	5%
Moderate automatic association of Male with Family and Female with Career	3%
Strong automatic association of Male with Family and Female with Career	1%

This distribution summarizes 846,020 IAT scores for the Gender-Career task completed between January 2005 and December 2015.

Other online IATs

- *Race* (Black—White)
- *Asian American* (Asian European American)
- *Native American* (Native—White American)
- *Sexuality* (Gay—Straight)
- *Gender—Science*
- *Arab/Muslim* (Arab Muslim—Other People)
- *Presidents* (Presidential Popularity)
- *Weight* (Fat—Thin)
- *Disability* (Disabled—Abled)
- *Religion*
- *Skin tone* (Light Skin—Dark Skin)
- *Age* (Youth—Old)
- *Weapons* (Weapon—Harmless Objects)

CREW COMMUNITY

Objective: To gain a better understanding of how a crew operates like a community and how participants can support their crew community.

Life Maps

A life map is a drawing depicting the course of your life and highlighting formative moments and events. A life map can be an actual map, timeline, pie chart, or any other image. Here is an example:

- Using the next page, draw your life map. Keep the drawing time to 5 minutes, or prompt this activity prior to the lesson.
- Next, share your life maps, 3 mins per person. If you want to spend more time please do it outside of the work day. It is up to the individual to determine how much they want to share. If someone doesn't want to share much, that's okay.

Crew Community Behaviors Loosely adapted from Howard Tomb's "Expedition Behavior."
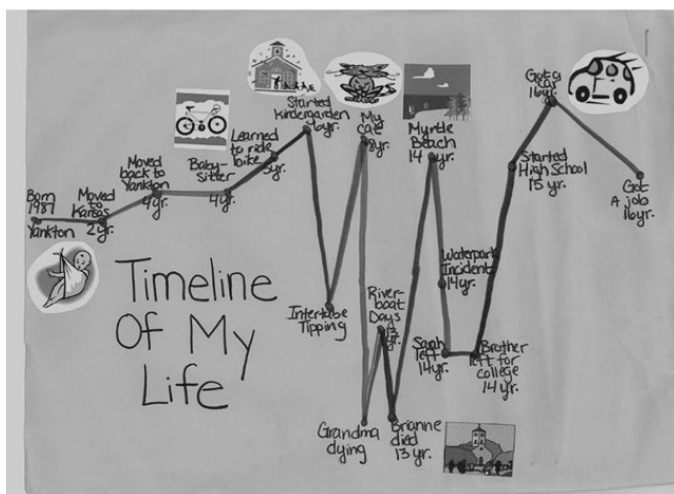
A high functioning crew is a powerful thing. It is a demonstration of how each member plays their part to support one another and perform as a whole. All performing crews have worked to maintain agreed upon community behaviors. Here are a few that we have found helpful over the years.

The CREW before YOU. This program is about service. The personal benefits of putting others first are some of the greatest rewards of working within a group. Look after your people and set a good example. That means: jumping to task without having to be asked and loading tools at the end of the day; starting enough hot water in the morning for the entire crew; carrying that extra tool or cooking pot into the backcountry.

Listen, share and learn. Communication is a two-way street. If you use your voice more than others, leave room for them to share thoughts and opinions. If you are timid in sharing thoughts and opinions remember your thoughts do matter, challenge yourself, let others know what is on your mind. Like to get your geek on with some plant or animal identification? Share your knowledge. You might have the answers that someone else has been looking for. Everybody's contribution will look different in any given situation, so use each opportunity to learn and make the most of your season.

When you're late, the crew is late. Understand that when you are late, it often impacts more than just yourself. Being a professional and using your own watch and alarm clock will help keep you punctual and accountable to others.

Complaining can wear crews down. When the weather is miserable and the work is less than stimulating, recognize that the rain isn't singling you out – EVERYONE else is dealing with it too. Look for ways of motivating your crew to rise to the challenge. If you under-packed for this trip and it's a safety issue, be sure to let your leaders know.

Don't compare yourself to others. Everyone contributes to the crew in their own way, whether that is by busting out a lot of work, providing comic relief, or cooking a morale-boosting dinner after a long day. If you are new to trail work or physical labor, it will take some time to build up your endurance. Stick to it and don't compete with the person working next to

you. Set personal goals and strive to meet them. A strong worker always gives it their all, and in the end they motivate through leading by example.

Challenge yourself by choice. Think about what motivated you to join MCC. What did you hope to accomplish? How did you see yourself? You will undoubtedly face a number of obstacles throughout the season and you have a choice each time whether to back out or to jump in and take action. Will you find the fun and laughter in the most miserable weather? Will you contribute to a solution in a crew conflict? Will you hike farther and harder and accomplish more than you ever believed you could? We believe you can, but it is up to you to choose every day to push yourself on the worksite, within the crew, and in your personal endeavors.

Stay Safe Out There. Speak up when you see something and share your concerns with others. A fun and successful season also needs good hygiene and watching out for one another. Keep yourself and your crew safe.

Give a little love everyday. An encouraging comment or a simple smile can do wonders for someone's morale during a long and difficult day. Take it farther and spend time connecting with all members of the crew, especially individuals you have yet to engage with. A little generosity goes a long way and the happier the crew is, the better the experience is for everyone.

Soak it in! The season is long and tough. At some point, you will most likely get lonely, burned out and frustrated. When this happens, stop, put your tool down and take a moment to look around you. Whether it's the warm sun on your face, the surrounding mountains, or the person working next to you that brings a smile to your face, remember that it's the small things that make the tough season full of big memories.

CHALLENGES OF FEEDBACK

Objective: To learn more about the challenges of receiving and giving feedback as well as tactics for doing it well.

How to Give and Receive Feedback at Work: The Psychology of Criticism
Adapted from a blog from buffer.com by Courtney Seiter

No matter what we do or how well we do it, some criticism is eventually going to come our way.

And those moments are often some of the toughest we all face in work and life. Hearing potentially negative things about yourself is probably not your favorite activity, and most of us would rather avoid the awkwardness that comes with telling someone else how they could improve.

But what do we lose out on when we avoid these tough conversations? One of the fundamental skills of life is being able to give and receive advice, feedback and even criticism.

If given and received in the right spirit, could sharing feedback—even critical feedback—become a different, better experience than the painful one we're accustomed to? Could feedback become a valued opportunity and even a bonding, positive experience?

In this post, we'll explore how to give and receive feedback at work in the best ways possible, along with some of the psychology behind handling critical feedback (in both directions). I'll also share with you some of the methods in which we offer and receive feedback at Buffer to try and make the experience less scary and more loving.

What happens in our brains when we receive criticism?
It's hard for us to feel like we're wrong, and it's even harder for us to hear that from others. As it turns out, there's a psychological basis for both of these elements.

Our brains view criticism as a threat to our survival. Because our brains are protective of us, neuroscientists say they go out of their way to make sure we always feel like we're in the right—even when we're not.

And when we receive criticism, our brain tries to protect us from the

threat it perceives to our place in the social order of things.

"Threats to our standing in the eyes of others are remarkably potent bio-logically, almost as those to our very survival," says psychologist Daniel Goleman.

So when we look at Maslow's famous hierarchy of needs, we might sup-pose that criticism is pretty high up on the pyramid—perhaps in the self-esteem or self-actualization quadrants. But because our brains see criti-cism as such a primal threat, it's actually much lower on the pyramid, in the belonging or safety spectrums.

Criticism can feel like an actual threat to our survival—no wonder it's so tough for us to hear and offer.

We remember criticism strongly but inaccurately

Another unique thing about criticism is that we often don't remember it quite clearly.
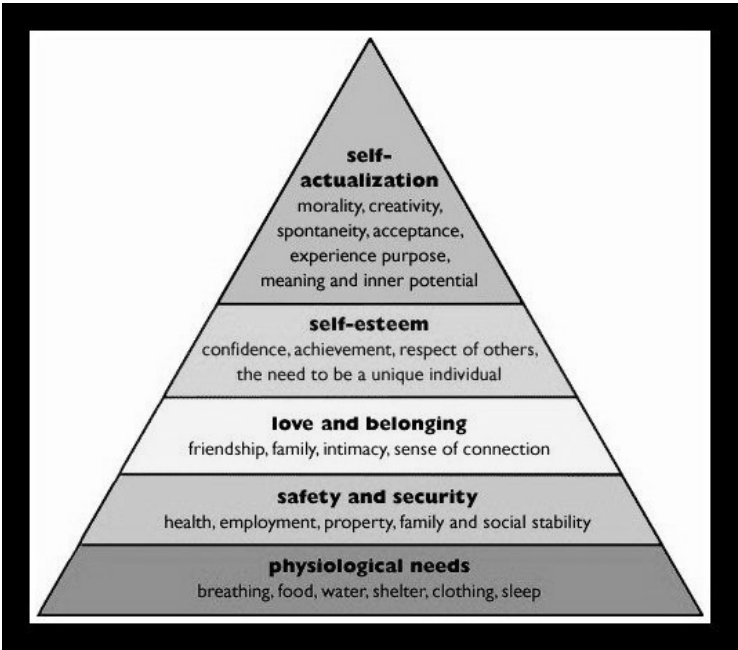
Charles Jacobs, author of Management Rewired: Why Feedback Doesn't Work, says that when we hear information that conflicts with our self-image, our instinct is to first change the information, rather than ourselves.

Kathryn Schulz, the author of Being Wrong, explains that that's because

"we don't experience, remember, track, or retain mistakes as a feature of our inner landscape," so wrongness "always seems to come at us from left field."

But although criticism is more likely to be remembered incorrectly, we don't often forget it.

Clifford Nass, a professor of communication at Stanford University, says "almost everyone remembers negative things more strongly and in more detail."

It's called a negativity bias. Our brains have evolved separate, more sensitive brain circuits to handle negative information and events, and they process the bad stuff more thoroughly than positive things. That means receiving criticism will always have a greater impact than receiving praise.

How to offer criticism the best way possible?

So now that we know what a delicate enterprise criticism can be, how can we go about offering it up in the right spirit to get the best results? Here are some tips and strategies.

1. Reflect on your purpose. The most important step is to make sure that your potential feedback is coming from the right place. Here's a list of some of the main motivating factors behind offering up feedback.

"When we have difficult feedback to give, we enter the discussion uneasily, and this pushes us to the side of fear and judgment, where we believe we know what is wrong with the other person and how we can fix him," writes Frederic Laloux in his book Reinventing Organizations. "If we are mindful, we can come to such discussions from a place of care. When we do, we can enter into beautiful moments of inquiry, where we have no easy answers but can help the colleague assess himself more truthfully."

2. Focus on the behavior, not the person
After entering the conversation with the best intentions, a next guideline is to separate behavior or actions from the person you're speaking to.

Focusing the criticism on just the situation you want to address—on what someone does or says, rather than the individual themselves—separates the problematic situation from the person's identity, allowing them to fo-

Wrong reasons:	Right reasons:
♦ To defend or excuse your own behavior	♦ To improve self-awareness
♦ To demoralize or condemn	♦ To enhance self-esteem
♦ Because you're in a bad mood	♦ To raise morale
♦ To appease someone else	♦ To encourage learning
♦ To make yourself feel or seem superior or powerful	♦ To offer reassurance
	♦ To motivate
	♦ To improve performance

cus on what you're saying without feeling personally confronted.

3. Lead with questions
Starting off your feedback with a few questions can help the other person feel like an equal part in the conversation as you discuss the challenge together.

Neal Ashkanasy, a professor of management at the University of Queensland in Australia, shared with Psychology Today the story of overcoming a tough feedback challenge—firing an assistant—with questions:

Ashkanasy began by asking her how she thought she was doing. That lead-in gives the recipient "joint ownership" of the conversation, he says. Ashkanasy also pointed to other jobs that would better match the skills of his soon-to-be-ex employee. That promise of belonging helped relieve her anxiety about being cast out of the group she already knew.

4. Inject positivity: The modified 'criticism sandwich'
"Sandwich every bit of criticism between two heavy layers of praise."
—Mary Kay Ash
One well known strategy for feedback is the "criticism sandwich," popularized by the above quote from cosmetics maven Mary Kay Ash. In the sandwich, you begin with praise, address the problem, and follow up with more praise.

In fact, the more of the conversation you can frame positively, the more likely your recipient is to be in the right frame of mind to make the change

you're looking for.

The blog Zen Habits offers up some phrases to try to inject more positivity into your feedback, like: "I'd love it if …" or "I think you'd do a great job with …" or "One thing that could make this even better is …"

5. Follow the Rosenberg method: Observations, feelings, needs, requests
In his exploration of the next phase of working together, Reinventing Organizations, Frederic Laloux explores some of the world's most highly evolved workplaces. One of the cultural elements common to all of them is the ability to treat feedback as a gift rather than a curse.

As Laloux puts it, "feedback and respectful confrontation are gifts we share to help one another grow."

Many of these organizations use the Rosenberg Nonviolent Communication method, pictured on the next page, to deliver feedback.

This method provides a simple and predictable framework that takes some of the volatility out of giving and receiving feedback.

The best way to prepare for and receive criticism
So now we know some strategies for offering feedback with an open heart and mind. How about for receiving it?

1. Ask for feedback often
The best strategy for being caught off guard by negative feedback? Make sure you invite feedback often, especially from those you trust. You'll be better able to see any challenges ahead of time, and you'll gain experience in responding positively to feedback.

You can begin by preparing some open-ended questions for those who know you well and can speak with confidence about your work. Here are some great example questions:
♦   If you had to make two suggestions for improving my work, what would they be?
♦   How could I handle my projects more effectively?
♦   What could I do to make your job easier?
♦   How could I do a better job of following through on commitments?
♦   If you were in my position, what would you do to show people more

Clearly expressing how **I am** without blaming or criticizing	Empathically receiving how **you are** without hearing blame or criticism

OBSERVATIONS

1. What I observe *(see, hear, remember, imagine, free from my evaluations)* that does or does not contribute to my well-being:

   "When I (see, hear) . . . "

1. What you observe *(see, hear, remember, imagine, free from your evaluations)* that does or does not contribute to your well-being:

   "When you see/hear . . . "

   (Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel *(emotion or sensation rather than thought)* in relation to what I observe:

   "I feel . . . "

2. How you feel *(emotion or sensation rather than thought)* in relation to what you observe:

   "You feel . . ."

NEEDS

3. What I need or value *(rather than a preference, or a specific action)* that causes my feelings:

   " . . . because I need/value . . . "

3. What you need or value *(rather than a preference, or a specific action)* that causes your feelings:

   " . . . because you need/value . . ."

Clearly requesting that which would enrich **my** life without demanding	Empathically receiving that which would enrich **your** life without hearing any demand

REQUESTS

4. The concrete actions I would like taken:

   "Would you be willing to . . . ?"

4. The concrete actions you would like taken:

   "Would you like . . . ?"

   (Sometimes unspoken when offering empathy)

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appreciation?

- ♦ When do I need to involve other people in my decisions?
- ♦ How could I do a better job of prioritizing my activities?

2. Ask for time to reflect on what you've heard, one element at a time

When receiving feedback, it might be tempting to become defensive or "explain away" the criticism. Instead, let the other person finish completely and try to listen deeply. Then ask questions and reflect thoughtfully on what you've heard.

Stanford Professor Nass says that most people can take in only one critical comment at a time.

"I have stopped people and told them, 'Let me think about this.' I'm willing to hear more criticism but not all at one time."

So if you need some time to reflect on multiple points of feedback, don't be afraid to say so.

3. Cultivate a growth mindset

While some of us have a hard time hearing negative feedback, there are those who thrive on it. This group has what's known as a growth mindset. They focus on their ability to change and grow—as opposed to those with a fixed mindset—and are able to see feedback as an opportunity for improvement. Visual on the next page.

4. Take credit for your mistakes and grow

It's easy to take credit for our successes, but failure is something we don't like to admit to. For example, we're more likely to blame failure on external factors than our own shortcomings.

But lately, the idea of embracing failure has emerged, and it's a great mindset for making the most of feedback.

"Continual experimentation is the new normal," says business psychologist Karissa Thacker. "With risk comes failure. You cannot elevate the level of risk taking without helping people make sense of failure, and to some extent, feel safe with failure."

Take a page from the "embracing failure" movement and treasure the op-

2 MINDSETS

FIXED mindset: intelligence is static.

This leads to a desire to look smart and therefore a tendency to...

GROWTH mindset: intelligence can be developed.

This leads to a desire to learn and therefore a tendency to...

CHALLENGES
...avoid challenges
...embrace challenges

OBSTACLES
...give up easily
...persist in the face of setbacks

EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery

CRITICISM
...ignore useful negative feedback
...learn from criticism

SUCCESS OF OTHERS
...feel threatened by the success of others
...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

portunities you're given to improve and grow.

How we give and receive feedback at Buffer

As with many of the things we do at Buffer, the way we give and receive feedback is a continuous work in progress as we experiment, learn and grow.

Previously, the feedback process was more or less formalized in a process we call the mastermind. Each team member would meet with a team leader every two weeks in a format with the following structure:

- 10 minutes to share and celebrate your achievements
- 40 minutes to discuss your current top challenges
- 10 minutes for the team lead to share feedback
- 10 minutes to give feedback to the team lead

This process had a few really good things going for it: Feedback was a regular, scheduled part of our discussions, which removed a lot of the fear that can surround it; and feedback always went both ways, which made it feel like a sharing process between two equals.

These days, masterminds happen weekly between peers and we've moved away from the formalized feedback section altogether as we strive for a more holacratic, less top-down way of working together.

Still, feedback is an important part of the Buffer journey, and it is offered and received freely by any of us at any time it is applicable.

Since feedback can often be sensitive and personal, it tends to be one of the only elements we exempt from our policy of radical transparency. It usually takes the form of one-on-one Hipchat messages, emails or Sqwiggle conversations.

Our values guide the feedback process

Buffer's 10 core values are our guide to offering and receiving feedback with joy instead of anxiety.

Looking at our value of positivity through a lens of feedback, I see lots of great instruction on offering constructive criticism, including focusing on the situation instead of the person and offering as much appreciation as feedback.

Always choose positivity and happiness
- ◆ You always approach things in a positive and optimistic way
- ◆ You never criticize or condemn team members or users
- ◆ You never complain
- ◆ You let the other person save face, even if they are clearly wrong
- ◆ You are deliberate about giving genuine appreciation

Since we each take on this goal of positivity, it's very easy to assume the best of the person offering their feedback to you and that their intent is positive.

Additionally, our value of gratitude means that we each focus on being thankful for the feedback as an opportunity to improve in a particular area.

Finally, our value of self-improvement means we have a framework for taking feedback and acting on it in a way that moves us forward.

Have a focus on self-improvement
- ◆ You are conscious of your current level of productivity and happiness, and make continual changes to grow
- ◆ You have a higher expectation of yourself than Buffer does of you
- ◆ You regularly and deliberately do things that make you feel uncomfortable
- ◆ You practice activities and develop habits that will improve your mind and your body

Although feedback isn't generally made public to the whole team, it's not uncommon for team members to share feedback they've received and the changes they're making as a result in pair calls or masterminds.

I'm sure our ideas will evolve even further on this idea (in fact, during the time it took me to write this we opened up a whole new discussion on feedback and resolving issues). Maybe you can give us a hand?

I'd love to hear your best tips for giving and receiving feedback in the best spirit, or to learn how you handle feedback at your workplace! Share your thoughts with me in the comments.

Image credits: Wikimedia Commons, 7Geese, In the Library with the Lead Pipe, Visual.ly, Puddle Dancer Press, Brain Pickings
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POWER

The intention of this section is to develop confidence that fosters resilience, self-efficacy, and well-being.

SELF-AWARENESS

Objective: To gain a better understanding of your strengths and abilities in order to continue to make positive changes in your life.

Pet Peeves

Everyone has certain situations, events, words, or phrases that may set off a negative emotional reaction—this is very common.

For example, if you like the back of the rig to be organized and clean, a trigger might be to see someone on the crew throw trash in the back and not clean it up at the end of the day. Or maybe you develop anxiety when you or the crew are late. When someone makes the crew late to meet with a project partner, you may become immediately stressed or triggered by this event.

The awareness of our personal triggers and stressors can be very useful. By understanding our reactions from these triggers we can take steps to prevent reactions from interfering with our performance.

Self-Awareness

Self-Awareness is simply the ability to recognize one's own self. It is a powerful tool that allows us to understand and connect with ourselves, and also deepen and strengthen our relationships with others.

Self-awareness is a constant process because we are always changing. What we know about ourselves today may not be true in the future and so self-awareness requires regular and consistent upkeep.

Optional Journaling
- How do our triggers develop? What causes them?
- When do we feel most self-aware?
- What factors can get in the way of self-awareness?
- What barriers exist in our abilities to fully know ourselves?
- How can heighten self awareness be a benefit to our personal and professional relationships?
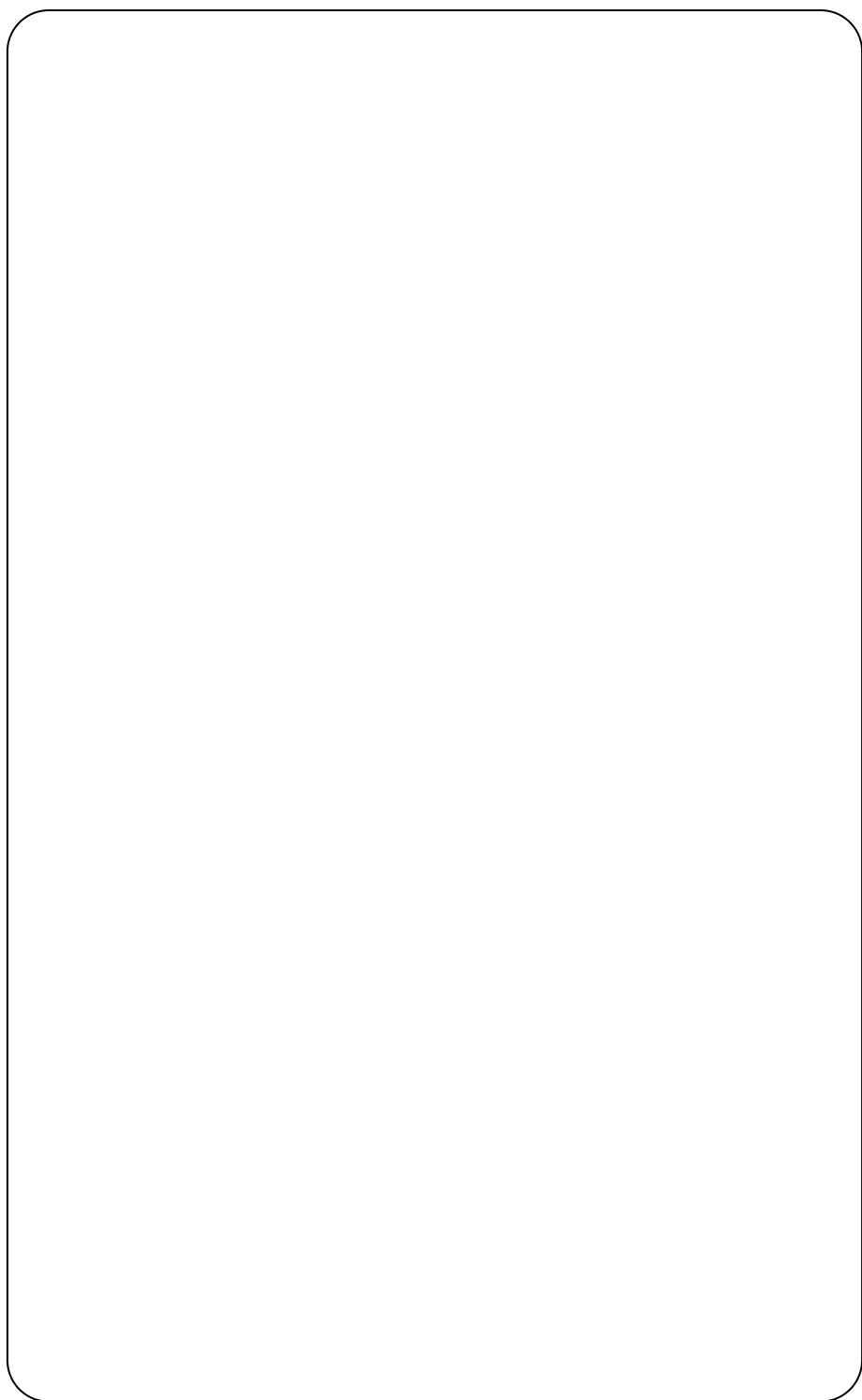
MANN GULCH FIRE CASE STUDY

Objective: To understand tools to build trust between various roles on a crew and learn how they influence leadership, decision making , and risk management.

Introduction

The following excerpts are taken from several evaluations of the Mann Gulch Fire which occurred roughly 20 miles Northeast of Helena in 1949 in the Gates of the Mountain Wilderness. Cement crosses in Mann Gulch now mark the locations of the firefighters lost in this tragedy. The Mann Gulch Fire has reshaped the approach to wildland firefighting, but some suggest there is still more to learn.

Right: Typical smokejumpers and their equipment around the time of the Mann Gulch Fire, with their Ford Trimotor aircraft. - Wildfire Today

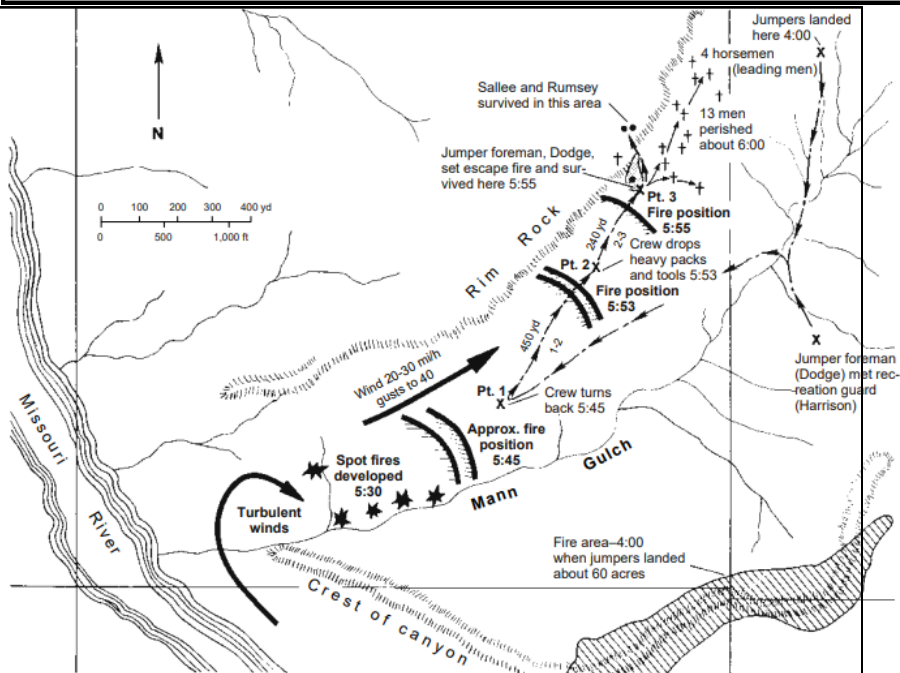**Figure 1**—Map of Mann Gulch illustrating the movement of the crew and the position of the fire as it approached the crew at points (pt.) 1, 2, and 3.
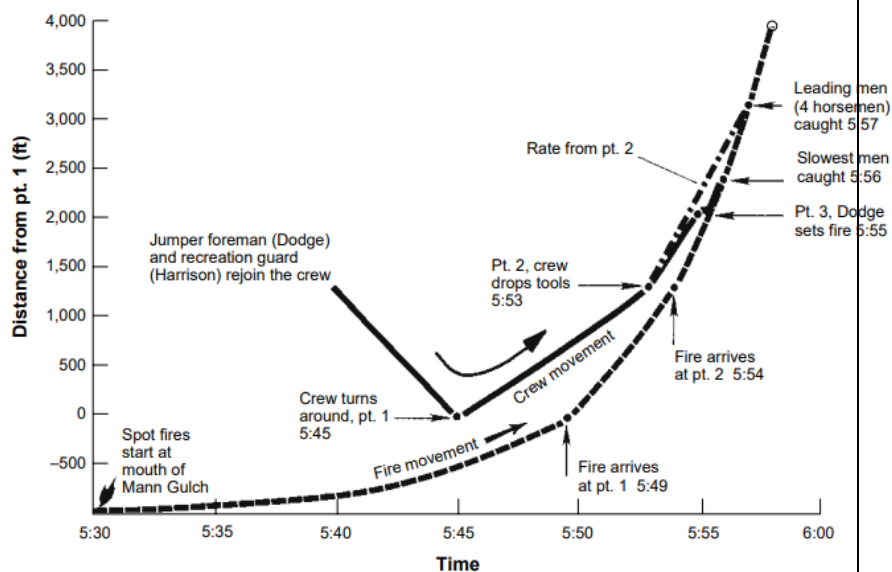

Figure 2—Distance and time graph of the estimated positions of the crew and the fire. Distances are estimated from the crew's turnaround at point (pt.) 1. The slopes of the lines indicate the rate of movement; the steeper the line, the faster the rate.

Incident Summary

Resource: *"This Day in Wildland Fire History" is a collaborative project between "6 Minutes for Safety" and the Wildland Fire Lessons Learned Center, 8/5/2009*

On August 4, 1949, lightning starts several fires on the Helena National Forest, including a fire near the top of a ridge between Meriwether and Mann gulches. By 12:55 p.m. August 5th, this fire has grown to six acres. At 1:30 p.m., the call goes out for smokejumpers from the Missoula jump base. By the time the jump plane flies over the site at 3 p.m., the fire is 60 acres.

The crew jumps and gathers at the bottom of the gulch, up-canyon of the fire. The jumper foreman scouts the fire and meets up with a fire guard working alone near the head of the fire. Observing increased fire activity, the decision is made to start hand line from the fire's toe. While hiking to the toe, the foreman observes that the fire is now below them in the gulch—it has also crossed to the other side of the canyon, blocking the crew's ability to escape to the river.

The foreman and crew reverse direction and head uphill toward the ridgetop. The fire is 500 feet behind them, crowning in timber and dog-hair thickets—burning toward them. The foreman realizes that they cannot outrun the fire. In a grassy area, he stops and starts to burn off the grass as a "refuge". He gives the order for his crew to come into this burned, black area with him (note: burning out was not taught or common practice at this time). The foreman lies in this black and survives the passing fire front.

It is not clear how many of the crew hear—or understand—his orders. All crew members continue running up the steep slope for the ridge top. Two make it to safety in rocks at the top. 5:56 p.m. marks the time on one firefighter's watch that stopped when the 15 Missoula Smokejumpers and one Meriwether Fire Guard are burned over. 11 firefighters do not survive the blow up and 2 more will die from their burns the next day.

Thoughts

"Following Mann Gulch, widespread reform resulted in policies regarding backup radios, physical conditioning that would equip firefighters to handle the rigors of wildfire fighting, more and better training regarding building escape fires, fire and weather science that provides better and more consistent information, and greatly increased safety measures…

But there have been no advances in basic human nature. We simply have not been able to figure out how to get firefighters to override their own sensibilities, contradict their survival instincts, and obey orders without question when they believe the orders are wrong…
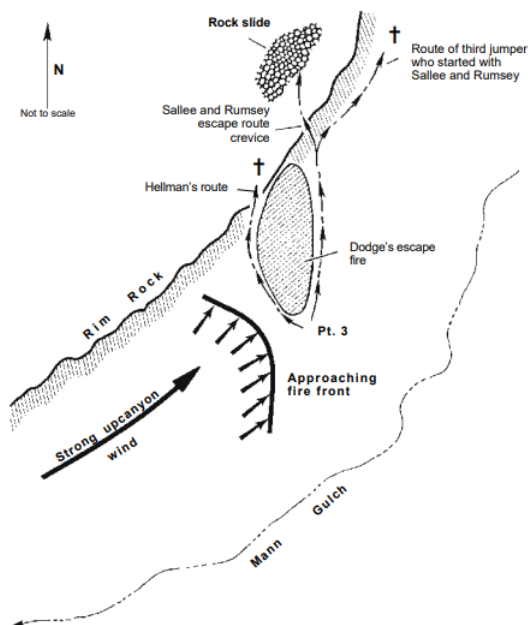
Figure 4—The paths of crew members who fled around the escape fire Dodge ignited at point (pt.) 3. Sallee and Rumsey survived; Hellman did not.

As senseless as death might seem, revisiting a fatal accident site sometimes gives greater meaning to the lives lost, particularly if the lessons we learn can prevent other accidents. Seldom has this been more true than in the case of the Mann Gulch tragedy and the aftermath of reforms that resulted.

But there still remains one troubling issue that time and technology have never been able to resolve: lack of trust in leadership. Very simply, when the situation turned critical, the firefighters panicked and failed to follow orders. It still happens."

Seven Ways to Develop Trust

Resource: *"Creating a Command Culture Based on Trust: Lessons learned at Mann Gulch" by Michael F. Staley 5/1/1998*

So, how do we, as leaders, create a command culture that inspires confidence, leaves room for communication, and ensures safety?

1) Let your firefighters know you. Studies confirm that firefighters find it nearly impossible to move into situations they judge to be dangerous based on the pronouncements of a stranger. The consequences of a firefighter`s pausing to weigh your credibility against every order can be fatal. This is one of the reasons we train together, so we learn to know and trust each other.

2) Admit that you don`t know everything. In a study published by Helmreich, Foushee, Benson and Russini, investigators observed that airplane captains who lead the best cockpit crews readily admitted that their ability to make decisions was not as good in emergency situations as it was at other, less stressful times. And because the captains were aware of their own shortcomings, they were good listeners, relying on input from their crews during a crisis.

In contrast, the worst leader is a "know-it-all" whose need to have the answer is so critical that he`ll go to extraordinary lengths to protect the facades he`s constructed. He`ll bend any truth and vanquish any contradiction to justify a point of view. He`s got to look good. This makes him dangerous. The investigators report that really good captains are less interested in their own reputations and more interested in the welfare of their crews. Additionally, those captains vow never to get into anything without a safe way out for everyone. It may seem contradictory to place such high trust in a man or woman who bases leadership style on admitting to not knowing everything and entering every situation with the acknowledgment that failure is a real possibility and that bailing out might be necessary, but that`s exactly the leader your crew needs.

3) Make a decision that your task is worth the risk, but be willing to rethink this in a split second. Theoretically, one of the possible contributing factors in the insubordination at Mann Gulch was the crew`s making a collective decision that it was not smart for them to put their lives in jeopardy to keep plain old trees in a remote area from burning. Frankly, who cares? It`s impossible to expect blind obedience in the face of overwhelming evi-

dence that the order isn`t valid under the circumstances. It takes maturity and experience to be able to step back in a crisis to reassess a situation and redirect your solutions without succumbing to feelings of failure and surrender. Kenny Rogers puts it simply in his song, The Gambler. He sings "Know when to hold `em. Know when to fold `em. Know when to walk away. Know when to run."

4) Learn how to "fail" and practice it. (I saw you flinch. Let me explain.) Author Pearl S. Buck said, "Every great mistake has a halfway moment, a split second when it can be recalled and perhaps remedied." But you cannot identify that halfway moment if you haven`t crossed it at some point. In firefighting, we are trained to keep a situation from reaching a "halfway moment." In doing so, however, we seldom (if ever) encounter opportunity for exercising our judgment in "off the chart" crises. It`s well known that reactions during crises are not creative; they are either instinctive or the result of overtraining--doing something over and over and over until it is second nature. In training, you need to construct and practice drills that allow your crew to experience that feeling of failure--when you all know that you`re not going to win this particular battle, but you are all going to live to tell the tale. Sometimes, losing means you`ve won. Big time.

5) Teach your crew to keep their focus on fellow firefighters. Responsibility to the group is one way to override an urge to turn and run. At Mann Gulch, Wag Dodge was the leader who apparently kept his fear under control by focusing his attention on his responsibility to find solutions that would save his men. Getting a grip on your own emotions for the sake of another person is sometimes easier than trying to wrestle with your own panic. It is no accident that at Mann Gulch the two men who stuck together and ran to the ridge together survived. First, they were taking care of each other. And second, they might have recognized that contact and communication give us an opportunity to "check" our ideas and feeling with another person`s point of view. We can validate or invalidate our perceptions by comparing them with a buddy`s. You ask, "Are we OK?" And the reply might be, "Yes, we`re OK." Or, "No, we`re in deep trouble here." Either way, you have a second opinion, and your decision making will be much better.

**6) Keep `em talking.** Remember, this works best if you`ve been practicing dialogue during drills. As in all training, talking between leaders and crews can become automatic and instinctive so that you don`t have to think about it when you`re in a real situation. In a crisis, every trained firefighter has a perspective that is valuable. If you can keep respectful communica-

tion open (this includes listening), you can make yourself clearly under-
stood and get the benefit of feedback. Let there never be retribution when
a man or woman questions you or asks for an order to be clarified.

7) Trust yourself. You know what you know and, more importantly, what
you don`t know. And your crew is there to support you.

*Above: Aerial view of the 1949 Mann Gulch Fire, USFS photo
courtesy John Maclean.*

To learn more about the Mann Gulch Fire from one notable author, pick
up a copy of Young Men and Fire by Norman Maclean, University of Chica-
go Press, 1992.

RE-THINKING FAILURE

Objective: Through journaling, dissect your relationship with failure, how it impacts your life, and better understand your crew's relationship to failure.

Introduction

Failure is personal. It challenges our beliefs, values, and experiences. Defining failure can be even more challenging. Typically failure is something we experience in passing, striving for success. We rarely pause to think about how we understand, accept, reject, and overall relate to what we view as our own failures. Take some time to personally reflect through journaling.

Journal Prompts

♦ Is failure important? Do we gain anything from failing? What do we lose?

♦ Think about a time that you failed. What is it that you failed to do? Who made you feel as though you had failed?

♦ How do you know you have failed? Do others need to be involved for failure to occur?

♦ Does ownership over a failure change the meaning of that failure?

♦ Do you allow others around you to fail? Why or why not? Describe a specific example of a time you allowed failure or should have allowed failure.

♦ Think of a time when you became proficient at a certain skill. What steps did it take to get there? Were there obstacles to becoming proficient? Were there any failures during this time? Why or why not?

♦ How have you leveraged adverse experiences in your past to benefit your future?

♦ If someone you supervise or work closely with fails, how does it reflect in your actions?

♦ Do you challenge yourself in knowledge areas you know little about? Why or why not?

♦ Is failure a tool for training? Why or why not?

♦ Have you ever made anyone feel as though they failed (intentionally or unintentionally)? What was the outcome of this situation? Could you have done anything differently?

♦ Does failure happen to you or are you in control of your own failure?

You might never fail on the scale I did, but some failure in life is inevitable. It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default.

-J.K. Rowling, Harvard Commencement Speech

P̲LACE

The intention of this section is to explore our connection to the land, community, culture, and heritage.

CONNECTION WITH THE LAND

Objective: Through interpretation of Nalini Nadkarni's selection of writing, "A Tapestry of Browns and Greens", make connections to your relationship with the land.

Excerpt from the essay *A Tapestry of Browns and Greens* written by Nalini Nadkarni

The Colors of Nature: Culture, Identity, and the Natural World Edited by Alison H. Deming and Lauret E. Savoy

"Although the opportunities I have been offered have been numerous and positive, there have been times in my adult life when I have encountered dark colors. Some of the murky times may have been consequences of my mixed background. Did they stem from struggles to prove myself to my parents and the bigger world? Did I need to show myself and others that a small brown woman is as worthy-or more than worthy-of opportunities as a large white person? Whatever the cause, there have been times when I have misplaced my sense of self, when I have not heard my own voice, when I have nearly drowned in a place of no light.

During those times I found spiritual solace and guidance by looking to trees and other representatives of nature. One of the most basic ways to gain-or regain-my sense of self was through meditation and conscious breathing, and this, I realized, is also linked to trees. The word spirit is derived from the Latin word, *spirare*, to breath, the same root for spirituality, inspire, and expire. Although trees do not have lungs or gills as animals do, they breathe. Day and night, plants inhale oxygen and exhale carbon dioxide through the process of respiration. By day, through the process of photosynthesis, they harvest energy from sunlight, convert it into sugars, and breathe out oxygen that replenishes our air supply. Because of the complementary way in which these gases are exchanged, every leaf becomes a connector among living things. Knowing this, in those dark times, I could merely look out at the maple tree in our backyard and be reminded that I am connected to other living things."

About Nalini Nadkarni   "I was raised by parents from different cultures, and our family was a cacophony of five siblings, pets, celebrations, school, and chores. I found that climbing the maple trees in our front yard always brought me to a peaceful space that was my own world. Held by those strong limbs, I vowed that I when I grew up, my work would help trees. In college, I discovered the field of ecology - the study of biota and their environments – as a way to understand

and help conserve forests. I visited a tropical research station early in graduate school, and decided to study the forest canopy, which at that time, was an unknown world. I mastered mountain-climbing techniques to gain safe access to the treetops, and have spent my research career exploring and describing the complex interactions in forest canopies on four continents. But I soon became aware of the harmful effects of deforestation, forest fragmentation, and climate change on these ecosystems. Another way that I could contribute to forest conservation would be to directly communicate the wonder and importance of trees and nature to people who might never have the opportunity to visit or have access to education about those forests."

WHY MANAGE INVASIVE SPECIES

Objective: To learn the purpose of noxious & invasive weed plan management and the components needed to make these plans successful.

Introduction

For centuries Native people in Montana were dependent upon plants and animals for their livelihood. Familiarity of habitat and the use of plants in their territory is information that has been passed down from generation to generation. The uses of native plants are versatile and have been used by Native people as medicine, food, dyes, and material for fabric. The Salish Tribe, with territory in the intermountain valleys of western Montana, had access to multiple root crops including: bitterroot, camas, biscuit root, wild carrots, and onions. The bitterroot (the state flower of Montana) is said to be very nutritious and was a staple for the Salish tribe.

Native women dug the roots in the spring as the leaves were developing; before the root became most bitter. A 50-60 pound bag was enough to feed a person for the winter and typically took 3-4 days to fill. The roots were boiled or steamed, mixed with berries and meat, dried, or ground into powder to be used as a thickener. Bitterroots grow in dry, gravelly soil in western and south central Montana. If found in abundance the flower can create a carpet of pink while in bloom. Considering the areas the plants grow and small root system, the bitterroot is vulnerable to disturbance from invasive and noxious plant species now entering Montana.

A weed is defined as any plant that interferes with management objectives for a given area at a given point in time. Noxious weeds are defined as "plants of foreign origin that can directly or indirectly injure agriculture, navigation, fish or wildlife, or public health" (Montana Weed Control Act, 2015).

Noxious weeds are reducing the economic productivity and ecological integrity of Montana's lands and waters. The rate of introduction and spread of noxious weeds has increased dramatically over the past 100 years with increases in human activities and commerce.

Montana Noxious Weed Management Plan Executive Summary

Rangeland, pastureland, cropland, forests, and wildlands comprise 92 million acres, or 98% of the total land area in Montana. These lands are vital for agricultural production and protecting the integrity of ecological systems. Non-native plant species are affecting the economic stability of the

state and impacting the ecological integrity of Montana's lands and waters.

The purpose of the Montana Noxious Weed Management Plan is to strengthen, support, and coordinate private, county, state, and federal weed management efforts in the state, and promote implementation of ecologically-based integrated weed management programs. The plan mirrors the 2016 Montana Invasive Species Framework and is organized into five focal areas:

Coordination
♦ Expand long term funding sources for private, county, state and federal land managers to implement a comprehensive weed management program that includes all aspects of integrated weed management.
♦ Utilize current prevention and Early Detection and Rapid Response strategies to reduce the introduction and establishment of noxious weeds.
♦ Support statewide noxious weed coordination.

Prevention
♦ Increase public education and awareness about environmental impacts and management of noxious weeds.
♦ Promote and support noxious weed research based on needs determined by land managers.
♦ Research and develop a current noxious weed economic impact assessment.

Detection
♦ Expand the use of Early Detection and Distribution Mapping database system by land managers for noxious weed inventories on all lands in Montana.

Rapid Response
♦ Develop strategies for noxious weed related emergencies that occur from natural disasters.

Control
♦ Strengthen and expand cooperative weed management areas that include private, municipal, university, county, state, tribal and federal land interests.
♦ Prioritize and implement ecologically based integrated weed manage-

ment programs.

Activity

Take time to explore your surroundings looking for and identifying noxious or invasive weeds. Use the State Noxious & Invasive Weed Identification Guide to help with this process. Ask participants to share their findings with the group.

Cooperative Weed Management Area Summary

A Cooperative Weed Management Area is an excellent tool for coordinating action and sharing expertise and resources to combat common weed species in a defined geographical area. Local organizations bring together landowners and land managers (private, city, county, state, and federal) to effectively manage weeds as a unified group. Locally-driven CWMAs are especially effective at generating public interest in weed management and organizing community groups to support on-the-ground programs.

Federal Agency and Tribal Partnerships for Native Seed Collection and Ecological Restoration in the Western United States by Carolyn Baker, Journal of Integrated Studies, 2013

Montana Noxious Weed State Management Plan updated 2017 https://agr.mt.gov/Portals/168/Documents/GrantsandLoans/NWTF/MT%20Noxious%20Weed%20Management%20Plan-%20Update%202017.pdf

Design a Cooperative Weed Management Area Plan for your surroundings using the five focal areas :

Coordination
- ♦ Develop boundaries and complete description of proposed area, including natural features, soil types, transportation corridors, population centers, maps, and descriptions of weed infestations:
- ♦ Identify all landowners/managers and their roles and responsibilities:

Prevention
- ♦ Goals and objectives, including long-term priorities and planning, address prevention strategies, weed reduction, containment or eradication, and educational programs:

Rapid Response
- ♦ A list of target weeds and potential pros and cons of control methods:

Detection
- ♦ Identify special management zones such as aquatic areas, habitats of endangered species, recreational/special use areas, weed- free areas should be identified, prioritized for prevention:

Control
- ♦ Strategies for gathering public comment on the management plan
- ♦ Evaluation strategy to determine whether the long-term goals of reducing weed populations or preventing infestations are being met.
- ♦ What are some items that participants would like to continue to learn about noxious and invasive weed management?
- ♦ What can your crew do to find these answers?

FIRE SUPPRESSION IN THE USA

Objective: To introduce the evolution of fire policy and think about the complexities of working on public lands.

Traditional Use of Fire: The Geography and Nature of Fire

Resource: Tribal Wildfire Resource Guide, Developed in Partnership with: Intertribal Timber Council Resource Innovations, University of Oregon Confederated Salish and Kootenai Tribes of the Flathead Nation, June 2006

Traditionally, Indian tribes across North America used fire to varying extents, resulting in complex burning patterns. For example, along the coast of the Pacific Northwest, tribes used fire mainly for cooking, warmth, craft making (e.g., to make canoes), and the cultivation of berries. Further inland, fire was used extensively to maintain savannas and prairies for food. In the Northern Rockies, tribes used fire most often in valley grasslands and adjacent dry forests (Barret 2000). In modern day Virginia, Indians used fire for agriculture, hunting, range management, and travel, which contributed to open savannas and lush grasslands, especially in the Shenandoah Valley (Brown 2000).

Indian burning seasons varied, depending on the ecoregion. In the boreal forests of Canada, for example, Indians tended to burn in late spring, before new plant growth (Williams 2000a). In the dry southern Rockies and Sierra Nevada foothills, Indians set fires in the late summer and early fall. Similarly, Indians in the Willamette Valley would burn the prairies in the late summer and early fall. Wherever Indians burned, they did so at regular intervals, usually every five years (Williams 2000a).

The traditional use of fire created a rich mosaic of vegetation types, differing in age and composition, which enhanced overall ecosystem health, productivity, and biodiversity. Overall, the varied use of fire across the landscape resulted in complex, diverse, fire-adapted ecosystems.

> **"According to the traditional beliefs of the Salish, the Creator put animal beings on the earth before humans. But the world was cold and dark because there was no fire on earth. The animal beings knew one day human beings would arrive, and they wanted to make the world a better place for them, so they set off on a great quest to steal fire from the sky world and bring it to the earth."**
>
> -Beaver Steals Fire, Confederated Salish and Kootenai Tribes

Fire Suppression in the U.S.A

Introduction

For most of the 20th century, U.S. federal fire policy focused on suppressing all fires on National forests. The goal was to protect timber resources and rural communities, but this policy ignored the ecological importance of fire. North American forests have evolved with fire for thousands of years. Fire returns nutrients to soils, encourages growth of older fire-resistant trees, and promotes establishment of seedlings.

Decades of fire exclusion have produced uncharacteristically dense forests in many areas. Some forests, which previously burned lightly every 15-30 years, are now choked with vegetation. If ignited, these forests erupt into conflagrations of much higher intensity than historic levels. Grasses, shrubs, and saplings in the understory now form a fuel ladder, through which flames can climb to the forest canopy, killing entire forest stands. The fire problem is exacerbated by decreasing federal timber harvests since the late 1980s. In the absence of fire, and with reduced timber harvests and thinning, numerous small diameter trees have proliferated. Stressed trees compete for scarce water, sunlight, and growing space. In this weakened state, trees are not only at greater risk of catastrophic wildfire, but are also more susceptible to disease and insect infestation (Fretwell 1999).

Meanwhile, more people are living and building homes near forested areas, in the wildland-urban interface (WUI). The combination of high fuel loads and increasing human populations elevates risks of fatality and property damage due to forest fire.

According to Forest Service estimates, almost 70 percent of federal forests (151 million acres) are in need of some fuels restoration treatment, and more than 60 million acres, an area the size of Oregon, are at high risk of catastrophic wildfire (FMI 2001). It can be argued that , instead of protecting resources and communities, fire policy has actually placed them at risk (Busenberg 2004).

Background-The Forests and the Trees

Although North American forests are not homogenous, most forests have

been affected by fire. Throughout history lightning has sparked fire across the landscape. In addition, people have used fire as tool since they first migrated to North America over the Bering land bridge (Pyne 1982). Evidence of fire is abundant in fossil records, fire scars, and from the many adaptations that plants have evolved in order to survive or take advantage of fires.

Some conifers, such as lodgepole and jack pines, produce serotinous cones which only release seeds when exposed to intense heat. In the Southeast, longleaf pine exists in a grass-like phase, its terminal bud protected near the ground, until it has been burned over. Without surrounding vegetation to compete with it then sprouts vigorously to achieve a height at which it is less susceptible to damage from low flames. Some Northwestern species, such as Larch, Ponderosa Pine and Douglas Fir, grow thick bark which allows older trees to withstand periodic light burning, low-intensity fires that clear out grasses and shrubs in the understory. In contrast, Lodgepole forests of the Rocky Mountains are suited to infrequent, stand-replacing fires, which generally decimate the existing forest, but promote growth from seeds released from serotinous cones.

Based on these fire regimes, it is possible to create general guidelines about the appropriate use of fire in particular regions. But because of the variety of forest types that exist in the United States, it is not reasonable to create blanket rules for any area, let alone for the entire nation.

To Burn or Not to Burn
The Forest Service was created in 1905 to manage the nation's forest reserves, and soon thereafter the agency adopted a nation-wide policy of fire suppression. Fire historian Stephen Pyne notes that in the early years the Forest Service needed to prove its qualifications. Many foresters at the time recognized the value of light burning to clear out understory vegetation, but the Forest Service wanted to set itself apart from this common practice of rural farmers and Native Americans. The Forest Service insisted that it should manage the forest reserves precisely because it offered something different from frontier practices. (Pyne 1982, 106). In addition, the Forest Service needed an uncomplicated message with respect to fire in the woods. It would not serve the agency to attempt to educate the public on the differences between appropriate and inappropriate uses of fire.

Thus, the Forest Service adopted an unequivocal anti-fire position. Later,

Smokey Bear's anti-fire message "only you can prevent forest fire" would become one of the most effective advertising campaigns in history (Kerr 2006). Still, professional foresters within the Forest Service debated whether light burning should be applied in national forests. In particular, foresters in the Southeast and in California, who had long used fire to keep

Table 2: Important wildfire events

Date	Event	Impact
1908	Forest Fire Emergency Act	Created "blank check" policy for suppression
1911	Weeks Act	USFS gets authority to buy forests in south and east
1924	Clarke-McNary Act	Created cooperative fire control system, USFS at center
1934-35	National Fire Danger Rating System	"10am" rule established policy to attempt to control any fire by 10am
1940	Smokejumpers established in USFS	
1944	Smokey Bear born in New Mexico	National anti-fire campaign launched
1949	Mann Gulch Fire	12 smokejumpers (1 other) killed on fire in MT
1960	Specialized ("hotshot") crews established	
1965	Boise Interagency Fire Center (BIFC) created	USFS loses authority
1978	USFS Manual eliminates 10 AM rule for suppression	Allows fires to burn under some prescriptions
1994	South Canyon Fire	14 firefighters killed on fire in Colorado
1995	1995 Federal Wildland Fire Management Policy rules	Reinforces suppression and increases budget authority
2001	2001 Federal Wildland Fire Management Policy rules	Replaced 1995 policy
2009	FLAME Act	Created an additional suppression fund for large fires
2013	Yarnell Hill Fire (AZ)	19 firefighters killed

Source: Lueck and Yoder (2015), Hoover et al. (2015)

Resource: Clearing The Smoke From Wildfire Policy: An Economic Perspective by Dean Lueck, Jonathan Yoder, 2016

understory vegetation in check and reduce the risk of large conflagrations (Pyne 1982, 100-122). However, after several wildfires ravaged settlements in the late 1800s and early 1900s, the scales began to tip towards full fire suppression.

The Forest Fires Emergency Act, passed in 1908, stipulated that in fire emergencies the Forest Service could put any available funds towards suppression, and Congress would later reimburse those expenses. In other words, funding for emergency suppression had no specified limits.

The 1910 fires were the first test of the Forest Fires Emergency Act. The Forest Service spent $1.1 million extinguishing the fires of 1910, about 20 percent of its budget, and Congress dutifully reimbursed the funds after the smoke cleared (Pyne 1982, 263; O'Toole 2002, 26). The message was unmistakable: emergency fire suppression activities were to be free of normal budgetary constraints. Such a policy provided little motivation either for the Forest Service to determine the optimal level of fire suppression or to pursue the level selected efficiently. As one observer noted after large fires in 1934, "as long as the money is plentiful, it is not necessary to worry about values; if money becomes scarce, highest protection to greatest values naturally follows." (quoted in Pyne 1982, 277-278).

Two Steps Forward, Two Steps Back

It wasn't until 1970 that the Forest Service publicly acknowledged the ecological importance of fire, allowing some fires to burn under accepted weather conditions. In 1978, the Forest Service officially abandoned its policy that required all fires to be extinguished as quickly as possible. The Forest Fires Emergency Act was repealed the same year (Pyne 1982; 259, 290- 291).

Above: Union Pacific Station in Wallace after the forest fire of Aug. 20, 1910. The station was just finished being built. (File)- Carl Gidlund Big Burn , Great Losses*, 2010*

Forest economist Randal O'Toole notes that initially the policy changes of the 1970s led to subtle yet significant changes on the ground. (O'Toole 2006, 219). Instead of immediately suppressing all fires, the Forest Service began taking greater advantage of topography and natural barriers to contain fires, keeping suppression costs down, and allowing more acres to burn. Average annual suppression costs dropped from $125 million in the mid-1970s to $61 million from 1977 to 1984 (O'Toole 2006, 219). The repeal of the Forest Fires Emergency Act put a stop to unconstrained reimbursements of emergency fire suppression spending. Like other forest management activities, firefighting was funded as a line-item, receiving $110 to $125 million annually (O'Toole 2006, 219). This amount usually covered annual suppression expenditures. In years of more expensive fires, the Forest Service drew on its reforestation fund, and then paid itself back during less costly years.

The late 1980s produced several extreme fire years, and annual Forest Service suppression costs averaged more than $300 million (O'Toole 2006, 219). The 1.5 million acre Yellowstone fires of 1988 attracted nation-wide interest and concerns about fire management policy. Congress, the media, and the public questioned the wildland fire use policy that allowed fire to "destroy America's first National Park". Many were not aware that the lodgepole forests which constitute 80 percent of Yellowstone National Park are habituated to such intense, stand-replacing fires and that the 1988 fires were no anomaly, but a regular event occurring every century for millennia (Barker 2005; 191, 206). Nevertheless, the general outcry forced a reevaluation of fire policy (Aucoin 2006). Managers were mandated to create fire plans for all federal forest lands, and all fires were to be suppressed until fire plans were in place.

As a result, Congress poured more money into suppression funding, tripling the Forest Service's annual appropriation to $375 million. Even this increase did not put a dent into the agency's suppression deficit, and the Forest Service began to express concern at the depletion of its reforestation fund. In 1990, Congress granted $280 million to repay the fund, once again establishing a precedent of reimbursal of emergency firefighting spending (O'Toole 2006, 219).

This system continues today. The Forest Service receives an annual appropriation for fire suppression. If costs exceed the appropriated amount, the President can allow the Forest Service to draw on an emergency fund, which it has every year since 1993 (O'Toole 2006, 219). Once again, the system does not allow the Forest Service to ascertain the limits on funding

for emergency fire suppression without pushing the boundaries.

To agency personnel, emergency suppression funding seems limitless. This unintentionally provides a strong incentive to suppress fires regardless of the general knowledge of the benefit of fire to various forest ecosystems. Despite the about-face in forest policy in the 1970s, little has changed with respect to suppression costs and the proportion of fires that are suppressed. In 2005, less than 1 percent of fires on federal lands were allowed to burn, and since 2000, Forest Service fire suppression costs have averaged over $1 billion annually (NIFC nd).

The Firefighting Paradox
The Forest Service has admitted the mistake in attempting to suppress all fires on national forests. Today, fire is recognized as an essential part of many forest ecosystems. According to former Forest Service Chief Dale Bosworth, the national forests greatest threats include hazardous accumulations of fuels due to the exclusion of fire, and the dangerous fires that could result from ignition of these fuels (USDA Forest Service 2006). In response to this assessment, one of the Forest Service's main objectives is to mitigate these threats through hazardous fuels reduction, prescribed burning, or mechanical removal of fuels.

With total fire suppression falling out of favor and the Endangered Species Act putting a damper on the Forest Service's timber program, fuels reduction has become a central purpose for the agency (O'Toole 2002). It would seem logical that a component of hazardous fuels reduction would also entail a reduction in wildfire suppression, but this is not the case. Though most fire ecologists agree that the Forest Service should let more wildfires burn, the agency argues that excess fuels make it too risky to do so. (O'Toole 2002-2003, 17). Furthermore, the Forest Service has only completed a fraction of its fire management plans, without which all fires are automatically suppressed (Dale 2006; O'Toole 2002, 35).

Complicating the issue is the increasing numbers of homes in the wildland-urban interface bordering forested lands, which add to the risks associated with wildfire and raise suppression costs. Public expectations and threats of negative media exposure in the wildland-urban interface can influence management decisions, which can be costly and inappropriate. Firefighters have admitted to spending more money attempting to preserve structures, like mining shacks and hunters cabins, than the structures themselves were worth (Ingalsbee 2000, 4; Truesdale 1995). Meanwhile, suppression

budgets continue to increase, and local businesses and federal contractors have come to depend on an influx of firefighting dollars each year.

Because fighting fire enjoys widespread support from businesses, property owners, Congress, and the Forest Service itself, only a small percentage of fires are allowed to burn unfettered on national forests. However, suppressing fires in the present can result in greater problems in the future. As fuels accumulate, many forests stray further from their historical range of variation, and fires threaten to be more damaging and dangerous.

Moving Forward

As evidenced, fire policy has room for improvement. Fire suppression policy is complicated because of the political nature of public lands management. Public ownership of forests may result in management decisions based on politics, rather than on local, professional, or scientific knowledge. The challenge for policy makers is to create a national fire management policy that effectively supports decisions based on local conditions. Most fires are suppressed, at a huge cost to taxpayers, and often to the detriment of forest resources and amenities. There are a number of ways fire policy could be restructured:

Alternative 1: Limit Emergency Fire Spending and Encourage Wildland Fire Use With unlimited funding for emergency fire suppression, federal agencies have little motivation to allow burns. If Congress reformulated firefighting funding managers may have incentive to adjust suppression strategies as they initially did in the late 1970s. This would not only reduce suppression costs, but potentially also restore fire to the landscape. The first step would be to curtail

Above: MCC Crew Member digs line for a prescribed burn. North Fork, ID 2018

repayments of emergency fire suppression spending. Another option would be to fund fire suppression out of each individual forest's budget. During a Forest Service investigation of expensive fires, managers said they would have fought fires differently, and at a lower cost, if the money had come from the forest's allocated budget instead of from federal emergency fire suppression funds (Truesdale 1995, 10). This approach could curb suppression costs, better encourage fire management tailored to local conditions, and likely encourage more wildland fire use.

Alternative 2: Concentrated Fuels Reduction

Fuels reduction, either by prescribed burning or mechanical removal of fuels, can address the fire problem before the sparks fly. Currently, federal agencies treat about 2.5 million acres for fuels reduction annually. Some estimate that at this rate, it will take more than 70 years to address all acres in need of treatment (Power 2006, 211). Before the task could be completed, the first areas treated would again be at risk. Estimated costs vary, but even conservative approximations run into the hundreds of billions of dollars (Power 2006, 213). Furthermore, it is not clear that fuels reduction is the correct answer to the fuels accumulation problem. Like fire suppression, fuels reduction is not appropriate on all forests. Some forests historically burned every 100-200 years or more (FMI 2001), and therefore have not strayed far from their historical range of variation during the decades of fire suppression. Other forests habituated to infrequent but intense fires rely on an accumulation of fuels to carry flames. Fuels reduction would force these forests away from their historical range of variation.
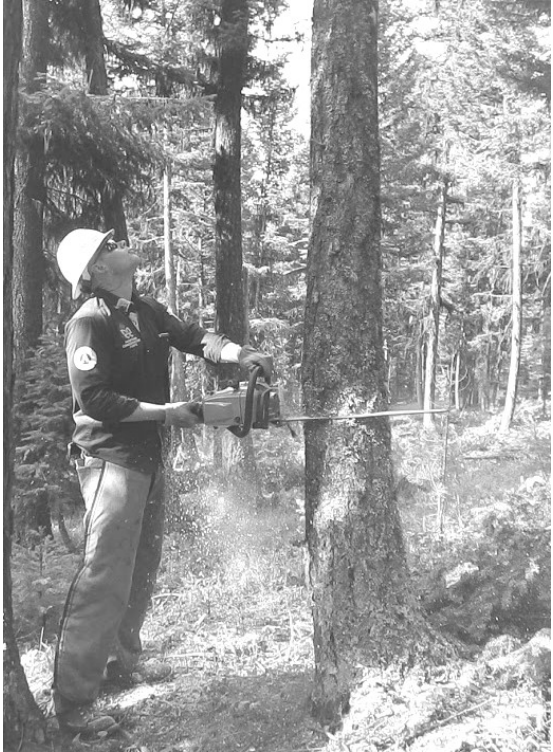
Many foresters believe that fuels reduction treatments are only necessary in some areas, such as Ponderosa and Longleaf Pine forests, that are adapted to frequent, low-intensity fires. This fire regime makes up about half of federal forests, about three-quarters of which are in need of fuels reduction treatment for a total of 83 million acres (FMI 2001). At a rate of 2.5 million acres per year, this area could be treated for hazardous fuels reduction in about 33 years.

Alternatively, and in other fire regimes, it may only be appropriate to implement fuels reduction programs in wildland-urban interface areas, where catastrophic fires put lives and property at risk. This may alter the ecology of these forests, but interface areas have already been modified by roads, structures, and other trappings of civilization. Efforts to keep such forests in their historical state will only put rural dwellers at greater

risk.

Alternative 3: Take it to the State

Several researchers propose that forests would be better managed in the hands of the States instead of the federal government (Nelson 2000, Leal 1995). They believe this would ensure more local decisions and get away from one-size-fits-all forest management policies. However, decentralization has several strikes against it, including an assumption that it is not likely to be politically popular with the general public, and even less with Congress. Furthermore, while some state and local agencies are more efficient and ecologically responsible than their federal counterparts, others are not.

Alternatively, federal agencies could retain ownership and some management responsibilities, but turn fire management and suppression operations over to the states. Turning only fire management responsibilities to the states may be more pal-

Above: MCC Veteran Green Corps Crew Member felling tree. Superior Ranger District, 2017

atable to the public, but it could overwhelm state forestry agencies. In addition, many states would need to adopt wildland fire use policies, which would likely take a considerable amount of time.

Turning responsibility for forest management over to state agencies could result in management more suited to local conditions, but will not necessarily solve all problems in fire policy. State foresters will also be influenced by politics, powerful interest groups, and financial incentives, similar to those working at the federal level. Without incentives to curb suppression costs and to implement wildland fire use, it is unlikely that all states will perform better than federal agencies.

PATHWAYS

The intention of this section is to explore future pathways to express personal, civic, and professional values in the world.

WHAT IS CIVIC ENGAGEMENT?

Objective: To explore the meaning of civic engagement, discuss your past community involvement efforts, and review MCC program requirements.

Defining Civic Engagement

What is your definition of civic engagement?

Here are some other definitions:

♦ "Individual and collective actions designed to identify and address issues of public concern."

♦ "Behavior that influences public matters."

♦ "Promoting the quality of life in a community, through both political and non-political processes."

Remember that there is no one definition of civic engagement; it means different things to different people.

Engaged Citizen Ranking

Represented below are some examples of actions that people would consider to be "civically engaged." Place a "1" next to the action that most closely models your own idea of civic engagement. Place a "2" next to the action that is the next closest, etc., up to 10. Once everyone has completed their personal   rankings, the crew will work together to develop a group ranking.

	Personal Ranking	Crew Ranking
Joining the military	_____	_____
Writing a letter to congress	_____	_____
Giving money to a nonprofit	_____	_____
Voting	_____	_____
Serving in MCC	_____	_____
Recycling	_____	_____
Obeying laws	_____	_____
Supporting a political candidate	_____	_____
Staying informed on current issues	_____	_____
Attending a Rally or Protest	_____	_____

Civic Engagement and MCC

Civic engagement is difficult to define. For some, it means working on po-litical campaigns and encouraging others to vote; for others it means vol-unteering to help people in the community and providing critical services to society. Our goal at MCC is to expose you to the various avenues and conditions under which civic engagement can occur.

For many, civic engagement can be broken into four "zones," and they are as follows:

Community: encompasses volunteerism, "neighboring" (shoveling your neighbor's sidewalk), serving on non-profit boards, donating money to community organizations, etc.

Civics: encompasses voting, running for office, participating in election campaigns, testifying in front of the legislature, attending public meetings, etc.

Public: encompasses joining the armed forces, joining a National Service program like MCC, working for the city, county or state, etc.

Private: encompasses personal acts such as recycling, reading the newspa-per, engaging in civic discourse, shopping locally, supporting a business whose ethics are aligned with your own, etc.

We strongly believe that your participation in MCC will provide you with sufficient exposure to both the public and private civic engagement "zones." But, in order to introduce all of our participants to the full spec-trum of civic engagement and fulfill our mission, we incorporated the non-MCC service hours and public meeting program requirements. We hope that these will encourage you to further explore both the community and civics zones. If you are already participating in acts within these two zones, then you are probably aware of how rewarding they can be. If you have not pursued these activities before, feel confident that you will find mean-ing in them. Remember, civic engagement is a personal path, and one that we hope you will explore during your time with MCC.

MCC Service Requirements

The purpose of MCC's service requirements is to expose participants to a full spectrum of civic engagement activities. In order to successfully complete a term of service, MCC participants serving a *Half Time* term or greater (900/1200/1700 hours) must attend one public meeting and volunteer twice with a nonprofit organization or agency. MCC participants serving a *Reduced Half-Time* term or less (675/450/300) must attend one public meeting and volunteer once with a nonprofit organization or agency.

Volunteering

The ability to seek out and commit to volunteer opportunities in your community is a strong indicator of engaged citizenship. Please adhere to the following guidance when completing your requirement:

♦ Volunteering must be completed with a nonprofit (501(c)3 organization) or a government entity (school, university, city, etc).
♦ Volunteering will be documented electronically by the participant and will include the name of the organization, a description of service activities, the date and duration you volunteered, and the name of someone from that organization who was present at the time of your volunteering.

Public Meetings

Understanding the public process is one of the keys to understanding democracy and the role of an engaged citizen. Please adhere to the following guidance when completing your requirement:

♦ All meetings must be open to the public and centered on an issue of public concern.
♦ All meetings must include an element of public decision making and/or relevance to public policy.
♦ Members are instructed to **observe, not participate in public meetings.** If asked, members may identify themselves as members of MCC and share why they are in attendance.
♦ Public meetings must be documented electronically by the participant and will include the title of the meeting, its date and time, and a brief description of the meeting's content. Staff may request a copy of an agenda from the meeting.
♦ Public meeting attendance does not count toward the volunteer requirement.

Should a member desire to participate in a public meeting as a private citizen they:

♦ Are not to wear their MCC uniform
♦ Must not identify their participation as a function of the MCC
♦ May not document their attendance towards this program requirement

MCC sponsored and co-sponsored events:

♦ Participants may be asked to support a MCC Service Day or Service Project. Events will be given a project code and participants are expected to counted their hours on their normal timesheet.
♦ Participation at a MCC Service Day or Service Project may also be counted toward the volunteer requirement **only** if the participant is serving *Half Time* or greater (900/1200/1700), in which case those hours will not be counted on the participant's normal timesheet.
♦ Participants may not count volunteering on another crew's paid project, or hours served completing additional Warm Hearts Warm Homes activities.

National Guard and Reserves:

♦ All participants who are serving with the National Guard or Reserves may count this ongoing service as a fulfillment of the volunteer requirement.
♦ All members are still encouraged to attend a volunteer event but might not be required to do so.

More information about tracking and AmeriCorps Prohibited Activities can be found in your policy manual.

UNDERSTANDING YOUR VALUES

Objective: To explore your personal beliefs in order to develop and identify your personal values, as well as consider how awareness of values can benefit your long term goals.

"Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny."

-Mahatma Gandhi

Your Crew Leader will pass around a prepared container with written values; after drawing 3 values, consider the following reflection questions:

Reflection Questions
- Which value do you most strongly identify with? Why?
- Which value least aligns with your personal beliefs? Why?
- For the value that you disagree with, why might someone else hold this value in high regard?

Acceptance

Achievement

Adaptability

Adventure

Altruism

Ambition

Authenticity

Balance

Challenge

Comfort

Communication

Community

Compassion

Conservation

Courage

Creativity

Dependability

Determination

Diversity

Education

Empathy

Excellence

Exploration

Faith

Family

Forgiveness

Freedom

Friendship

Generosity

Giving

Gratitude

Grit

Growth

Health

Honesty

Honor

Humility

Humor

Inclusion

Independence

Integrity

Kindness

Laughter

Leadership

Learning

Love

Loyalty

Mindfulness

Morality

Nature

Nonconformity

Open-mindedness

Optimism

Patience

Peace

Perseverance

Playfulness

Power

Preservation

Purpose

Resilience

Respect

Self-Discipline

Self–Reliance

Self-Respect

Service

Spirituality

Spontaneity

Status

Stewardship

Success

Teamwork

Thoughtfulness

Travel

Trust

Usefulness

Vulnerability

Wealth

Wisdom

Wonder

Work Ethic

Reflection Questions

♦ When was I happiest?
♦ When did I feel most proud of myself?
♦ When have I felt the most alive?
♦ If I had 8 weeks to do anything and money was no concern, what would I do?
♦ Where do I find inspiration?
♦ Who do I admire and why?
♦ What do I do that makes me lose track of time?
♦ What are my biggest regrets?

MCC REFLECTIONS

Objective: To reflect on your MCC term of service, and draw the most impactful experiences and lessons.

Season Map

Similar to the life map that you created for the *Crew Community* lesson, now you will create a map of your season. Using either a large piece of paper or several pieces, draw your experience. You can use words, symbols, pictures, whatever articulates your experience. Questions to consider:

♦   What projects did we work on?
♦   Where did we go?
♦   Who was there?
♦   What did we see?
♦   Favorite moments
♦   Inside jokes
♦   What did you track in your task book?

Once you feel finished, break off to work through the individual reflection activity starting on the next page.

Individual Reflection

Take yourself back to the beginning of your MCC term of service. Fill this jar with your goals and hopes for this experience.
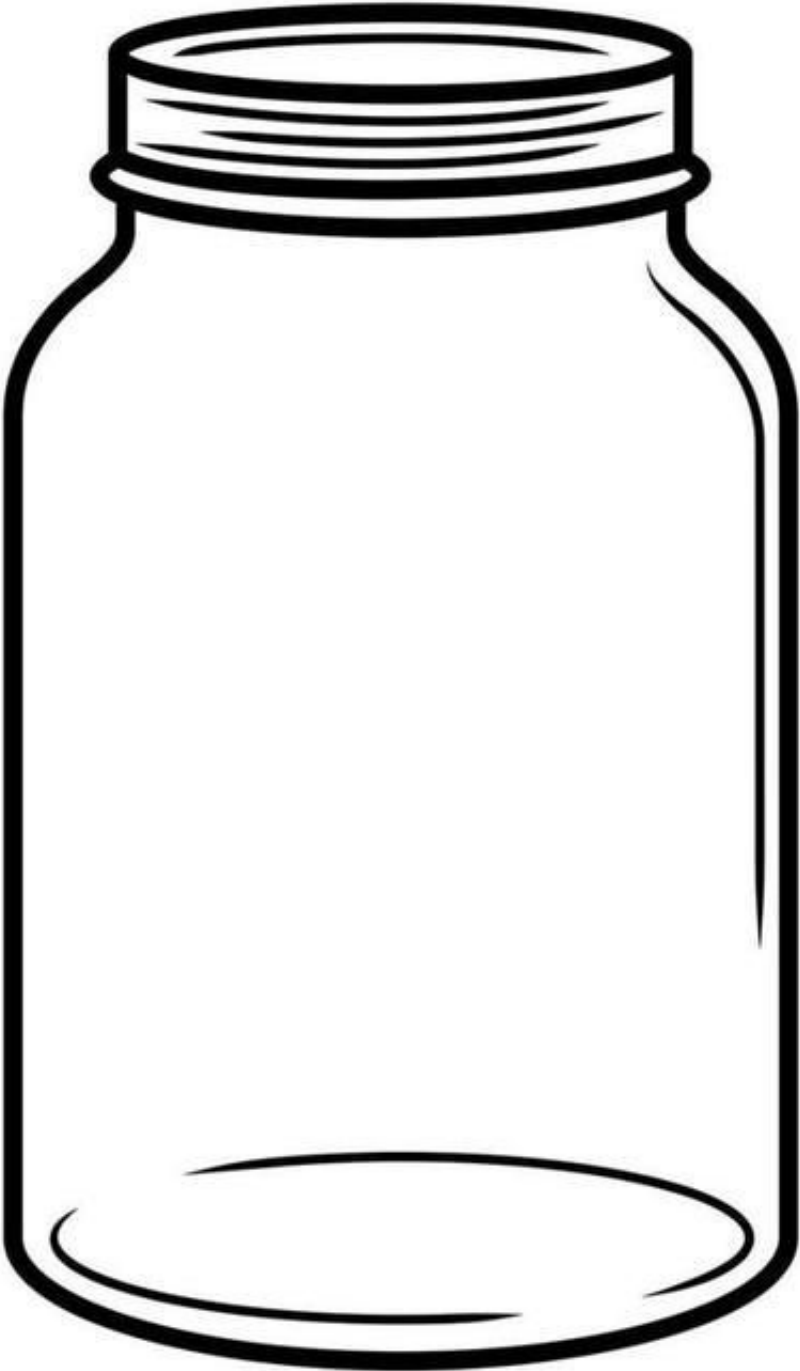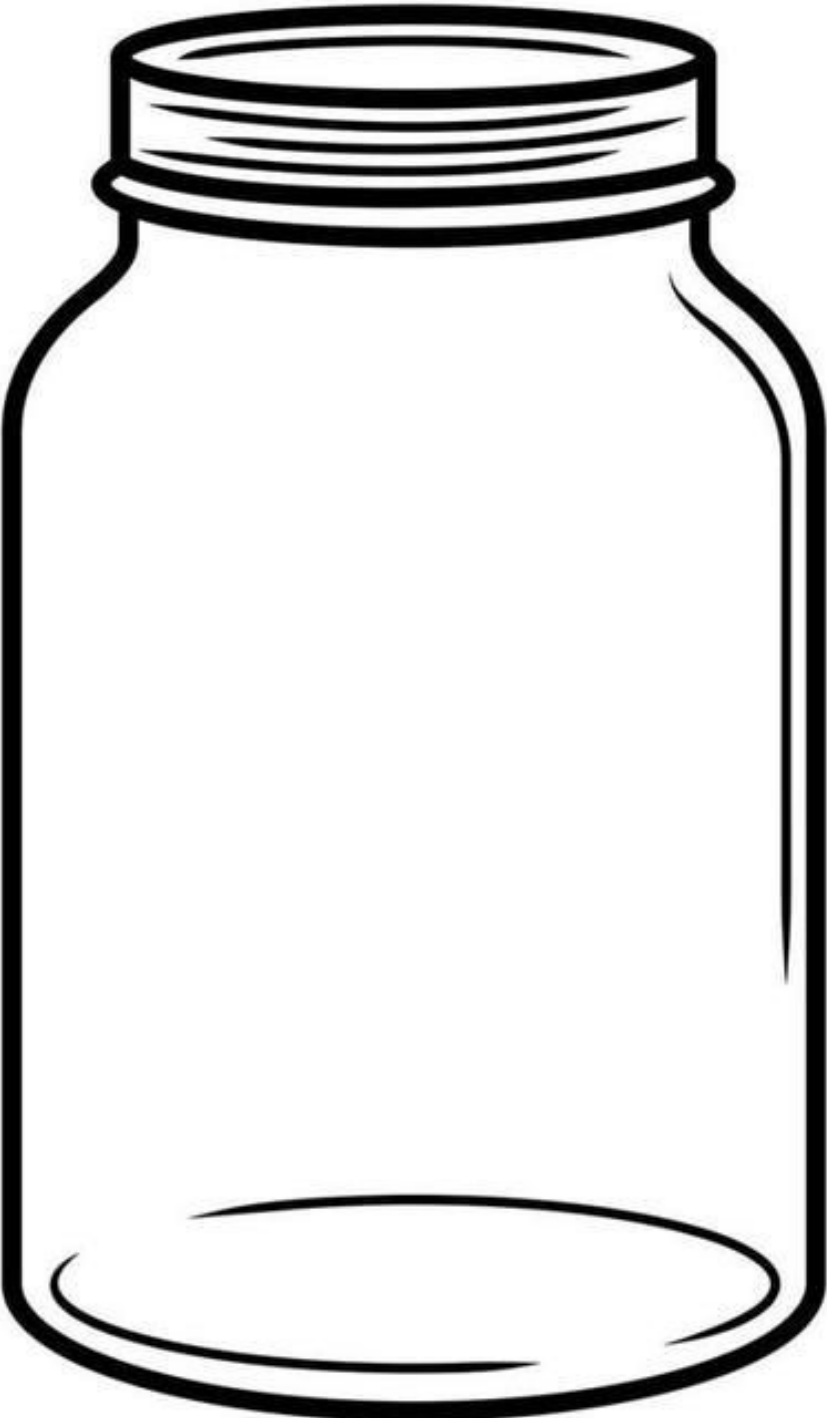
As your experience unfolded how did your goals develop?

Did they evolve or change? Why? How did you react?

What goals did you accomplish?

Fill this jar with the skills that you learned through this season. Push yourself to think beyond the technical skills.

TASK BOOK

Objective: To provide a place to track your project details, including technical and fundamental skills learned and practiced throughout your MCC season.

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:

_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:

_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:

_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:

_____   duration_____
_____   duration_____
_____   duration_____
_____   duration_____
_____   duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:

_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

Project Code:_____   Project Dates:_____

Project Partner Agency:_____

Project Partner Contact (name, position, and contact info):

Project Location:_____

Technical Skills learned and/or practiced:
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____
_____ duration_____

Leadership opportunities/accomplishments:

Communication skills practiced:

Feedback received:

Other accomplishments:

PERSONAL & PROFESSIONAL DEVELOPMENT

NATIVE LANDS

Objective: To Introduce participants to the First Nations in the area and to recognize indigenous land and acknowledgement of sovereignty.

Introduction

Begin by identifying the nations first here in the space you are presenting. Authentically acknowledge out loud the first nations of the area. If possible, practice pronunciation and try to utilize the Native name rather than the English name given to them.

Define Sovereignty

♦ Who drove through or flew over a sovereign nation to get here?

♦ Is anyone a member or descendant of a tribal nation?

♦ What is the definition of sovereignty?

♦ Share definition.

Sovereignty is the authority to self govern. Hundreds of treaties, along with executive orders and laws have created a fundamental contract between tribes and the United States. Tribal nations ceded millions of acres of land that made the United States what it is today and, in return, received the guarantee of ongoing self-government on their own lands.

Tribal sovereignty in the United States refers to the inherent authority of indigenous tribes to govern themselves within the borders of the United States of America. Tribal nations can have their own court system, police force, social services and other programs. They also determine what "blood quantum" an individual needs to possess in order to be an "enrolled member" of a respective tribe. As sovereign nations, tribes maintain a government-to-government relationship with the federal government (similar to countries in Europe).

Show the video, "Introducing the First Nations of Montana to the world" (9 min). Draw an outline of MT and as a large group identify each tribe individually and add any information. Point out the First Nations in MT map and acknowledge that all the project work we do is on ancestral Native land and it is important to know that MT has 7 reservations and 12 distinct tribes (13 If distinguishing Sioux tribes/bands). Cover tribes in surrounding states if wanted.

Show the video "Loss of Native American Lands over time" (2 min), twice.

Invite participants to do some research on their own after this lesson about the Dawes Act of 1887, the Federal Land Policy & Management Act, and the American Antiquities Act. If you are familiar with these acts and have time, share what you know.

Resources

*Video: Introducing the First Nations of Montana to the world:

https://www.youtube.com/watch?v=fe2WoR5SK5U

*Video of loss of Native American Lands over time:

https://www.youtube.com/watch?v=Zadq5dl2G8Q

Library of Congress Classroom Presentation:

https://www.loc.gov/teachers/classroommaterials/
presentationsandactivities/presentations/immigration/
native_american.html

*Additional information about public lands:

https://publicland.org/wp-content/
uploads/2016/08/150359_Public_Lands_Document_web.pdf

Pow Wow calendar:

https://calendar.powwows.com/events/categories/pow-wows/pow-wows-in-montana/

Honor Native Lands Public Folder:

https://usdac.us/nativeland/

TRIBAL TERRITORIES IN MONTANA

CANADA

ND

WYOMING

IDAHO

COMMON HUNTING GROUND, 1855

FORT PECK RESERVATION

Sioux

Hidatsa, Mandan & Arikara

Assiniboine

Crow

NORTHERN CHEYENNE RESERVATION

CROW RESERVATION

ABSAROKA

FORT BELKNAP RESERVATION

Blackfeet & Gros Ventre

ROCKY BOY RESERVATION

LITTLE SHELL CHIPPEWA TRIBAL CAPITAL
Great Falls

BLACKFEET RESERVATION

Pend d' Oreille & Salish

Kootenai

FLATHEAD RESERVATION

COMMON HUNTING GROUND, 1855

Tribal Territories in Montana

Boundaries as defined by the Fort Laramie Treaty of 1851, and the Flathead and Blackfeet Treaties of 1855.

Reservations today shown in red.   ★ Star indicates location of tribal capital.

Names Tribes Call Themselves: A Key

Salish / Sqelio
Pend d'Oreille / Qaisp`e
Kootenai / Ksanka

Blackfeet / Niitsitapi (Pikuni)
Chippewa (Ojibwe) / Annishinabe
Plains Cree / Ne-i-yah-wahk

Gros Ventre / A'aninin
Assiniboine / Nakoda
Sioux / Lakota, Dakota

Northern Cheyenne / Tsististas and So'taa'eo'o
Crow / Apsaalooke
Little Shell Chippewa / Annishinabe and Métis

Reservation Lands in Montana, and American Indian Tribes based on those lands

Blackfeet Reservation: Blackfeet
Fort Belknap Reservation: Gros Ventre and Assiniboine
Rocky Boy's Reservation: Chippewa Cree

Crow Reservation: Crow
Fort Peck Reservation: Assiniboine and Sioux
Landless, but headquartered in Cascade County: Little Shell Band of Chippewa

Flathead Reservation: Salish, Pend d'Oreille, Kootenai
Northern Cheyenne Reservation: Northern Cheyenne

PUBLIC LANDS

Objective: To introduce the creation of public lands and the agencies that exist to manage them.

WHAT are public lands? Public lands are those that are to be used by the public, are owned by each of us and are managed by a government agency.

WHY do we have public lands? The answer to this question is complex and it is different for each type of federal land - the reason we have a system to manage National Forests and why this system was created is different than why the National Park system was created. The goals and intentions were different. However, there is a common theme as to why our government created a Federal Lands system.

Essentially Parks, National Forests, BLM lands, Wildlife Refuges, and Wilderness areas were created to protect natural resources from the public and, more specifically, well organized groups of people (corporations) seeking to profit off of an unregulated land base that was the fledgling US. By the late 1800's, government employees were beginning to understand that hundreds of thousands of ambitious homesteaders and businessmen were radically changing the character of western lands. Resources were exploited at an alarming rate.

Timber harvest, unregistered mining claims, and overgrazing were the big three. The federal government began to realize that the vast resources of this country were literally being given away because they had no control over how the resources were managed. A great example of this give-away was the granting of 131 million acres of US timberland to the railroad conglomerates. This was part of the notion that the West had to be settled, had to be tamed and what better way to do that than with the railroads. An unexpected consequence of this action was that the railroad companies would dissolve into timber companies whose primary land holdings were given to them by the federal government through these land grants of 1877.

When the Forest Reserve Act was passed in 1891, its primary intent was to slow down the commercial exploitation of the government's resources. The BLM was created to manage the leftover lands that were being overgrazed and areas where mining royalties were making private companies

extremely wealthy.

Again, National Parks, Refuges, and Wilderness Areas were all created for the purpose of protection so that Americans could enjoy wild places and we could have wildlife populations in areas where, without these protections, their very existence would be threatened.

The creation of these systems of federal lands was never easy. In every case, their creation was met with strong resistance from people and institutions who firmly believed that natural resources exist to be developed and that protecting resources limits the ability to contribute to the nation's economy. This paradigm is still present today.

All land management agencies were created with different intentions, yet all have common themes. All agencies need to work together, creating the complex management of these lands.

WHERE are public lands?

The 13 states that are west of the 100th meridian contain 87% of the federal public lands (Alaska contains nearly 45% of the nation's public lands). These 13 states contain 1.1 billion acres of land of which 60% is publically owned.

WHERE did public lands come from?

Prior to contact with Europeans (pre-1492), Indians and Alaska Native Peoples lived in what was to become the United States in organized societies with various forms of government. In the Lower 48 contiguous states, Indian Nations ceded millions of acres of land to the newly established government that contributed to making the U.S. what it is today. In Alaska and Hawaii, the status of lands was negotiated as a part of Statehood. This history of cessation and settlement provided the original basis for federal ownership and legal title to much of the nation's public lands...Other large areas were set aside for national parks and monuments, national forests, wildlife preserves and refuges, military lands, and federal reservations for Native American Tribes. *"America's Public Lands." Public Land Foundation, 2014.*

WHO manages federal lands?

- National Forests and Grasslands: *US Forest Service* - Department of Agriculture. 153 Forests manage 191 million acres.
- National Parks, National Reserve, National Historic Sites, National Battlefields: *National Park Service* - Department of Interior. The 47 Na-

tional parks total 47 million acres.

- Tribal Lands (American Indian Reservation, Allotted Lands, Restricted Status Lands): *Bureau of Indian Affairs* - Department of Interior. 56.2 million acres.
- National Seashores, National Lakeshores, National Memorials - Department of Interior. 334 units comprising 89 million acres.
- National Resource Lands: *Bureau of Land Management* - Department of Interior. 341 million acres.
- National Wildlife Refuges: *US Fish and Wildlife Service* - Department of Interior. 408 refuges comprise 90 million acres.
- National Wilderness Preservation System: *US Forest Service, National Park Service, BLM, US Fish and Wildlife Service*. 8.6 million acres.

WHO manages Montana state lands?
- Montana Department of Natural Resources and Conservation (DNRC)
- Montana, Fish, Wildlife and Parks (FWP)

WHEN were these land management agencies created?
- *1824:* Indian Affairs (now Bureau of Indian Affairs). Formed by Secretary of War John C. Calhoun.
- *1872:* National Parks, Congress creates Yellowstone National Park.
- *1891:* National Forests, Forest Reserve Act. Authorized the President to withdraw forestlands from development and exploitation.
- *1905*, Reorganization Act. Transferred Forest Reserves to the Department of Agriculture and created the US Forest Service.
- *1916*, National Park "Organic Act." Establishes the National Park Service under the Department of the Interior.
- *1946:* National Resource Lands, Reorganization Act. Created the BLM in the Department of Interior
- *1964:* National Wilderness Areas, Wilderness Act. Created a National Wilderness Preservation System in which lands would be designated by the US Congress.
- *1964:* National Wildlife Refuges, Land and Water Conservation Fund. Provided funds for the acquisition of national wildlife refuges.

Lands That We Love: A Utahn and Historian Considers Public Lands : Dr. David Rich Lewis

Excerpted from *Lands That We Love: Americans Talk About America's Public Lands.* Provided by the Public Lands Information Center.

We are such creatures of our own lives, times and spaces that we blind ourselves to other realities. We create narratives about our past called history and about our future called policy, and then ignore or rewrite them. The past is too messy, the future too uncertain, but the present must be satisfied. From a   historical perspective, what we call "public land" today is contested space taken from others, to be managed by others, for the benefit of all.

Public land began as private land, Indian land, but even it was contested between Native groups. Then came Europeans who imposed their concepts of wilderness and proper use to claim the land. They fought among themselves, then lost their colonies to land hungry peasants disgruntled enough with their present to imagine themselves American Patriots. Americans "liberated" the land and then squabbled over its future. Binding themselves together as a republic, each state relinquished its western land claims to support a nation. Thereafter, all western lands were federal, a simple fact that escapes modern Sagebrush Rebels.

Under the Land Ordinance of 1785 and the Northwest Ordinance of 1787, the federal government surveyed its land and provided for the political evolution of a nation. It cleared the land of even more Indians; it fought and bought Mexico, Oregon, Alaska and Hawaii. Congress opened the public domain to citizens at a fraction of its actual value under the 1862 Homestead Act, and then widened the giveaway of land and resources to railroad, livestock,   mining, timber, and oil corporations – what Mark Twain dubbed the great barbeque of the Gilded Age.

In the twentieth century, management of our public lands fell to a handful of federal agencies. They faced states resentful of federal authority and citizens unhappy with any regulation of their accustomed use - what historian and Utahn Bernard DeVoto described as the "Get out and give us more money" mentality of states' rights Westerners. These federal agencies competed and cooperated with each other to define multiple use for their special interest groups. They managed parks and grazing allotments, forests and timber auctions, wildlife preserves and public hunting grounds, wilderness and OHV access. Agencies juggled preservation and use as part of their progressive vision of efficient, scientific management for the future, but politics and the contested present kept intruding.

Publicly, this contest gets cast as a battle between "environmentalists" and "land users" with "land managers" in the middle, but such neat categories are illusory. We are all public land users and we all appreciate the land, but from there our imaginations diverge. While we can connect across a kitchen table discussing our private moments with the land, our differences become chasms around the conference table.

One side contests the other's legacy of use, while the other fears imposition of new models that don't privilege their use, while five other interested parties press their narrower agendas. We are like kids caught in a Chinese finger trap that tightens as we pull. If we give up we go free, but we continue to pull because they are our lands, our imaginations.

The public lands have been and will continue to be contested space because they are public, a result of our republic which itself is a constant dance   between federal and state, public and private. They represent our national birthright, the stolen heritage and dreams of others, our private possession and public trust. Noted author Wallace Stegner once called the American West our "native home of hope." But he challenged Westerners to learn from their   history of destructive land use, to cooperate, preserve, and become "a society to match its scenery." The ultimate contest is an individual one, to decide whether we will continue owning the present or begin acting for the future, for a society to match the grandeur of our public lands.

GOAL SETTING

Objective: To provide a template for participants to articulate their goals.

Brainstorm a list of experiences and skills you hope to gain this season:

What values are you committed to upholding? (see the list of values in the *Understanding Your Values* lesson if you need help finding the words)

You've heard the acronym, and it's true, the best goals are SMART!

<u>S</u>pecific
<u>M</u>eaningful
<u>A</u>chievable
<u>R</u>elevant
<u>T</u>rackable

You joined MCC for a reason and have expectations for what you hope to accomplish. Setting goals will ensure that you make the most of your experience.

GOAL 1:

What steps will you take to accomplish this goal?

♦

♦

♦

What obstacles and challenges may get in your way?

How can you overcome challenges and hold yourself accountable?

Date to complete by:

GOAL 2:

What steps will you take to accomplish this goal?

♦

♦

♦

What obstacles and challenges may get in your way?

How can you overcome challenges and hold yourself accountable?

Date to complete by:

GOAL 3:

What steps will you take to accomplish this goal?

♦

♦

♦

What obstacles and challenges may get in your way?

How can you overcome challenges and hold yourself accountable?

Date to complete by:

PARTNER INTERVIEW

Objective: To reflect on the impact of project work and gain an understanding of different roles in the community and on the land.

Partner Interview Questions

♦ What types of project(s) will we complete with your organization?
♦ Is this an on-going project? If so, what work has gone into it so far and how will the project continue after we leave?
♦ How will your organization benefit from this project? Do any other communities benefit from this project?
♦ Are there any impacts (short or long term) to the ecosystem?
♦ Add additional questions…
♦ …
♦ …
♦ …

ASSISTANT CREW LEADER OF THE HITCH GUIDANCE

Objective: To provide crew members with a direct leadership opportunity, and leader(s) a chance to enhance their delegation skills.

THE FEEDBACK CYCLE

The feedback cycle is a process, through which a person goes in order to gain valuable advice and comments on their performance. The feedback cycle is a safe way to improve skills and receive feedback.

Two questions are the foundation of the feedback cycle:
- What worked well?
- What would you do differently next time?

What worked well?	What would you do differently next time? What improvements can be made?
1) The facilitator asks the person who has practiced a skill to state one or two things that they did well.	4) Return to the person who has practiced a skill and ask the person to state ONE thing they would do differently next time.
2) The facilitator asks the group to share a few things they noticed the person doing well.	5) Ask the group for some feedback on some things the person might do differently next time.
3) The facilitator gives their own feedback about what went well.	6) The facilitator gives ONE thoughtful comment on an improvement that can be made.
	7) Always end on a positive note by offering a positive comment and thanking the person who practiced in front of the group.

COMMUNITY CHANGE CYCLE

Objective: To introduce participants to the community change cycle and reflect on how their volunteer events and public meeting fit into this model of community change.

From: Community Organizing and Citizen Involvement: Case Studies from the Twin Cities Training Program for Neighborhood Organizers by Bina Thompson Nikrin, Winter 2005

North Minneapolis has a large Southeast Asian population, predominantly Hmong. In 1998, an organizer for the Hawthorne Area Community Council in north Minneapolis realized the neighborhood's Hmong residents were not becoming involved in neighborhood issues. When he met with organizers from the Cleveland Area Neighborhood Association and the Jordan Area Community Council to discuss the problem, he found these organizations were experiencing similar difficulties getting Hmong residents involved.

The organizers contacted the executive director of the Southeast Asian Community Council (SEACC), a social service organization with a reputation for serving the needs of the Hmong community in their neighborhoods, to discuss the problem. After several meetings, the group obtained funding to form a new coalition called North Minneapolis Southeast Asian Initiative (NMSEAI). Among other things, the funding paid for a Hmong organizer, Friendly Vang, whose first assignment was to contact and interview 150 Southeast Asian residents in north Minneapolis to identify their needs and concerns and begin developing relationships within the community. Vang's second assignment was to hold informational forums on four topics identified most frequently during the interviews: housing, education, crime and safety, and business opportunities.   Advertisements for these meetings included public service announcements on KFAI Hmong Radio, personal phone calls to those who had been interviewed, bilingual flyers distributed to Hmong children through their schools, and a mailing to the SEACC mailing list.

A key to encouraging attendance at these informational forums was providing information and inviting guests who could help with issues of concern in residents' lives. For the meeting on crime and safety, for example, the advertisements announced experts would be present to discuss gangs, the 911 emergency system, property crime, and personal safety. City council members and the precinct police inspector were also present. When asked why people came to these meetings, Nhia Lee, the NMSEAI organizer in spring 2003, said that Hmong elders came because SEACC had

established relationships with many of them already, which had created a level of trust that is particularly important in Hmong culture.

In keeping with Hmong tradition for social gatherings, a traditional Hmong meal was provided. Organizers showed government representatives to tables interspersed throughout the room, and placed at each table a bilingual volunteer who had prepared a few questions ahead of time to stimulate conversation between residents and officials during dinner. These meetings were perhaps the first opportunity for many Hmong residents to speak directly with their council members and police about issues that concerned them. For example, residents shared stories about being awakened in the middle of the night by police who took a family member away, the difficulty of getting information the next day from police because no one at the precinct spoke Hmong, and dialing 911 in an emergency only to have someone arrive hours later.

Again and again, both in the initial interviews and at the crime and safety forum, Hmong residents voiced serious concerns about communication problems with police. The fact that 120 residents attended the forum on crime and safety indicated to NMSEAI staff that this was an issue people cared about deeply and would respond to. Consequently, the NMSEAI organizer, volunteers, and community leaders planned a series of community meetings to involve residents in developing solutions to the problems identified by residents. In these subsequent meetings, participants identified four possible ways to improve communication with police:

1. Have a 911 emergency line in Hmong

2. Provide training for police on Hmong culture

3. Translate documents into Hmong, such as the 911 Emergency Packet and the Community Crime Prevention (CCP) Safe Accident Report Form

4. Develop a card with information about legal rights and defense

Staff and volunteers from NMSEAI decided to begin with an adaptation of the legal rights card. The card would be printed in both Hmong and English, would list ways to contact a Hmong interpreter, and would be made available to residents free of charge. Eventually the card was funded and developed with the help of elected officials. The card has a place to write the name and phone number of a close relative who speaks English, and includes phone numbers for the NMSEAI interpreter and the AT&T Language Line (which is for police use only). A major distribution campaign was conducted to distribute the new Minneapolis Emergency Language

Interpretation Card. As of June 2003, 300 people had signed up for the card.

As NMSEAI continued to listen to the Hmong community, however, people began reporting that police and other emergency workers were not responding to the card, often refusing to use it. In response, NMSEAI invited elected officials and police to a series of events to talk to residents about the use of the card. At one of these meetings, police officials and city council members heard residents share stories of officers refusing to use the card. At another meeting with the Minneapolis mayor and chief of police, the mayor signed a memorandum of agreement pledging to work with the Southeast Asian community to overcome cultural and communication barriers, and to hold police accountable for using the Emergency Language Interpretation Card. Once again, these meetings were tailored to encourage the participation of the Hmong community and to build trust in community relationships through persistence, respect, and consistency.

Since this study was conducted, the Minneapolis Police Department hired a new chief of police, who issued an administrative order requiring officers to use the language interpretation card when it is presented by a citizen. In addition, the Minneapolis mayor continues to be supportive of the initiative. Community organizers for NMSEAI continue to go door-to-door registering residents for the card. In the process of talking to residents, organizers have heard no complaints of non-use by police officers. Currently, NMSEAI is working with police departments in St. Paul, Richfield, and Bloomington to have the card officially accepted.

Bina Thompson Nikrin was a student in the Master of Public Affairs program at the Hubert H. Humphrey Institute of Public Affairs at the time this research was completed. She has since completed the program, with a concentration in the theory and practice of public participation.

Community Change Cycle

Assessment: During the assessment phase, an individual or small group takes stock of the community's current circumstances. Assessments are generally multi-faceted, consisting of surveys, focus groups, one-on-one interviews, statistical research, investigation into laws and social norms, etc. The assessment phase is meant to be an information gathering period to determine if action is needed.

Building Awareness: During the awareness building phase, an individual or small group provides the summary of their assessment efforts to the general public and   specific stakeholders to determine if the community at large is willing to "get behind" the issue. Awareness activities may include public meetings, letters to the editor, presentations to specific groups and organizations, social marketing, etc. The community awareness phase is designed to create a larger group of interested individuals to work on the issue.

Creating Community Groups/Partnerships: During the creating community groups phase, stakeholders come together to form a mutual identity and prioritize their concerns. The creation of community groups and partnerships may include incorporating under a group name/association, identifying group leadership and group member roles, establishing a group decision making and governance process, establishing group norms and identifying group priorities. The community group phase is intended to create formalized and transparent community ownership over an issue or need.

Strategic Planning: During the strategic planning phase, the community group/partnership undergoes an intense planning process to determine what needs to occur in order for the community to meet the desired outcomes. The strategic planning phase is intended to provide a clear road map for all participants to understand the community change initiative and the relationships between the established action items and the intended results.

Plan Implementation: During the plan implementation phase, community members   implement and monitor the strategic plan. It is not uncommon for the plan to be revisited and altered during the implementation process due to changes in the community, a project, stakeholders, situations, the economy, law or other events.

Evaluation: The Community Change Cycle should be evaluated on an ongoing basis. It is important to evaluate each phase as it is occurring and once it has been "completed." Additionally, it is important to evaluate a community's level of awareness of an issue at all times to ensure maximum participation from the community. It is also important to evaluate the cohesiveness and operation of any community group to ensure that the group is sticking to priorities and functioning well.

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