



U.S. EPA Community Involvement University

# Community Involvement University

## Purpose:

To support Superfund site cleanups by providing EPA Community Involvement Coordinators (CIC) and other EPA and EPA-affiliated staff with the necessary skills, techniques, and practices to engage the community in the Superfund process. The Community Involvement University (CIU) offers a variety of courses each year at regional offices and at national conferences or training events.

## Logistics:

Yolanda Sanchez in the [Office of Superfund Remediation and Technology Innovation](#) (OSRTI) manages CIU; she can be reached at: 703-603-9246 or [sanchez.yolanda@epa.gov](mailto:sanchez.yolanda@epa.gov).

Yolanda coordinates CIU training with the Office of Solid Waste and Emergency Response ([OSWER](#)) [National Training Coordination Team](#). Both CIU and the OSWER National Training Team use the Training Exchange Website ([www.trainex.org](http://www.trainex.org)) to manage training schedules and activities.

If you are interested in bringing a CIU course to your region, please contact your [Regional CIU liaisons](#). If you would like to have a CIU course presented at a national conference or other event, please contact Yolanda.

## Registration:

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

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

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

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





## Continuing Education Units:

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

## Contracting Officer Technical Representative Requirements:

Many of the training courses offered by CIU can be applied towards meeting your Contracting Officer Technical Representative (COTR) requirements. Your first-line supervisor determines which courses can count towards meeting your COTR requirements, based on your individual duties and circumstances. Please consult with your first-line supervisor to identify applicable courses. For a list and description of COTR competencies, please visit: <http://www.fai.gov/acm/cotrcomp.asp>.

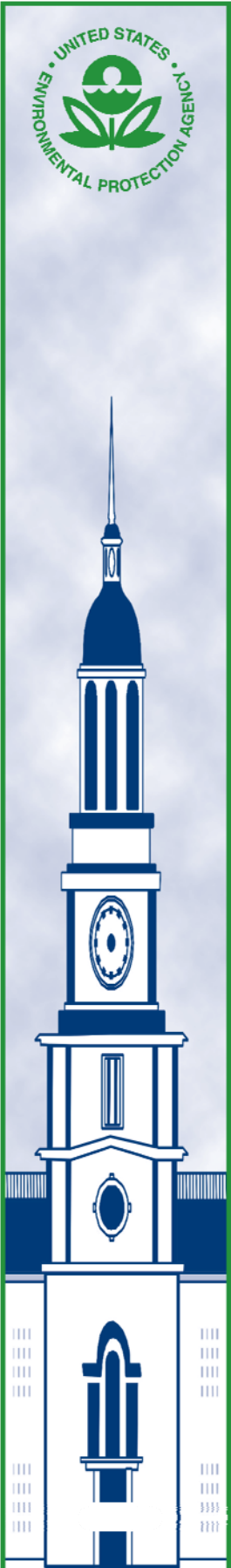
## Course List:

CIU offers one- to three-day courses on a "demand" basis, as we receive requests from Regional CI Managers, CIU representatives, and other Superfund Program staff. Please review the following list of basic and advanced courses that CIU offers.



## BASIC COURSES

- [Building Trust and Resolving Differences](#): Equip participants with communication tools to work more effectively in stressful situations.
- [Community Involvement - Tools and Techniques](#): Equip participants with tools and techniques to plan effective outreach and involvement strategies at Superfund sites.
- [Cross-Cultural Effectiveness](#): Improve participants' awareness of and improve their communication with different cultures.
- [Dealing with Hostile Meetings and Difficult Situations](#): Enhance participants' ability to, as well as equip participants with techniques to, assess difficult situations and understand the role of power in these situations.
- [Effects and Management of Superfund Stress](#): Equip participants with knowledge to understand how they respond to stressful situations, assess their own personal stress levels, and develop a personal stress management plan.
- [Facilitation Training \(Basic\)](#): Enhance participants' skills to plan and effectively facilitate various types of meetings.
- [IAP2 Certificate Course Series in Public Participation](#): Learn how to use IAP2's "public participation spectrum" to determine and implement the appropriate level of public involvement for unique scenarios.
- [Mastering Meetings](#): Equip participants with skills to design successful public meetings.
- [Media/Spokesperson Training \(Basic\) – Working with the News Media](#): Enhance participants' ability to handle an interview professionally.
- [Present Effectively with Style and Skill at Public Meetings – A Spokesperson Training](#): Gain the skills and confidence you need to "stand up and deliver" effectively during public meetings.
- [Public Participation for Technical Staff – How to Make Participation Work for You](#): Learn how to use public participation to improve site planning and key decision-making.
- [Reader-Focused Writing \(Basic\) – Writing Made Easy, Reading Made Easy](#): Learn to use plain language and effective design techniques to create clear and usable documents for readers.
- [Risk and Decision Making](#): Provide participants with an overview of the principles, policies, and limitations of the chronic human health risk assessment process used by EPA.
- [Risk Communication Training](#): Develop risk communication messages and determine effective methods and tools to convey these messages.



## ADVANCED COURSES

- [Community Culture and the Environment](#): Improve participants' understanding of the communities they work with by using a toolbox for understanding the social dynamics involved in community-based efforts.
- [Communicating Effectively During Environmental Crises](#): Provide participants with an overview of the principles and techniques of risk communication during a crisis with a focus on developing and delivering compelling messages.
- [Emotion, Outrage and Public Participation](#): Learn advanced strategies and behaviors to enhance quality public participation outcomes, even when communities are emotional or outraged.
- [Facilitation Training \(Advanced\)](#): Further enhance participants' ability to serve as effective facilitators in meeting situations.
- [Facilitation for Potentially Explosive Situations](#): Learn how to anticipate, manage, and successfully conclude situations and meetings that are "potentially explosive."
- [Leadership – Managing Up, Down and Sideways](#): Provide insights into how personal preferences influence leadership style and equip participants with tools to effectively motivate others.
- [Media/Spokesperson Training – Know What to Say and How to Say It](#): Further enhance participants' ability to explain their work and communicate tough issues through the media.
- [Media/Spokesperson Training – Polish Your Spokesperson Skills](#): Enhance the spokesperson skills of participants to help them more effectively deliver key messages, even under pressure.
- [Reader-Focused Writing \(Advanced\) – Writing Made Easy, Review Made Easy, Reading Made Easy](#): Enhance participants' writing and review skills so they can analyze, write, rewrite, and reorganize clear, reader-focused material for their constituents.
- [Risk and Public Involvement – How to Communicate, Listen, and Work with our Public](#): Provide insights and strategies for establishing trusting working relationships with communities and other interest groups.



# Building Trust and Resolving Differences

## What is the course overview?

This course provides instruction and practice in communication techniques that make it possible to discuss emotionally charged issues effectively. Participants will learn how to recognize and exercise options to work together when dealing with others who distrust, disagree, or oppose them. Participants also will learn how to recognize options and describe them in mutually beneficial terms, allowing avenues both for trust to develop and cooperation to occur. The goal is to maximize information exchange and options for both parties, strengthening rather than undermining creative, cost-effective, mutually beneficial outcomes.

## Who should take this course?

This course is for EPA staff and community members who participate in meetings and other activities where mistrust and hostility may be prevalent. There are no suggested prerequisites, except a willingness to work together constructively.

## What are the course learning objectives?

Participants who complete this course will gain skills to:

- Communicate more effectively with one another in stressful situations.
- Work through EPA staff and community members' fear and mistrust to resolve concerns in mutually beneficial ways.
- Select and use the proper communication tools for various situations, especially those circumstances where trust has been broken and relationships are strained.

## What are the logistics?

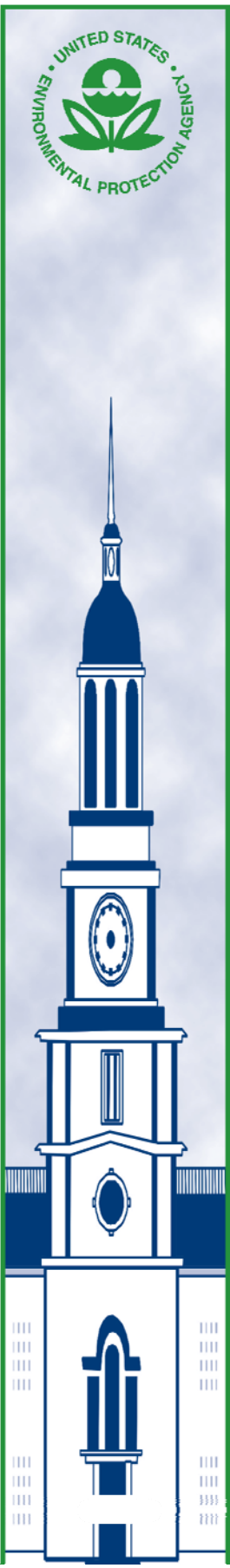
This entertaining and interactive one-day training course features stories, group discussion, and skill-building exercises that emphasize listening to ourselves and others to see how we contribute to the mistrust and hostility we seek to avoid. Sessions can be tailored to focus on building team skills in problem-solving and negotiation (requiring 2 trainers) or building intrapersonal skills to deal with difficult people (requiring 1 trainer), especially how to act instead of react. Interpersonal communication skills are emphasized in both session formats, with class exercises to maximize students' understanding and experience of the skills presented. Recommended course size: 24 and 48 (depending on if there is one or two trainers).

The course is taught by Mary Wenska, who has 20 years of community involvement consulting experience, supporting clients who face significant communication challenges. Jennifer Reynolds will co-teach this course if a "Team" option is requested. Ms. Reynolds is a cum laude graduate of the Harvard Law School and now teaches negotiation at the University of Oregon School of Law.

## Is there available background material?

Participants will receive *Effective Listening Skills* and *Concepts for Reflection and Review* handouts. Additional reading material includes the following:

- [Getting Together](#) by Roger Fisher and Scott Brown
- [Getting to Yes](#) by Roger Fisher and William Ury
- [Leadership and Self-Deception](#) by The Arbinger Institute



# Community Culture and the Environment

## Understanding a Sense of Place

### What is the course overview?

The goal of this course is to help government employees develop skills and strategies for successful and sustainable stakeholder involvement based on community social and cultural values and practices. This course was developed from the *Community Culture and the Environment: A Guide to Understanding a Sense of Place*. Participants will learn how to use a toolbox of 13 community assessment methods and a step-by-step process for building a deeper understanding of community preferences and priorities to create collaborative decision making processes for addressing environmental problems.

### Who should take this course?

The target audience is EPA Community Involvement Coordinators (CICs), Superfund Site Team members, and EPA partners in state and local governments and/or non-governmental organizations. This course is also applicable to other EPA staff and EPA-partners involved in community-based environmental protection work. This is an intermediate-level course; familiarity with the fundamentals of community involvement will be helpful but not required.

### What are the course learning objectives?

Participants who complete this course will gain skills to:

- Identify the goals of stakeholder involvement in relation to the environmental problem(s) being addressed.
- Identify key stakeholders and their roles in helping to achieve project goals.
- Facilitate community processes to identify local values, beliefs, behaviors and practices that drive community-based decisions and stakeholder participation.
- Develop strategies, action steps and milestones for engaging community members in environmental protection efforts.

### What are the logistics?

This course can be delivered as a one- or two-day workshop. The course is highly experiential and includes presentations, small group interaction, environmental values exploration, analysis of real-time community scenarios, and role-playing. Recommended course size: 15-30. This course can also be presented as a larger plenary.

This course is taught by Theresa Trainor. Ms. Trainor has vast experience in community involvement at EPA, which includes authoring the *Community Culture and the Environment: A Guide to Understanding a Sense of Place*, and working for nearly 8 years with community-based watershed groups. Currently, she works with the U.S. Office of Personnel Management developing and delivering leadership and management courses to federal employees nationwide. She is a facilitator and a professionally certified coach.

### Is there available background material?

Community Culture and the Environment: A Guide to Understanding a Sense of Place can be found on [EPA's Community Action for a Renewed Environment](http://www.epa.gov/care) Web site: [www.epa.gov/care](http://www.epa.gov/care).

# Community Involvement: Tools and Techniques

## What is the course overview?

Developed by EPA Superfund Community Involvement Coordinators (CICs), this course introduces tools and techniques to plan an effective community outreach and involvement program. Participants learn how to use tools in the Superfund *Community Involvement Toolkit*, such as public meetings, community interviews, and neutral facilitation. In addition, participants engage in stories and techniques that have been field tested by our seasoned CICs.

## Who should take this course?

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

## What are the course learning objectives?

Participants who complete this course will gain skills to:

- Explain current trends in community involvement and public participation in EPA
- Describe at least five tools for community involvement; differentiate those tools; and select (and modify) appropriate tools for specific community outreach and involvement programs
- Plan an effective community outreach and involvement program by applying suitable community involvement tools
- Evaluate real-life community involvement challenges (including your own) and identify two tools or techniques to use to rise to the challenge
- Explain the purpose and function of a Community Involvement Plan

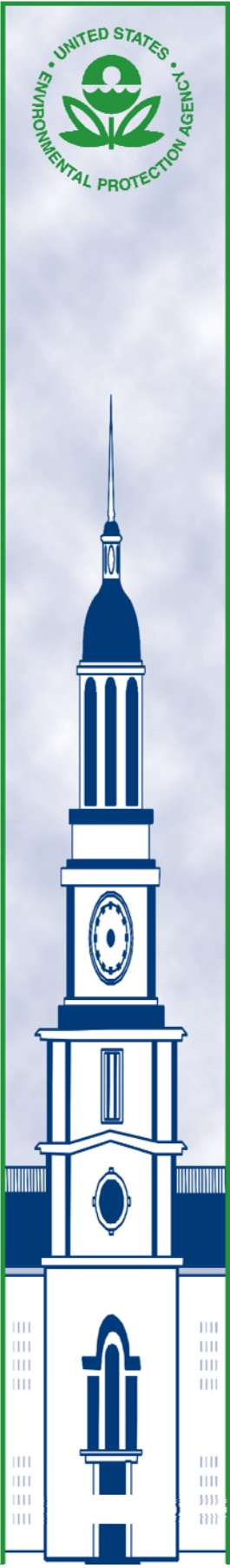
## What are the logistics?

This one-day course uses simulated community involvement scenarios around which participants design outreach and community involvement strategies. Participants are divided into “teams” to develop a strategy and then present their strategy. This course closes with an “advice session” to share ideas and offer solutions for real life community involvement problems posted by participants. More specifically, the course style includes lectures, group discussions, at least one case-study, and role-playing exercises. Course materials include a participant manual. Recommended course size: 10-30.

This course is taught by a number of seasoned Superfund CICs and based on their experiences of the Superfund program. CICs work at EPA Regional Offices and have diverse educational and training backgrounds.

## Is there available background material?

- Superfund Community Involvement Website - <http://www.epa.gov/superfund/community/>
- *Community Involvement Toolkit* - [www.epa.gov/superfund/community/toolkit.htm](http://www.epa.gov/superfund/community/toolkit.htm)
- *Community Involvement Handbook* - [http://www.epa.gov/superfund/community/cag/pdfs/ci\\_handbook.pdf](http://www.epa.gov/superfund/community/cag/pdfs/ci_handbook.pdf)



# Communicating Effectively During Environmental Crises

## What is the course overview?

One of the most critical challenges in an environmental emergency is communicating quickly and effectively the extent and degree of a crisis to the media and the public. Information about a crisis may be vital to public health and safety, but it often requires conveying highly technical information to a non-technical audience. This course provides an overview of the principles and techniques of risk communications with a focus on developing and delivering compelling messages.

## Who should take this course?

This course is designed for those who are communicating with the public and the media – or advising those who do – during environmental emergencies. These include a wide range of EPA staff from public affairs staff to emergency responders to On Scene Coordinators (OSCs) and Superfund Community Involvement Coordinators (CICs).

## What are the course learning objectives?

This course helps participants learn how to:

- Develop clear and concise messages on complex environmental issues for the media and the public and
- Deliver the messages effectively during the highly-charged atmosphere in a crisis.

## What are the logistics?

This half- or one-day course features a series of highly interactive role-playing sessions. The course includes brief lectures and relevant videos. Recommended course size: 30-50.

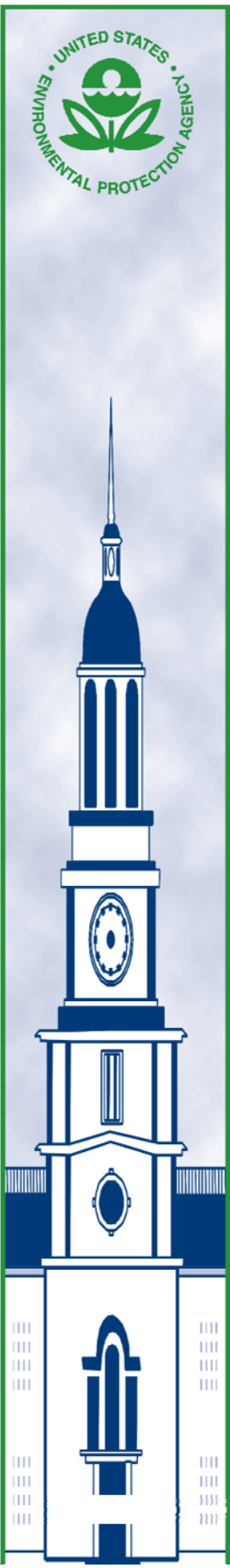
This course is taught by EPA staff Helen Burnett and Jessica Wieder.

Helen Burnett has more than two decades of experience in the private and public sectors and specializes in communicating high-profile environmental safety and health issues to the media and the public. Her clients have included Dow, GM, DuPont, and Johnson & Johnson, and automobile, pharmaceutical, and cosmetic trade groups. She is skilled at the development of media materials and messages for a wide range of risk communications issues, including the impact of dirty bombs, high-level radioactive waste disposal, dioxin, chemical waste disposal, asbestos, and PCBs. She is currently an EPA senior public affairs specialist.

Jessica Wieder is a public affairs specialist with EPA's Radiation Protection Division, where she has specialized in preparing critical communications messages for emergency responses. She has participated in numerous emergency response exercises. She has an expertise in developing clear, concise messages for use during crises, and has done numerous presentations on how to develop effective messages

## Is there available background material?

The course is based on EPA's *Communicating Radiation Risks: Crisis Communications for Emergency Responders*, a pocket-sized guide that has been distributed to emergency responders nationwide and to more than 120 countries worldwide.



# Cross Cultural Effectiveness

## What is the course overview?

This course helps participants better understand what culture is and how inter-cultural or cross-cultural differences affect our understanding, choices, and responses in everyday communication and problem-solving efforts. The course focuses on developing skills, tools, and processes that will increase competence in clarifying, respecting, responding to, and resolving differences within multi-cultural settings. This course teaches participants how to design environments for problem-solving and conflict resolution among cross-cultural groups. Participants learn to develop a personal and organizational plan of action to implement an open, supportive, and responsive environment at work, in the community, and in other organizations.

## Who should take this course?

The audience for this course is anyone who wants to increase their awareness of, raise their level of consciousness to, and improve their communication with different cultures.

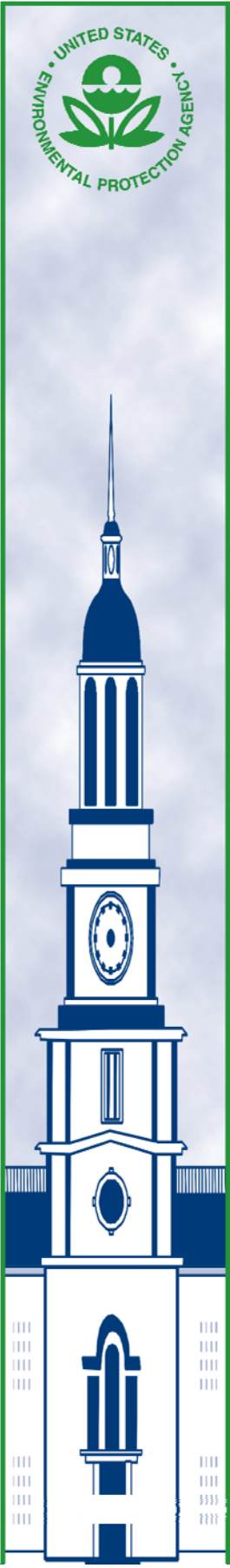
## What are the course learning objectives?

Participants who complete this course will gain skills to:

- Identify forces driving cultural conflict.
- Be aware of how culture affects our attitudes, beliefs, preferences, choices, and behaviors.
- Minimize stereotyping and maximize cross-cultural perception, understanding, and analysis.
- Develop an awareness and sensitivity for cross-cultural challenges.
- Effectively interact within cross-cultural settings.

## What are the logistics?

This one- to two-day course is interactive and includes trainer demonstrations, question-and-answer sessions, group discussions, small-group work, and role-plays. Recommended course size: 10-24 (depending on the number of trainers).





*U.S. EPA Community Involvement University*

# Dealing With Hostile Meetings and Difficult Situations

## What is the course overview?

This course helps participants prepare to deal with the inevitable – challenging encounters with difficult people in a hostile environment. These situations may include public or smaller community meetings, Technical Assistance Grants (TAG) and Community Advisory Boards (CAB) meetings, in-house staff meetings, multi-agency task force meetings, or the own kitchen table. Participants will explore the reasons behind this hostility and what role they can play in reducing tension. They will discuss the role of power, money, the law, the press, community appeal, fear, threats and more. The course will offer specific techniques for dealing with their own discomfort, regaining control of the situation, and building relationships for the future. By exchanging experiences and hearing what worked and didn't work, participants will gain insight into how to avoid these situations in the first place, and how to deal with them if they arise.

## Who should take this course?

The primary audience for this course is EPA staff who may have the need to but may not have much experience facilitating, presenting at, or participating in difficult exchanges with communities and the public, and their supervisors.

## What are the course learning objectives?

Participants who complete this course will be able to:

- Understand the roots of hostility and other difficult behavior in a public setting.
- Design interaction that minimizes the chance of hostility.
- Deal with hostility and other difficult behavior in a way that is their own.
- Identifying personal distress, fear, and hostility and how this may impact their interactions.

## What are the logistics?

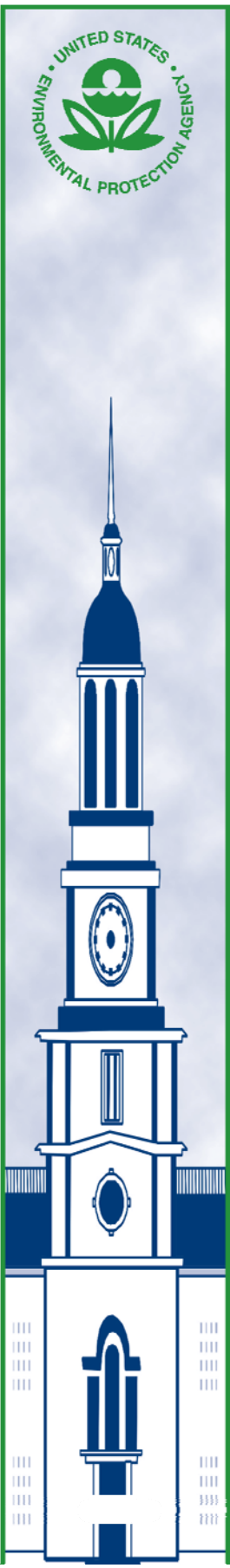
This one-day course is highly interactive and is taught on the assumption that the most effective learning comes from experience. The trainer offers lessons learned through stories and video clips of actual hostile meetings. Participants will be encouraged to offer their own experiences and will be invited to take part in a mock public meeting, if they wish. Recommended course size: 15-20.

Based in Santa Fe, New Mexico, Lucy Moore has mediated and facilitated multi-issue, multi-party conflicts for the past 20 years, including at Superfund and Brownfields sites. Her trainings include cross-cultural collaboration, the power of apology, and dealing with difficult people.

## Is there available background material?

“Public Dispute Mediators: Profiles of 15 Distinguished Careers,” Program on Negotiation, Harvard Law School. [www.lucymooreassociates.com](http://www.lucymooreassociates.com)

[Return to Course List](#)



U.S. EPA Community Involvement University

# Effects and Management of Superfund Stress

## What is the course overview?

This course aims to help Superfund Site Team members identify sources of stress and understand healthy approaches to deal with those stresses as well as understand the stresses the community may be experiencing and the reactions they may be demonstrating. This course was developed by EPA and Centers for Disease Control and Prevention (CDC) staff who deal with stresses related to Superfund sites, critical incidents, and similar situations.

## Who should take this course?

The target audience is EPA Superfund staff and EPA-affiliated staff who respond to removal and remediation action, such as On-Scene Coordinators (OSCs) and Remedial Program Managers (RPMs), as well as Community Involvement Coordinators (CICs) and Response Support Corps members. This course also is appropriate for EPA and EPA-affiliated staff engaged with environmental cleanup, similar to the Superfund program. There are no suggested prerequisites.

## What are the course learning objectives?

At the end of the course, participants will be able to:

- Identify stress reactions they may be experiencing.
- Develop and implement a plan to deal with these reactions.
- Develop a self-care plan to prevent or lessen the likelihood of developing stress reactions.
- Understand what community members may be feeling and why they may be behaving in ways that are difficult to deal with.
- Provide information to community members that may help them to deal with their own feelings.

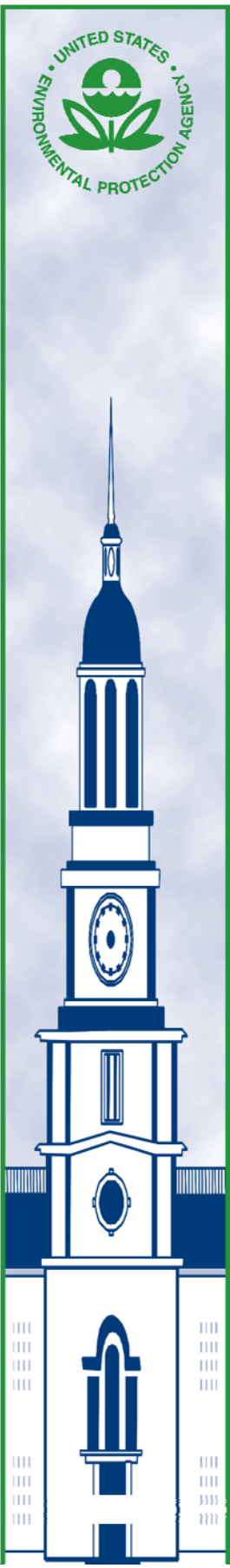
## What are the logistics?

This half-day (4 hours) training course uses lecture and exercises to inform participants and assist them to develop their own care plans. Some case studies also may be used in discussing community-related issues. The course style includes lecture, self-assessment, and some case-studies. Recommended course size: 10-50.

This course is taught by EPA's Jan Shubert, a licensed clinical social worker, who specializes in stress management issues involving disaster responders. Jan currently works in the Office of Emergency Management. There she leads the Peer Support and Critical Incident Stress Management Team, which provides support to EPA's Regional emergency responders

## Is there available background material?

A reading/reference list is provided during the course.





# Emotion, Outrage, and Public Participation

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

### What is the course overview?

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

### Who should take this course?

This advanced course is recommended for seasoned Community Involvement Coordinators (CICs) and public involvement staff who have practical experience in community involvement and prior training in dealing with hostile situations. Recommended prerequisites include “Dealing with Hostile Meetings and Difficult Situations” or the IAP2 certificate course training.

### What are the course learning objectives?

Participants who complete this course will gain skills to:

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

### What are the logistics?

This 2-day course is not a lecture style learning opportunity - it is applied and discursive - using the material participants bring from their own practice as well as the prepared content that the trainer will deliver. This highly interactive course includes case studies, video clips of Dr. Sandman, public participation tools and techniques, times for personal reflection, group discussion and application of strategies. Recommended course size: 25-30.

This course is taught by Stephani Roy McCallum, Managing Director and Owner of Dialogue Partners Inc., and Gale Simpson, President of g Whiz Consulting Ltd. Stephani specializes in engagement on issues of high emotion, controversy and conflict. She was the 2008 President of the IAP2, has been the primary public engagement director for over 150 successful projects, and has worked on a variety of environmental, nuclear waste, transportation, land use, health care and public policy issues. Gale has more than 30 years of experience in public relations and community relations. Since 1999, Gale has worked with a variety of communities and stakeholders to build trust through transparent and responsible processes. Both Stephani and Gale are licensed trainers through IAP2 for this course as well as the IAP2 Certificate in Public Participation course.

### Is there available background material?

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

# Facilitation Training (Advanced)

## What is the course overview?

This course provides participants with in-depth discussion about real-life facilitation and problem-solving situations, as well as practice sessions where participants use the skills and techniques discussed throughout the course. Additional discussion and instruction is provided in handling complex or difficult situations including handling hostile audiences and potentially explosive situations, helping parties to move through impasse, narrowing and prioritizing choices and options, reaching agreements, and using facilitation skills and concepts to build collaborative relationships and processes.

## Who should take this course?

This course is for EPA staff who have already completed a Basic Facilitation course and are looking for more in-depth discussion and practice in facilitation and group problem-solving. Participants who complete this course should have sufficient knowledge to serve as effective facilitators for both internal agency meetings as well as external meetings with other government agencies, other key stakeholders, and the public. A basic course in facilitation is a strongly suggested prerequisite.

## What are the course learning objectives?

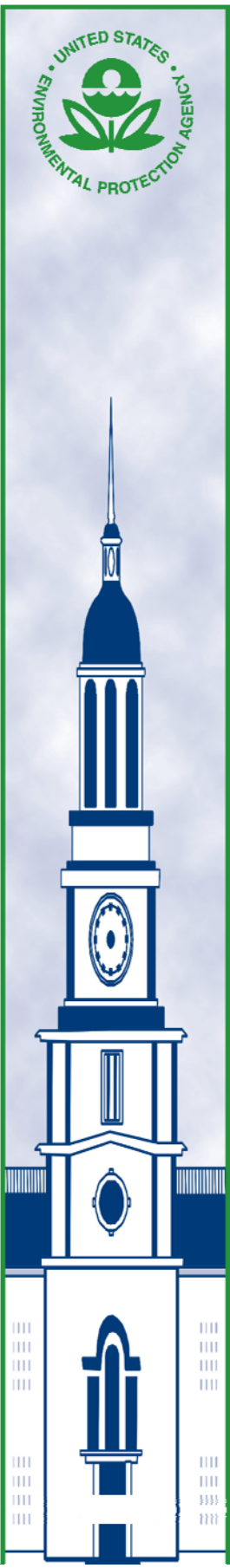
Participants who complete this course will:

- Gain confidence as facilitators by applying the skills and knowledge presented in this course through participation in practice sessions and interactive exercises.
- Understand how to use specific facilitation tools and techniques to address different types of complex, difficult, and/or potentially “explosive” situations - including contentious public meetings.
- Discuss how to be a truly effective facilitator for internal EPA meetings, interagency meetings with other state and federal agencies, and highly visible and potentially difficult public meetings.

## What are the logistics?

This is a one-day course designed to follow a typical two-day Basic Facilitation course (offered by the same trainer). The advanced course relies heavily on practice sessions and interactive discussions with the trainer. The course uses video footage of real life situations to illustrate the use of both good and ineffective facilitation skills and experience. Recommended course size: 15-20.

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



# Facilitation Training (Basic)

## What is the course overview?

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

## Who should take this course?

This course is designed for EPA staff who are interested in becoming effective facilitators capable of conducting productive meetings in a variety of settings both internal to the agency and with external audiences. This course will also benefit EPA staff who simply want to become more effective in group interactions and problem-solving activities in a wide variety of situations. There are no suggested prerequisites.

## What are the course learning objectives?

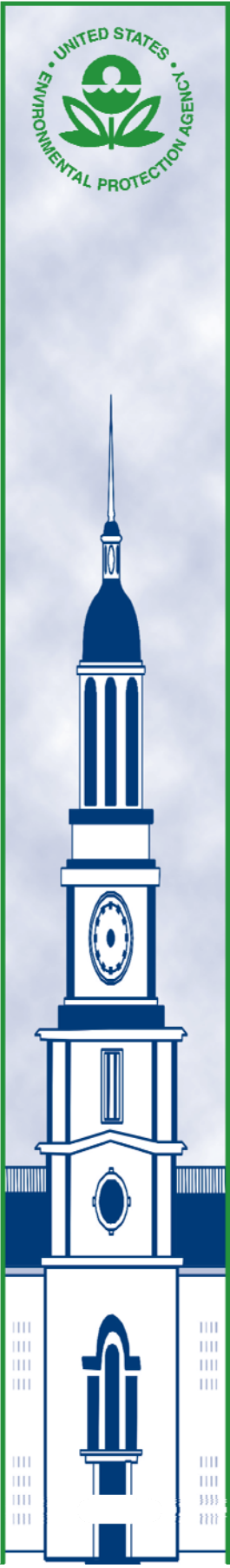
Participants who complete this course will gain skills to:

- Plan for an effective meeting including learning how to anticipate difficulties before they arise.
- Facilitate or moderate a wide variety of meetings with greater confidence.
- Differentiate which facilitation tools and techniques should be used to address specific issues and problems that arise in meetings and stakeholder interactions.
- Lead meeting participants to achieve real results in their meetings and group interactions.

## What are the logistics?

This two-day course includes presentations with interactive discussions on key concepts and skills, role-playing exercises that enable participants to practice their new skills, and group learning discussions. Recommended course size: 15-24.

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



# Facilitation for Potentially Explosive Situations

## What is the course overview?

Have you ever encountered or been asked to manage a public meeting or other situation that is potentially explosive? This course provides participants with in-depth discussion and practice in learning how to anticipate, manage, and successfully conclude situations and meetings that are “potentially explosive.” This course reviews key concepts and skills associated with being an effective facilitator and then goes beyond the basics to help participants learn specific techniques to address emerging difficulties and to manage particularly hostile and inappropriate behaviors. The course covers different types of situations including large public meetings, small group meetings, problem-solving activities and one-on-one interactions with hostile individuals.

## Who should take this course?

This advanced course is designed for EPA staff who are interested in managing or facilitating potentially explosive or difficult meetings in a variety of settings both internal to the agency and with external audiences. This course will focus on what creates difficulties, how emerging difficulties can be effectively managed, as well as when and how to end a meeting or explosive situation that has become totally unproductive. The Facilitation Training (Basic) course is a strongly suggested prerequisite; this course may follow the two-day basic training (offered by the same trainer).

## What are the course learning objectives?

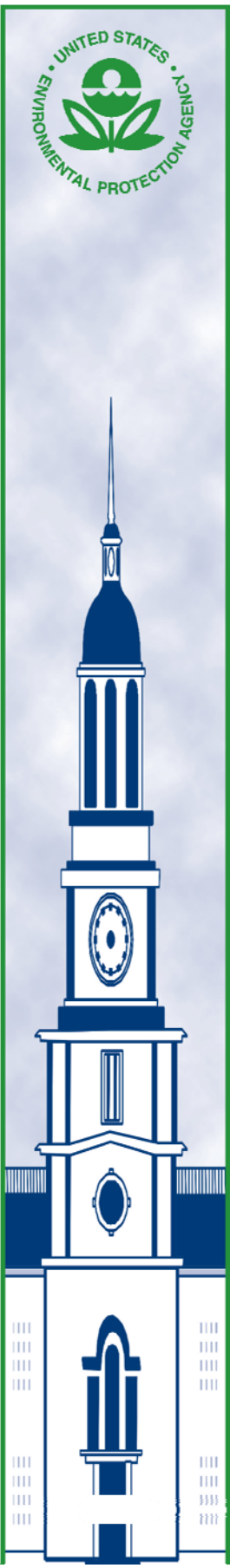
Participants who complete this course will gain skills to:

- Plan for public meetings or other group activities so as to minimize the chance that difficulties will emerge.
- Manage or facilitate meetings or other group activities so they are able to understand when events are changing and new approaches may be needed to avoid hostilities and conflict.
- Manage or facilitate difficulties or explosive situations when they do emerge.
- Communicate with difficult personalities and other key stakeholders before and after difficult situations to ensure that the same circumstances do not occur in the future.
- Show greater confidence and skill in managing difficult people and situations in a variety of circumstances

## What are the logistics?

This one-day course is designed to follow a typical two-day Facilitation Training (Basic) Course. This advanced course relies heavily on practice sessions and interactive discussions with the session leader. The course uses video footage of real life situations to illustrate the use of both good and ineffective facilitation techniques, styles, and approaches to managing conflict, hostility, and potentially explosive situations. Recommended course size 15-30.

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



U.S. EPA Community Involvement University

# International Association for Public Participation (IAP2) Certificate Course Series in Public Participation

## What is the course overview?

Developed by the International Association for Public Participation (IAP2), this course series includes three modules to provide participants a broad-based learning experience to cover all the foundations of public participation. Participants learn how to use IAP2's "public participation spectrum" to determine and implement the appropriate level of public involvement for unique scenarios.

## Who should take this course?

The target audience is newer Community Involvement Coordinators (CICs) or new EPA public involvement staff. This course is also appropriate for all EPA and EPA-affiliated staff who wish to be *introduced* to foundations and techniques in community involvement. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills to:

- Select the appropriate level of public participation for unique situations
- Set clear, shared objective for effective participation
- Identify appropriate evaluation tools to measure the effectiveness of public participation programs
- Determine two-way communication techniques to share information, elicit feedback, foster meaningful discussions, and facilitate agreement in group settings
- Select appropriate tools for creating effective forums for dialogue

## What are the logistics?

This five-day course features three modules:

1. Planning for Effective Public Participation (two-days)
2. Effective Communications for Public Participation (one-day)
3. Techniques for Effective Public Participation (two-days)

All courses teach through lectures, group discussions, case-studies, and role-playing exercises. Course materials include reading materials and relevant handouts. Recommended course size: 10-30.

IAP2 is an international association of members who seek to promote and improve the practice of public participation. [Their trainers are vetted through IAP2.](#)

## Is there available background material?

Information on IAP2, their training courses, and their official *IAP2 Certificate Program in Public Participation* can be found at: [www.IAP2.org](http://www.IAP2.org).

[Return to Course List](#)



# Leadership

## Managing Up, Down and Sideways

### What is the course overview?

This training course shows participants how differences in personalities can influence their leadership style and provides them with practical tools to work more effectively with supervisors, subordinates, peers, and individuals outside the Agency.

### Who should take this course?

The audience for this course is EPA staff involved in Superfund site/incident management and response.

### What are the course learning objectives?

Participants who complete this course will gain skills to:

- Understand their own personal approach to work relationships and identify ways to use this knowledge to improve their interactions with their supervisors, subordinates, peers, and external contacts.
- Observe, assess and understand how others approach their professional relationships, and apply methods to avoid conflicts and promote consensus.
- Consider how combining different personal approaches to work issues can yield breakthroughs in solving difficult problems.

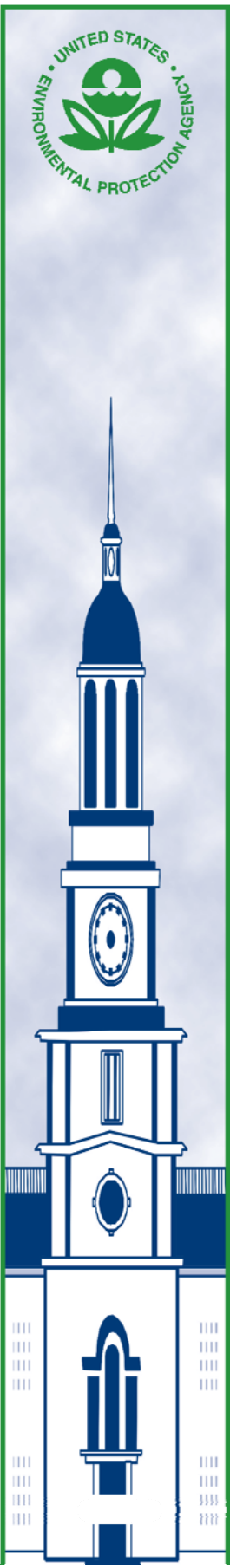
### What are the logistics?

This one and one-half day course combines fast-paced interactive discussions, small group activities, practical application exercises, and self-assessment tools, including the Myers-Briggs Type Indicator (MBTI). Results of the MBTI will be kept confidential by the trainers, unless participant gives explicit permission to disclose results. A final exercise allows participants to consolidate their insights from the workshop by applying them to a case study based on a real-life situation. Recommended course size: 25-30.

Terry Brubaker is the lead trainer. Mr. Brubaker was Chief of the Emergency Response Office in Region 9 from 1981-2002. He is currently an independent consultant on emergency management solutions to EPA, FEMA, USCG and other agencies.

### Is there available background material?

For more information about Myers-Briggs Personality Types, see <http://www.myersbriggs.org/>.



# Mastering Meetings

## What is the course overview?

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

## Who should take this course?

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

## What are the course learning objectives?

Participants who complete this course will gain skills to:

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

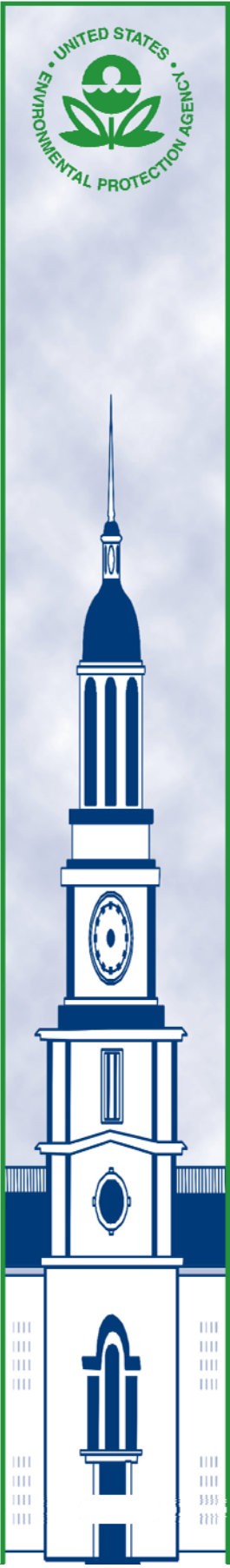
## What are the logistics?

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

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

## Is there available background material?

- A course workbook will be distributed to course participants.
- Additional information on CDR Associates and their training can be found at [www.mediate.org](http://www.mediate.org).



U.S. EPA Community Involvement University

# Media/Spokesperson Training

## Basic – Working With Today’s News Media

### What is the course overview?

EPA employees across the country are responsible for talking to reporters each and every day. What they say and how they present themselves are critical in establishing trust and credibility for the Agency. Even those who are old hands at working with the news media often find themselves in an all new landscape as newsrooms streamline operations and move to a 24/7 news cycle. Understanding today’s multimedia reporters—those who appear behind and in front of the camera, blog and use other social media channels—need and want from their news sources is vital to effectively conveying information to your many stakeholders.

### Who should take this course?

This course is for any EPA staffer who wants to talk with reporters in a professional manner and for those who need a refresher course on how today’s news media gathers and reports the news.

### What are the course learning objectives?

Participants who complete this course will gain skills to:

- Understand how today’s media operates.
- Learn how to work with all types of news reporters, including multimedia reporters.
- Craft organizational messages geared to specific media outlets.
- Deliver effective messages and fine tune interview skills.

### What are the logistics?

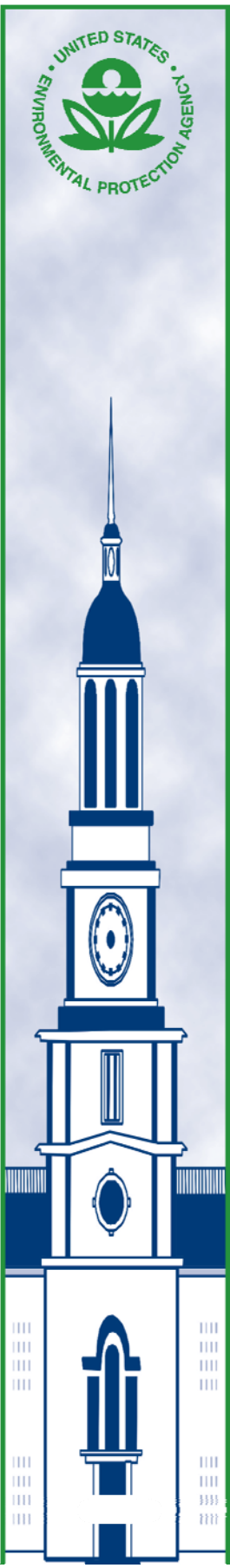
The one-day workshop includes a brief overview of EPA’s history and relationship with the news media, how news rooms operate, and the effect of today’s 24/7 news cycle on the delivery of news. Where possible, the course will include a presentation by a guest print or TV reporter who covers news in the workshop market. Much of the course will be devoted to practicing interview skills. Participants will work in teams of three to develop key messages for relevant real-life scenarios. These messages will be delivered “news conference” style, followed by a group critique. The workshop will include an “on-camera” portion. Recommended course size: 15-18.

This course is taught by Pamela Avery and Dominic Frederico. Pamela Avery was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show and a documentary on RCRA projects for the EPA. She has provided communications training courses for the EPA for more than 10 years. Dominic Frederico is an Emmy-award winning TV photojournalist who, as an independent cameraman, regularly works on news stories and documentaries for dozens of major network and cable TV programs.

### Is there available background material?

Participants will receive the following:

- EPA Spokesperson/Media Training Manual
- DVD of their on-camera interviews



# Media/Spokesperson Training

## Intermediate/Advanced – Know What to Say and How to Say It

### What is the course overview?

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

### Who should take this course?

The target audience is any EPA staff who have been or could be tapped as a spokesperson for their site, project or division would benefit from taking this course; for example, Public Information Officer (PIO), Project Manager, Project Leader, Remedial Project Manager, (RPM), Community Involvement Coordinator (CIC), On-Scene Coordinator (OSC), and/or other EPA staffers who deal with the public. The suggested prerequisite for this course is the Basic Media/Spokesperson Training course “Working with Today’s News Media” or equivalent experience.

### What are the course learning objectives?

Participants who complete this course will gain skills to:

- Prepare for interviews or public speaking engagements
- Know their rights as a news source
- Craft their organization's messages
- Deliver their messages effectively – even during a crisis

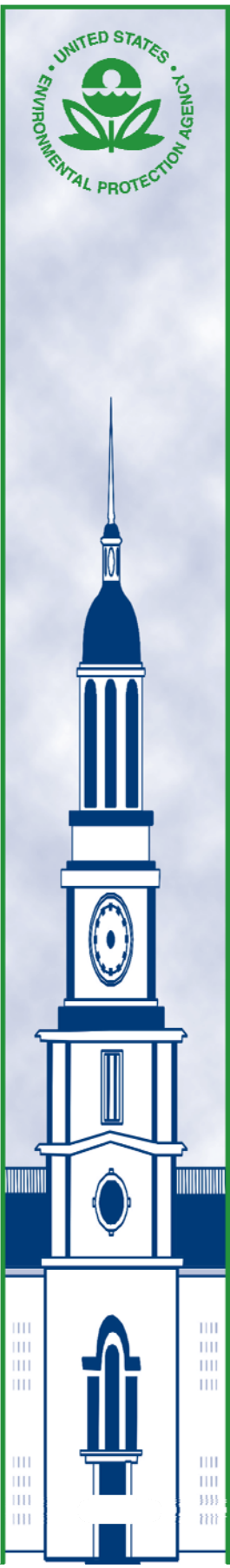
### What are the logistics?

This one-day, interactive course features customized scenarios relevant to each participant's program or project, and one-on-one videotaped sessions with a professional interviewer and photojournalist. Participants are required to complete a short questionnaire about their projects a few weeks prior to the course. Recommended course size: 12-14.

This course is taught by Pamela Avery and Dominic Frederico. Pamela Avery was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show and a documentary on RCRA projects for the EPA. She has provided communications training courses for the EPA for more than 10 years and serves as a neutral facilitator for the EPA. Dominic Frederico is an Emmy-award winning TV photojournalist who, as an independent cameraman, regularly works on news stories and documentaries for dozens of major network and cable TV programs.

### Is there available background material?

Participants will receive an EPA Spokesperson/Media Training Manual during the course and a DVD of their on-camera interviews after the session.



U.S. EPA Community Involvement University

# Media/Spokesperson Training

## Advanced – Polish Your Spokesperson Skills

### What is the course overview?

Designated EPA spokespersons must stay current and confident when it comes to providing information to the news media and their many audiences. This individual coaching session will enhance your spokesperson skills to help you more effectively deliver your messages, even under pressure.

### Who should take this course?

This course is for experienced spokespersons who want to further refine their skills. The suggested prerequisite for this course is the Basic Media/Spokesperson Training course “Working with Today’s News Media” or equivalent experience.

### What are the course learning objectives?

Participants who complete this session will gain skills to:

- Fine-tune key messages.
- Look, sound and feel confident during an interview or presentation.
- Take effective control of an interview.
- Deliver messages effectively—even under pressure.

### What are the logistics?

These intensive concurrent coaching sessions will include customized scenarios relevant to each participant’s current project, issue or site. Each onsite session will be videotaped and critiqued in private. A phone interview with each will be arranged and taped, and a critique of the transcribed interview emailed to the participant. Coaching is limited to 8 participants a day who receive individual on-camera training.

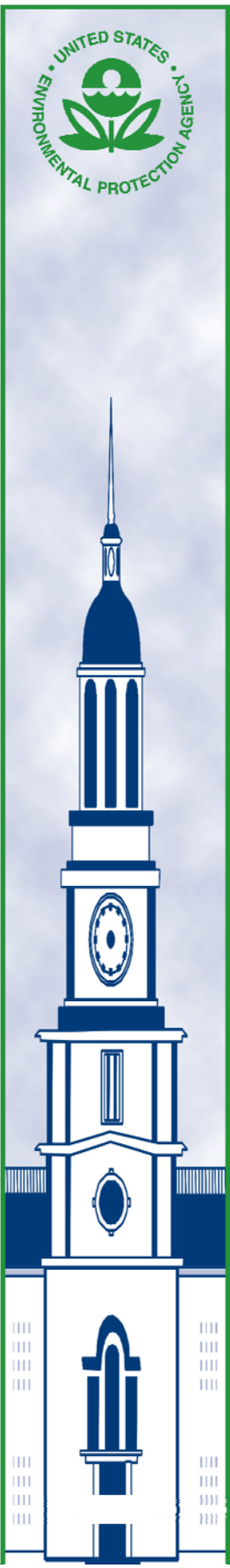
Participants are required to provide information to the trainers prior to the coaching session, to commit one hour for the on-camera session, 15 minutes for the phone interview, and 15-30 minutes to review the critique.

This course is taught by Pamela Avery and Dominic Frederico. Pamela Avery was a newspaper reporter and national magazine editor for nearly 20 years and produced a nationally syndicated environmental radio show, and a documentary on RCRA projects for the EPA. She has provided communications training courses for the EPA for more than 10 years and also serves as a neutral facilitator. Dominic Frederico is an Emmy-award winning TV photojournalist who, as an independent cameraman, regularly works on news stories and documentaries for dozens of major network and cable TV programs.

### Is there available background material?

Participants will receive the following:

- EPA Spokesperson/Media Training Review Guide.
- DVD of their on-camera interviews.
- Critique of their phone interviews after the session.



U.S. EPA Community Involvement University

# Present Effectively with Style and Skill at Public Meetings

## A Spokesperson Training

### What is the course overview?

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

### Who should take this course?

This course is for any EPA staffer who is required to present information to his or her stakeholders, especially those who engage in public meeting preparations.

### What are the course learning objectives?

Participants who complete this course will gain skills to:

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

### What are the logistics?

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

This course is taught by Pamela Avery and Dominic Federico. Pamela Avery has been providing EPA spokesperson training for the past decade. A skilled presenter, she has developed effective presentations for numerous nonprofit and corporate clients and has conducted the presentation training at National Association of Remedial Project Managers conferences for the past three years. Emmy-award winning TV photojournalist Dominic Federico has been helping EPA and other agencies with their spokesperson skills for the past eight years.

### Is there available background material?

Participants will receive the following:

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



U.S. EPA Community Involvement University

# Public Participation for Technical Staff

## How to Make Participation Work for You

### What is the course overview?

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

### Who should take this course?

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

### What are the course learning objectives?

Participants who complete this course will gain skills to:

- Explain necessary elements for a successful public participation plan
- Describe the role of the RPM/OSC in assuring the elements of successful public participation plans are put into place
- Assess and apply communication skills and public participation techniques needed to support effective public participation, including active listening, risk communication, media relations, and managing hostile meetings
- Explain the purpose and function of a Community Involvement Plan

### What are the logistics?

This one-day course uses interactive exercises and practical tips to enliven the basic theory and reinforce skills. More specifically, the course style includes lectures, interactive exercises, and case studies. Courses include reading materials and relevant handouts. Recommended course size: 10-30.

This course is taught by Doug Sarno, a civil engineer with more than 25 years experience in Superfund and environmental cleanup. He has devoted much of his career to improving environmental decision-making and effectively engaging diverse groups of stakeholders in complex and controversial decisions.



# Reader-Focused Writing (Advanced)

## Writing Made Easy, Review Made Easy, Reading Made Easy

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### What is the course overview?

This course provides participants with a variety of effective strategies for planning, drafting, and editing documents, as well as allowing ample opportunity for practice and feedback from the trainers. Advanced training in selected topics enable participants to become more effective in the workplace through clear, organized, and efficient communication.

### Who should take this course?

This course is for EPA staff who are interested in further improving their writing and review skills. The Basic Reader-Focused writing course is strongly recommended prerequisite.

### What are the course learning objectives?

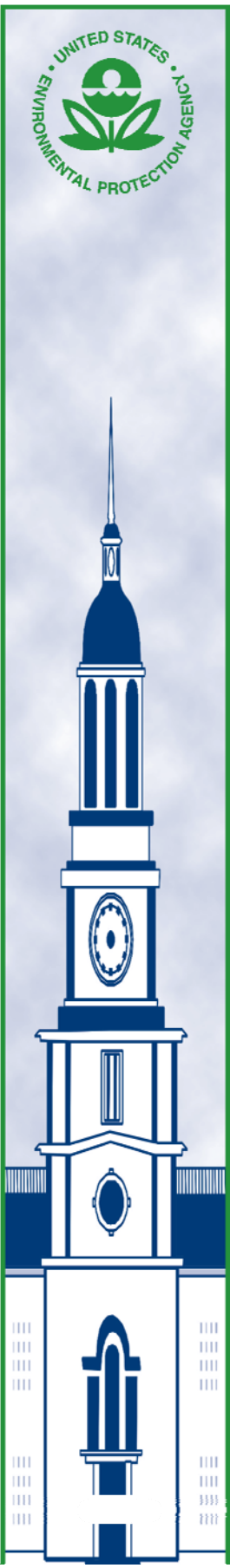
Participants who complete this course will gain skills to:

- Review documents more efficiently and effectively
- Give and receive effective feedback on documents
- Analyze, write, rewrite, and reorganize clear, reader-focused materials for their constituents

### What are the logistics?

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

The course will be conducted by the Kleimann Communication Group professionals, who are nationally acclaimed trainers, public speakers, consultants, and authors, specializing in written and spoken communication in the workplace.



# Reader-Focused Writing (Basic)

## Writing Made Easy, Reading Made Easy

### What is the course overview?

Many people are used to writing for themselves rather than those who will actually use a document. This course helps participants use plain language and effective design techniques to create clear and usable documents for readers. This two-day course provides hands-on exercises such as developing a key message, organizing/mapping supporting points, developing effective transitions, and using a section x-ray to check for logic and effectiveness. Save time, frustration, and learn a replicable process for writing clear, concise communications pieces such as reports, briefing papers, memos, web content, and other project- or program-related documents.

### Who should take this course?

This course is for those who develop EPA outreach materials and who wish to save time and frustration in writing materials that are easy to read and understand.

### What are the course learning objectives?

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

Participants who complete this course will gain skills and experience to:

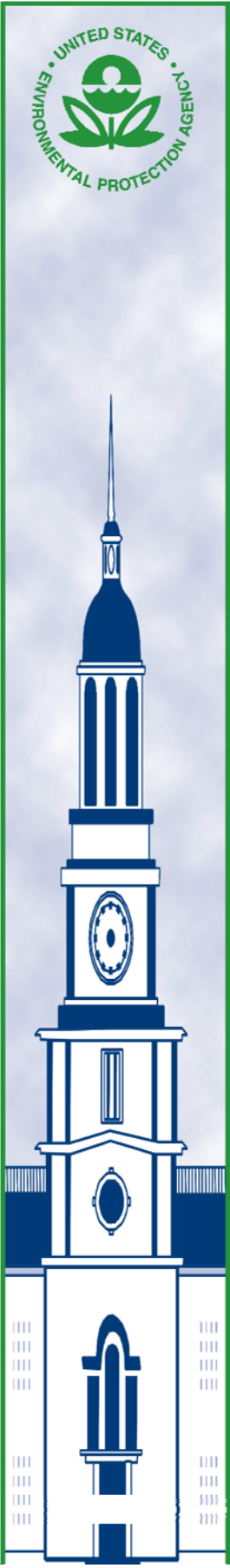
- Plan the document to ensure a successful outcome;
- Organize information to make the document user friendly;
- Develop the appropriate format;
- Select the most suitable words to clearly convey the message; and
- Construct powerful sentences.

### What are the logistics?

This two-day course helps participants learn a structured writing process that includes planning, drafting, and self-reviewing documents. On Day 1, participants will learn to develop and present a key message that gives a focus to the document. They will then learn to map supporting information so that it is organized logically and clearly around the key message. Finally, they will learn how to construct clear sentences, use effective transitions, and write with appropriate tone. On Day 2, participants will learn to self-review documents by using a section x-ray to check for logic and coherence. They will also learn tips for checking mechanics and grammar before sending their documents for external review. On both days, participants will work in small groups to create a sample EPA document, using the process, tools, and tips learned.

Recommended course size: 10-20.

The course will be conducted by the Kleimann Communication Group professionals, who are nationally acclaimed trainers, public speakers, consultants, and authors, specializing in written and spoken communication in the workplace.



# Risk and Decision Making

## What is the course overview?

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

## Who should take this course?

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

## What are the course learning objectives?

Participants who complete this course will gain skills and experience to:

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

## What are the logistics?

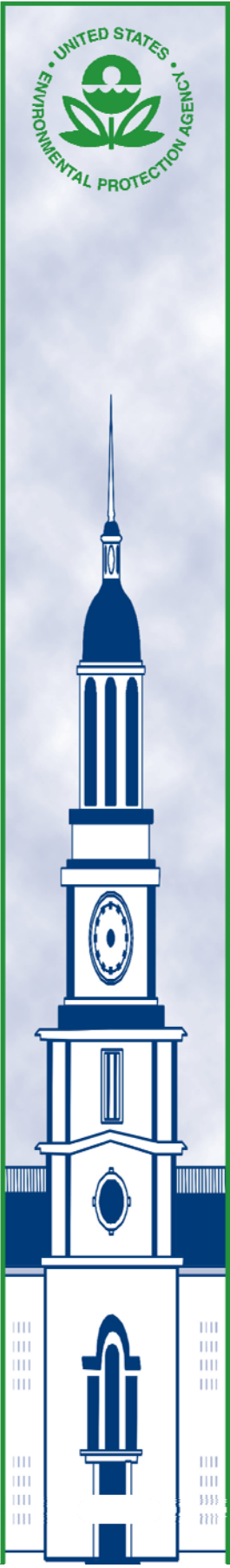
This two-day training course focuses on a case study involving toxic air, water and soil contamination where no regulatory standard exists and where the public is concerned about their health. More specifically, the course style focuses on facilitated discussions, lead by the trainer, which draw on participant’s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

This course is taught by EPA’s Arnold Den, a Senior Science Advisor in EPA’s Region 9. Arnold is a first year member of EPA with almost 39 years of experience dealing with health, risk and risk communication issues. In addition, he has been offering workshops in risk assessment or risk communications (with Alvin Chun) both nationally and internationally since the late 1980s.

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

## Is there available background material?

Course materials include a participant manual and other relevant handouts.



# Risk and Public Involvement

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

### What is the course overview?

Often “communication” is conveyed through our reputation, attitudes, inactions, and silence, as well as our actions and words. This course discusses how to establish trusting relationships by being accepting and understanding of different points of view; transparent in our thinking; able to communicate and behave to be understood and credible; and able to manage our actions and words to reinforce our intentions. This course explores the nuances in risk communication as well as including a brief overview of risk and decision making.

### Who should take this course?

The target audience is EPA and EPA-affiliated Superfund staff and managers, including Remedial Project Managers (RPMs), On-Scene Coordinators (OSC), Site Assessment Managers (SAMs), and Community Involvement Coordinators (CICs), who are familiar with basic concepts of risk assessment. This course is also appropriate for EPA and EPA-affiliated technical staff and public involvement staff who are familiar with basic concepts of risk assessment and wish to broaden their understanding of risk communication. Suggested prerequisites are *Risk and Decision Making* or experience/training with basic concepts of risk assessment.

### What are the course learning objectives?

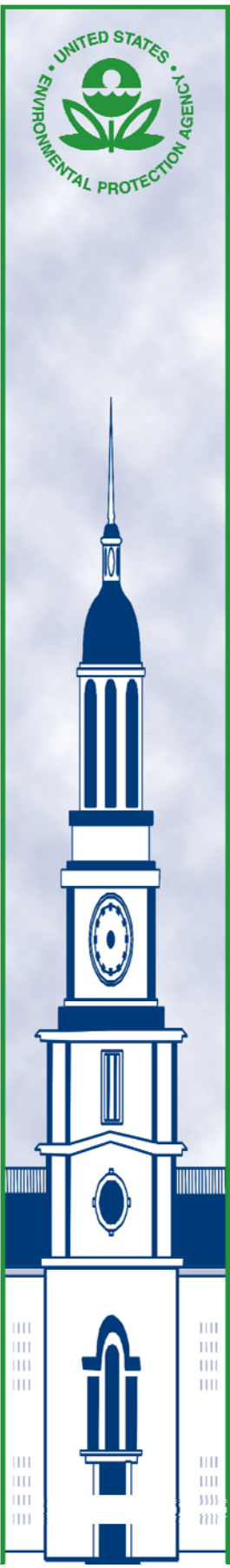
Participants who complete this course will gain skills to:

- Develop a conceptual framework for establishing trust and communicating with the public
- Evaluate how individual attitudes are influenced by “traditional” routes of accountability and expected results
- Set clear expectations, describe those expectations, demonstrate a willingness to negotiate within those expectations, and develop a strategy to manage those expectations
- Discuss public perception and trust of government organizations (and government employees) based on their past experiences and develop approaches to modify those negative perceptions

### What are the logistics?

This three-day training course uses interactive exercises and practical tips to enliven the basic theory and reinforce skills. More specifically, the course style focuses on facilitated discussions, lead by the trainer, which draw on participant’s expertise and professional experiences. Courses include reading materials and relevant handouts. Recommended course size: 15-25.

This course is co-taught by Alvin Chun, a retired U.S. Public Health Service Officer. Captain Alvin Chun is the former Director of EPA’s National Center for Risk Communication and Public Involvement. Captain Chun provides workshops and consultation nationally and internationally to a host of organizations including various State Environmental Departments, the US Navy, the Department of Homeland Security, the Army Corps of Engineers, the American Bar Association, British Columbia Ministry for the Environment, China SEPA, the South Australian EPA, and the South Australian Centre for Public Health.



This course is also co-taught by Arnold Den, a Senior Science Advisor in EPA's Region 9. Arnold is a first year member of EPA with almost 39 years of experience dealing with health, risk and risk communication issues. In addition, he has been offering workshops in risk assessment or risk communications (with Alvin Chun) both nationally and internationally since the late 1980s. Arnold specializes in risk assessment and risk communication

## Is there available background material?

### Relationship and Trust Building

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

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

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

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

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

### Dealing with Fear, Anger, Conflicts

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

# Risk Communication Training

## What is the course overview?

This course provides participants with hands-on skills to handle challenges with any stakeholder, internal or external, in any situation for any communication issue. Also, the course provides tools and skills for effectively identifying and prioritizing stakeholder groups; obtaining effective information from and develop relationships with stakeholders; developing risk communication messages; and determining the most effective methods and tools for conveying these messages.

## Who should take this course?

This course is for EPA staff who want to improve their risk communication skills with any stakeholder, internal or external on any issue that could impact your organization's mission. These issues may include 1) environment, safety, and health perceptions or 2) agendas such as political, economic, social, cultural and 3) dealing with emotions such as anger and fear. There are no suggested prerequisites.

## What are the course learning objectives?

Participants who complete this course will gain skills to:

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

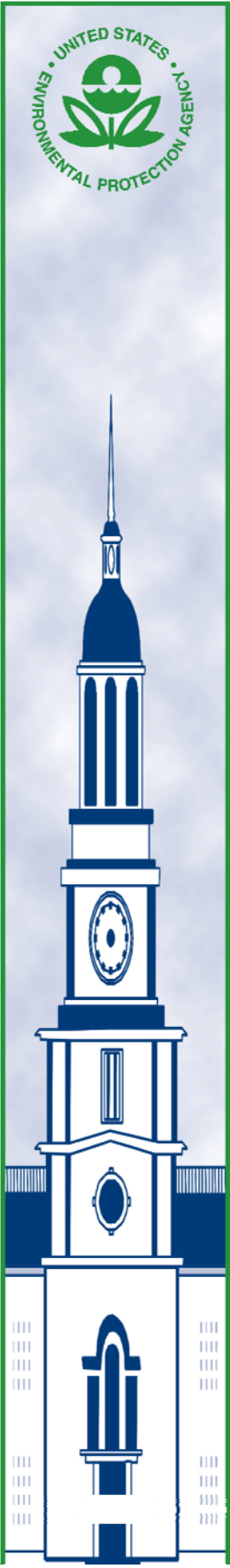
## What are the logistics?

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

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

## Is there available background material?

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





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\*OSWER Training Coordination Team Representative

[Return to Course List](#)





U.S. EPA Community Involvement University

# EPA Conflict Prevention Resolution Center (CPRC)

## Purpose:

CPRC is EPA's national office for Alternative Dispute Resolution (ADR), providing environmental ADR services, training, and collaborative problem solving and public engagement expertise for the entire Agency. For more information on CPRC, visit: <http://intranet.epa.gov/adr/>.

## Logistics:

CPRC training courses are coordinated by Margaret Ross. For more information, contact Margaret Ross at: 202-564-3221 or [ross.margaret@epa.gov](mailto:ross.margaret@epa.gov).

## Course List:

- Apology: A Tool for Conflict Prevention or Resolution? (4 hours): The discussion examines whether – and if so, who, where, how, and when – there is a place for apology (big or little; informal or formal; private, personal, or public) in dealing with those who are unhappy, angry, or dissatisfied with public officials. The workshop includes interactive lecture, discussion, and video clips of good and bad apologies. In addition, trainers lead a discussion of cultural issues surrounding apology and restorative justice.
- Charrettes: Redevelopment by Design (8 hours): EPA's cleanup programs have set a national goal of returning formerly contaminated sites to long-term, sustainable, and productive use. Charrettes, which gather public input into land design, are widely used in mainstream land redevelopment because it is effective in overcoming common barriers in hard-to-develop properties. This one-day orientation will cover the nature of a charrette; how it can be used to resolve issues and overcome impasses related to land redevelopment; when it is appropriate to use a charrette; and how to access this and other land-use dispute resolution tools for Superfund. The training will be reinforced through online refreshers.
- Interest-Based Negotiations: Getting from No to Yes (8 hours): Both experienced and newer project managers can benefit from this interactive training. Learn the basics of interest-based negotiations, including how to distinguish positions from interests and how to discover what's needed for successful negotiation or collaboration. This course will discuss ways to decide who to involve in negotiations and what issues the group may be able to successfully negotiate. Participants will practice skills such as active listening, questioning, and reframing in the context of designing and conducting negotiations.
- Situational Assessment: Fitting the Forum to the Fuss (4 hours): Situation Assessment allows you to custom design the public input, public involvement or negotiation process to fit the decision, the stakeholders and the issues at stake. The course uses several case studies as interactive exercises to walk participants through the situation assessment process. Participants who complete the course will be able to conduct a simple situation assessment, will know when and what kind of expert help might be needed for more complex decisions, and will understand how to use the results of a situation assessment to design an appropriate public involvement or negotiation process.

[Return to Course List](#)

