



# WORKBOOK FOR ASSESSING CHANGE CHALLENGES IN DAIRY REGIONS



*December 2013*

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## INTRODUCTION

This Workbook was developed to enable groups to understand and support changes in their region occurring due to particular social, environmental, and economic pressures. It outlines a practical and useful group process to guide potential collective action, how to work together, and coordinate your response to a challenge given different responsibilities and roles of stakeholders.

The Workbook process has been drawn from a decade of work by the Rural Innovation Research Group at The University of Melbourne combined with other major resilience assessment frameworks (see Resilience Alliance 2010). It has been designed to be useful for a range of groups or project teams across a variety of scales and timelines of change. While underpinned by a theoretical framework it is written in everyday language where only basic knowledge of resilience concepts is required.

The process is primarily targeted at challenges facing regional agriculture but can be used at a range of scales. Below are some scenarios where the workbook process might be used.

### Workbook Use Scenario 1

#### *Responding to a regional climate change challenge*

**Situation:** Greater incidence of extreme weather cycles begin to impact the social and economic viability of dairy farming in the Goulburn-Broken catchment

**Timeframe of change:** Medium-long term challenge

**Action:** Murray Dairy (<http://murraydairy.com.au/>) want to address the challenge by gathering information about potential future impacts of weather cycles on dairy farming in the region. They pull together a group of stakeholders (farmers, processors, local community, researchers, and consultants) to assess the challenge and consider what possible initiatives might be most effective responses. The Workbook is used to guide the workshop process.

### Workbook Use Scenario 2

#### *Policy changes at a national level*

**Situation:** The Federal Government has introduced legislation requiring dairy farmers to annually report nutrient balances and maintain nutrient losses within set levels. These levels require considerable farming system changes for the majority of Australian dairy farmers within the next 12 months.

**Timeframe of change:** Short-medium term challenge

**Action:** Dairy Australia (<http://www.dairyaustralia.com.au/>) want to formulate an initiative to provide farmers with the skills and knowledge to adjust to the new legislation. They use the network of Dairy Australia Regional Coordinators to gather information from each region to guide their response. The assessment and evaluation workbook is used to guide each Regional Coordinator in running a workshop in their region, with the information gathered back together by Dairy Australia in a form where they can compare easily the particular challenge facing each region.

## USEFUL TOOLS FOR YOUR PROCESS

The Workbook includes some helpful frameworks and ideas for teasing out the challenges and perspectives you will face during the assessment process. Look for the symbol below where a suggested tool is provided in the 'Workbook Tools' Appendix.



**Workbook tool**

## WHO COULD USE THIS WORKBOOK

This Workbook is set up to cover general concepts applicable to people or groups facing a socio-economic or socio-ecological challenge. While initially targeted at regional water management, it can be used by groups including: agricultural industry groups, public sector organisations, farmer groups, and local community groups.

## EXPLAINING SOME WORKBOOK TERMS

While this workbook has been designed to limit the use of jargon, some terms are explained below.

The ability of a person, community, or ecological system to achieve a specified outcome. Social capacity can relate to the skills, knowledge and connections relevant to a particular issue.

**Capacity**

The particular situation that you face. In this workbook it is assumed that this situation involves some significant and challenging change.

**Change challenge**

Resilience is the ability of a system to absorb shocks, to avoid crossing a threshold into an alternate and possibly irreversible new state, and to regenerate after disturbance (RA 2010).

**Resilience**

**Desired change**

The change you want to occur. Involves collective assessment of the possible trajectories of change, along with a collective decision-making process around the most desired trajectory.

**Scenario**

A possible future course in regard to the challenge you're facing. There might be many possible scenarios which are dependent on changes in factors such as legislation, climate, economics, and consumer behaviour.



## PLANNING YOUR WORKSHOPS

The process outlined in this Workbook is designed to fit within two separate workshops, each of about four hours duration. Naturally your own process, and the time/resources you have available to allocate to it, may vary from this general design with more or less workshop time and adaptation of the workbook components. View this document as a guide to your process which you can adapt.

### WORKSHOP FACILITATION

This workbook is designed to help you work your way through the ‘messy’ problem of resilience. It has been written in a way which requires little prior knowledge of resilience terminology or processes. In effect it is aimed at guiding you through the thinking process. You should consider engaging an experienced facilitator to help with the process, to keep the group moving forward while also facilitating open exchange of ideas and lateral thinking. Your facilitator will also have experience in planning an effective workshop and therefore it is good to involve them as you plan the day(s).

You can also run the workshops without engaging an external facilitator; however select a member of the group to the facilitator role. This person does not have to be experienced in facilitation however they will need to be prepared to direct the conversation and activities if things are running off course.

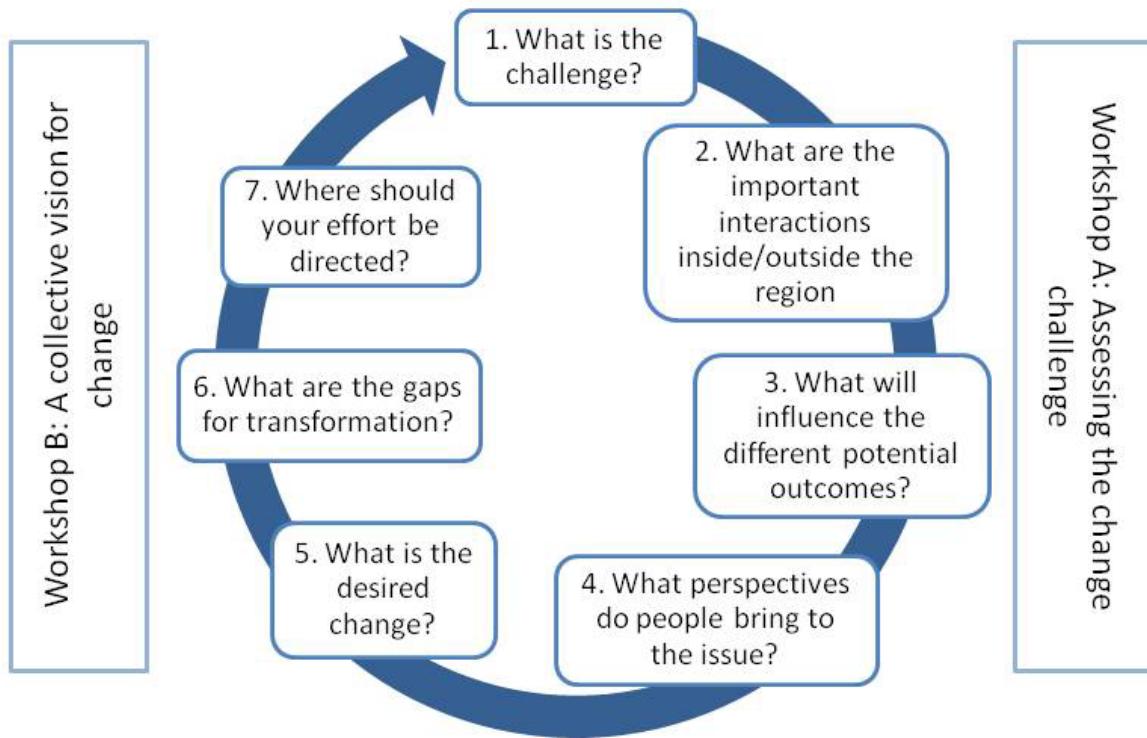
### INVITING PEOPLE TO THE WORKSHOP

Getting the right people along to your workshop is important. Think about the different people/groups who have a stake in the issue, as getting a wide variety of views is vital to appropriately assess the different perspectives. You might know that some people/groups have outspoken views, or opinions quite different from your own, but these different perspectives can help broaden a groups thinking when trying to focus in on the challenge.



## RUNNING YOUR WORKSHOPS

In this Workbook there are seven stages to the process of assessing your ‘change challenge’ (Figure 1). Working through these stages has been split into two tasks for the two workshops: ‘Assessing the change challenge’ and identification of ‘A collective vision for change. The two stages take your group from defining the challenge and making sense of it and the different perspectives involved, to identifying different change scenarios and a scenario you collectively wish to support.



**Figure 1.** Seven stages to the process of assessing your ‘change challenge’

## WORKSHOP A: ASSESSING THE CHANGE CHALLENGE

This first workshop is aimed at defining the ‘change challenge’ you face while taking some time to step back and consider the different perspectives and roles of those involved. There may also be a complex interplay of social, economic and environmental factors to consider. In order to assess the change challenge you need to consider the following three points:

Step	Activities	Approximate time
1. What is the change challenge?	- Defining the challenge - Who are the stakeholders?	1.5 hours
2. What are the important interactions inside/outside the region?	- What are the interactions that impact your system?	1 hour
3. What will influence the different potential outcomes of change?	- Map out potential future scenarios	1 hour
4. What perspectives do people bring to the issue?	- What are the perspectives of the stakeholders?	30 mins

### STEP 1: WHAT IS THE CHALLENGE?

Sometimes the challenge at hand is more complex than we first think, with conflicting views from different stakeholders and multiple future outcomes dependant on interactions between factors such as people, institutions, and the environment. This section provides a process for narrowing in on the particular challenge you face.

#### ACTIVITY: DEFINE THE CHALLENGE

Use a whiteboard or flip chart to capture a brainstorming session aimed at focussing in on the challenge. To start the discussion, ask the group the question:

**“Identify the main features of this change challenge”**

Particular aspects to explore during this session involve:

- What are the main issues involved in the challenge?
- What are the boundaries to the challenge? (geographically, socially)
- What is the history of the challenge? (i.e. have similar events occurred before?)
  - Past disturbances
  - Frequency of occurrence of the challenge
  - Changes in recent times (more/less frequent, more/less intensity)
- How has the system/region/community changed over time? (e.g. water use practices, production, community, farming types)
- How have people reacted to the challenge so far?



### Workbook tool A1

Use the *Defining the issue* framework provided (Tool A1)

### ACTIVITY: WHO ARE THE STAKEHOLDERS?

Discuss the stakeholders who are relevant to your challenge, using the stakeholder assessment framework provided to help with this. Questions to consider in regard to stakeholders are:

- What are their existing roles or interests?
- What is their level of influence in this challenge? (Low, Medium, High)
- How much are they currently engaged with the challenge? (Low, Medium, High)
- What resources/capacity do they potentially offer?



### Workbook tool A2

Use the *Stakeholder assessment* provided (Tool A2)

### **STEP 2: WHAT ARE THE IMPORTANT INTERACTIONS?**

It is important to understand the interactions within the system boundaries of the challenge you are assessing, as well as the interactions with larger-scale systems. For example, such interactions might involve the impact of State legislation on your region, or the way that broader changes in your region will affect individual farms.

### ACTIVITY: WHAT ARE THE INTERACTIONS THAT IMPACT YOUR SYSTEM?

Consider the interactions which happen with your system from outside, and within. Use the questions below to explore these interactions.

- What are the main influences from larger-scale systems on your system?
  - e.g. The impact of State/Federal legislation, Global commodity markets, Climate factors, Environmental/animal welfare organisations
- What are the main interactions within the system that influence the challenge?
  - e.g. Influence of local communities, Farmers or farmer groups
- What are some thresholds which might lead to change
  - Consider if these changes are smooth or sudden, social/economic/ecological, reversible?



### Workbook tool A3

Use the *Assessing Interactions* framework provided (Tool A3)

## **STEP 3: WHAT WILL INFLUENCE THE DIFFERENT POTENTIAL OUTCOMES?**

At any time there are a variety of pathways along which a challenge can progress. To work out which potential outcome is more desirable we first need to consider the drivers behind each and the likelihood of different outcomes becoming reality.

### **ACTIVITY: MAP OUT POTENTIAL FUTURE SCENARIOS**

In Workshop B you will explore different change scenarios that could occur from your current challenge. To start the thinking, address these initial questions:

- What are some possible future scenarios in response to the current challenge?
- How might these scenarios play out in the short to medium term?
- And what might influence each of these scenarios becoming reality? (i.e. what are the major drivers for each scenario)
- What types of natural and social capital need to be maintained to enable adaptation, reorganisation, renewal



#### **Workbook tool A4**

Use the provided (Tool A4)

## **STEP 4: WHAT PERSPECTIVES DO PEOPLE BRING TO THE ISSUE?**

Your workshop group will contain a cross-section of stakeholders relevant to your challenge however there may be others to consider. Stakeholders will also have differing perspectives on the challenge which can help to provide you with the broad picture and identify potential areas of conflict.

### **ACTIVITY: WHAT ARE THE DIFFERENT PERSPECTIVES OF STAKEHOLDERS?**

Get people in your group to take the role of different stakeholders (if some stakeholders are not present, try to represent their perspectives), ask these questions and capture them using workbook tool A5

- What are the stories being told (perspectives) from each stakeholder about the issue
- What are the disparities/commonalities between these stories?
- Which stakeholders are closely connected, which are not connected at all?



#### **Workbook tool A5**

Use the *Stakeholder perspectives sheet* provided (Tool A5)

### **ACTIVITY: KNOWING YOURSELF**

In Workshop B you will start working to define your desired change scenario as you collectively move towards creating an action plan. At this point it is also useful to consider the position your group is taking in respect to the change challenge.

- What kind of change do you wish to enact?
  - e.g. Incremental, large leap (transformation)
- What kind of role do you expect to take in the change process?
  - e.g. Leadership, building capacity for others to lead
- What kind of trade-offs might be required for stakeholders before this change can occur?



#### **Workbook tool A6**

Use the *Knowing yourself* sheet provided (Tool A6)

## **WORKSHOP B: A COLLECTIVE VISION FOR CHANGE**

In second of two workshops, the focus is on bringing together your vision for change. Having considered the change challenge or issue in Workshop A, it is now critical that participants work together to identify the potential of the dairy region in relation to this challenge.

<b>Step</b>	<b>Activities</b>	<b>Approximate time</b>
What is the desired change?	<ul style="list-style-type: none"> <li>- A group analysis of the change challenge you are facing</li> <li>- The development of three different change scenarios for your region</li> </ul>	1.5 hours
What are the gaps for achieving change (transformation)?	<ul style="list-style-type: none"> <li>- What are the incentives, awareness, experimentation, reserves and governance to support change?</li> </ul>	1.5 hours
How should you direct your efforts?	<p><i>Should we act?</i></p> <ul style="list-style-type: none"> <li>- What is already happening (to support or move towards your desired change)? What initiatives? Projects? Alliances? Arrangements?</li> <li>- Who is involved in these? And at what scale/s (local, regional, national, other)?</li> <li>- What is the mandate for leading change in the area of your change challenge? Who has this mandate?</li> </ul> <p><i>How do we act?</i></p> <ul style="list-style-type: none"> <li>- Who needs to be involved?</li> <li>- What are the barriers to your change challenge?</li> </ul>	1 hour

### **STEP 1: WHAT IS THE CHANGE DESIRED CHANGE?**

In Workshop 1 you described the regional change challenge or issue that is occurring or anticipated in your region. To continue to work towards a form of action it is important to think about the change you want to occur, called the ‘desired change’. Different actions taken will support or weaken your capacity to achieve the desired change. Assessing your capacity to support this desired change will be addressed in the next part of this workshop.

This is one of the most challenging aspects of considering regional change. To help think about what might be desired change for you and your region, you can begin Workshop B with a two-part activity:

1. A **group analysis of the change challenge** you are facing
2. The **development of three different change scenarios** for your region.

### **ACTIVITY: GROUP ANALYSIS OF THE CHANGE CHALLENGE**

Participants to work together to identify the Opportunities and Threats associated with their regional change challenge.

Using a large version of the table below, or creating ‘opportunities’ and ‘threats’ headings and putting them on a wall or whiteboard, participants use post-it notes to record in a section on the wall/board.

Start by identifying all the **opportunities** you can think of that may arise from the proposed change. List these and then **choose 3** that the group feels are the most important. Repeat the process by identifying the **threats** posed by this change challenge, and select the 3 most important.



#### **Workbook tool B1**

Use the *opportunities and threats* table provided (Tool B1)

### **ACTIVITY: DEVELOPMENT OF THREE DIFFERENT CHANGE SCENARIOS FOR YOUR REGION**

The next step is to develop three different **change scenarios** from the opportunities and threats you have identified. The time frame for thinking about these change scenarios (storylines) is **2030**.

This step is to help you to think about what kind of change might be possible or most desirable for the environment, communities and economies of your region. Don’t be constrained by what is currently possible: ***this is an exercise in thinking about what kinds of more radical change (or transformation) might be desirable for addressing your challenge.***

Your starting point is the opportunities you have identified in the opportunities and threats analysis:

1. Take the top 3 ‘opportunities’ identified in the analysis.
2. However if your group has identified only a few opportunities, then you might choose to start with the identified ‘threats’. An example of an opportunity is: ‘Use Government incentive to develop new dairy products’...An example of a threat is: ‘water allocations to irrigated agriculture will be lower in the future’.
3. Use the table (Workbook tool B2) to guide your exploration of the selected opportunities/threats. For each ‘opportunity’ or ‘threat’, fill out this table.



#### **Workbook tool B2**

Use the *exploring opportunities* table provided (Tool B2)

From the table above, develop a brief (one-two sentence) description of a future scenario. Depending on the time you have available and the number of people involved in the workshop there are options for this step which are:

- Option 1: Develop one clear scenario of radical change (transformation) that encapsulates the *main* opportunity you identified together in the opportunities and threats analysis.
- Option 2: Develop several scenarios for radical change (transformation) (using the top 3 'opportunities' or 'threats' as a starting point) across different time and geographical scales (e.g. local, community, regional, national).
- Option 3: Workshop participants divide into smaller groups and work on different scenarios for radical change (transformation) which they bring together at the end of the activity.

An example of a change scenario is given below.

**Change Scenario 1:**

*e.g. The local milk processing plant joins with the dairy community to create an internationally competitive cooperative to sell specialised cheeses over the next 10 years.*

.....  
.....

**Change Scenario 2:**

.....  
.....

**Change Scenario 3:**

.....  
.....

**ACTIVITY: RANKING YOUR CHANGE SCENARIOS**

The next step is for participants to consider the (three) change scenarios and vote on the one they think represents the most desirable change. Voting can be done by participants assigning either 1,2 or 3 points (3 points=most desirable, 1 point=least desirable) to each of the scenarios and collating these points.



**Workbook tool B3**

Use the *Ranking your Change Scenarios* table provided (Tool B3)

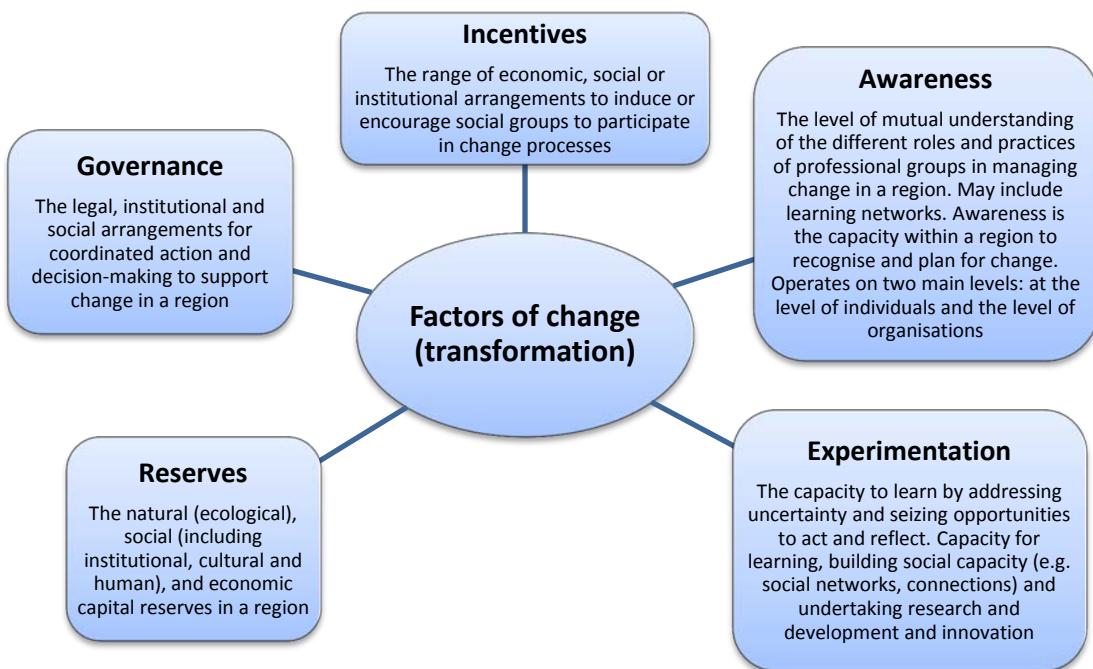
Record the most highly ranked desired Change Scenario here:

.....  
.....  
.....

## STEP 2: WHAT ARE THE GAPS FOR ACHIEVING CHANGE (TRANSFORMATION)?

Having identified your desired change scenario, the next step is to consider what might be required to achieve this scenario; to make it a reality. Here you will explore the region's current capacity for change: in other words, *is the region able to change or transform based on the resources, knowledge, and relationships it has?*

Five key factors that influence the capacity for change (and transformation) within a region are: incentives, awareness, experimentation, reserves and governance.



(The factors ('determinants') of transformation are adapted from Walker, B., L. Gunderson, A. Kinzig, C. Folke, S. Carpenter, and Schutlz. L. 2006. A handful of heuristics and some propositions for understanding resilience in socio-ecological systems. *Ecology & Society* 11 (1): 13.)

The next step is to assess the various factors that determine the capacity of a region to undergo desired change without losing or compromising the knowledge, resources, values, biophysical assets and connections that sustain it. Your focus here is on your region and its capacity to undergo the desired change you identified in your preferred change scenario.

## **ACTIVITY: WHAT FACTORS ARE IMPORTANT TO SUPPORT DESIRED CHANGE?**

In this activity, each of the factors influencing the capacity of a region to undergo this desired change is considered. The aim is to identify the gaps in support for building capacity to work towards desired change.

**TIP:** If you have limited time, at this step participants may decide to divide into smaller groups and each explore different factors and bring these together at the end of this session for sharing and discussion with the whole group.

Firstly, consider the incentives that are available to support your desired change. Give details in the appropriate sections of the table (B4) to indicate which incentives for change are currently in place to your desired support change. Also list any other incentives measures not already noted in this table. If you don't have information about incentives that you *think* are in place, make a note to find out more about these.

Repeat this step for the other four factors – awareness, experimentation, reserves, and governance.

After addressing the issues in each of the tables, also consider these questions

- Which factors do you think are the most important in relation to your desired change?
- What factors are missing or needed?



### **Workbook tools B4-B8: Identifying the five factors influencing capacity to change**

Use the five tables provided (Tools B4-B8)

## **STEP 3: HOW SHOULD YOU DIRECT YOUR EFFORTS?**

The third and final part of the workshop is designed to assist participants to think about what needs to happen to begin to plan for supporting desired change in the face of your change challenge. These are guiding questions to consider when thinking about how to proceed.

### **Should you act?**

Having assessed your regional change challenge and the factors that determine your capacity to support or enable your desired change....it is now the point at which you might sit back and ask 'what should we now *do* about this change challenge?' However before asking this question, it will be important to first consider the question of 'Should we act?'

Participants in this workshop come from a range of professions, perspectives and locations. Understanding what action to support desired change is now needed will participants to consider the following:

1. *What is already happening (to support or move towards your desired change)? What initiatives? Projects? Alliances? Arrangements?*
2. *Who is involved in these? And at what scale/s (local, regional, national, other)?*
3. *What or who is/has the mandate for leading change in the area of your change challenge?*

### **How do you initiate change?**

Having decided to act together the next step is to decide where to begin to address your change challenge.



#### **Workbook tool B9**

Use the table provided (Tool B9)



## AFTER THE WORKSHOPS

### COMPIILING A WORKSHOP SUMMARY

Capturing the knowledge you have created over the two workshops is vital. Spend some time to write a brief summary of the main lessons you've learnt through this process about your change scenario.

### EVALUATION: TAKING TIME TO CONSIDER THE WORKSHOP PROCESS

This Workbook provides not only a process for assessing an issue; it is also a learning experience for the group involved. Reflection and evaluation provides important feedback as to whether the group members see the process as having been worthwhile, and whether they can provide suggestions for improvement. See the workbook tools section for a suggested evaluation template.



#### Workbook tool C1

Use the *evaluation* framework provided

### NEXT STEPS

Now you've got started on the process, and have thoroughly assessed the issues involved with your change challenge, it's a good time to think of the next steps listed below, the Gardiner Foundation (2012) workbook on 'Strengthening small dairy communities' will provide you with some good ideas.

- Action planning to support desired change
- Maintaining and building the collective vision

## FOR FURTHER IDEAS

Gardiner Foundation, (2012) Strengthening small dairy communities. Accessed from <http://www.gardinerfoundation.com.au/programs/ssdc-toolboxkit.htm>

McKenzie, J. 2007. Capacity Building Resource Manual: A report for the Cooperative Venture for Capacity Building. Rural Industries Research and Development Corporation. RIRDC Publication number 07/102 ISBN 1 74151 499 1

Resilience Alliance. 2010. Assessing resilience in social-ecological systems: Workbook for practitioners. Version 2.0. Online: <http://www.resalliance.org/3871.php>

Walker, B., Holling, C. S., Carpenter, S., & Kinzig, A. (2004). Resilience, adaptability and transformability in social-ecological systems. *Ecology and society*, 9(2). Online: <http://www.ecologyandsociety.org/vol9/iss2/art5/inline.html>

# APPENDIX: WORKBOOK TOOLS

## WORKSHOP A



### Workbook tool A1: Defining the issue

Your analysis	
<b>What are the main issues involved in the challenge?</b>	
<b>What are the boundaries to the challenge? (geographically, socially)</b>	
<b>What is the history of the challenge? (i.e. have similar events occurred before?)</b> <ul style="list-style-type: none"><li>• Past disturbances</li><li>• Frequency of occurrence of the challenge</li><li>• Changes in recent times (more/less frequent, more/less intensity)</li><li>• Other?</li></ul>	
<b>How has the system/region/community changed over time? (e.g. water use practices, production, community, farming types)</b>	
<b>How have people reacted to the challenge so far?</b>	



## Workbook tool A2: Stakeholder assessment

Discuss the stakeholders who are relevant to your challenge, what are their main roles or interests, what kind of influence do they have in respect to the challenge, how much are they currently engaged, and what resources do they potential offer?

Key stakeholder groups	Existing roles or interests	Level of influence in this challenge (Low, Medium, High)	How much are they currently engaged with the challenge (Low, Medium, High)	What resources/capacity do they potentially offer?
<b>Community</b> e.g. Local retailers association				
<b>Industry</b> e.g. Farmers, Processors, Consultants, Murray Dairy				
<b>Governance</b> e.g. Federal/state/ local government, government				
<b>Environment</b> e.g. Wetlands Australia				



## Workbook tool A3: Assessing interactions

	Desirable influences	Undesirable influences	Thresholds for change
<b>What are the main influences from larger-scale systems on your system?</b> <i>e.g. The impact of state/federal legislation; global commodity markets; climate factors</i>			
<b>What are interactions within the system?</b> <i>e.g. Influence of local communities; farmers or farmer groups</i>			



## Workbook tool A4: Mapping future scenarios

Think about the following questions:

What are some possible future scenarios in response to the current challenge?	How might these scenarios play out in the short to medium term?	And what might influence each of these scenarios becoming reality? (i.e. what are the major drivers for each scenario)	What types of natural and social capital need to be maintained to enable adaptation, reorganisation, renewal
Scenario 1			
Scenario 2			
Scenario 3			
etc			



## Workbook tool A5: Stakeholder perspectives

Get people in your group to take the role of different stakeholders (if some stakeholders are not present, try to represent their perspectives). Capture each stakeholder perspective as a summary of around 30 words, and note the connections that exist and don't exist between stakeholders.

	30 word summary of their perspective on the issue	Which other stakeholders are they closely connected to?	Which other stakeholders are they not well connected to?
Stakeholder 1			
Stakeholder 2			
Stakeholder 3			
<i>etc</i>			



## Workbook tool A6: Knowing yourself

### Questions to consider

**What kind of change do you wish to enact?**

*e.g. incremental; large leap (transformation)*

**What kind of role do you expect to take in the change process?**

*e.g. leadership; building capacity for others to lead*

**What kind of trade-offs might be required for stakeholders before this change can occur?**

*e.g. incentives for change*

## WORKSHOP B



### Workbook tool B1: Identifying opportunities and threats

Identify all the **opportunities** you can think of that may arise from the proposed change. List these and then **choose 3** that the group feels are the most important. Repeat the process by identifying the **threats** posed by this change challenge, and select the 3 most important.

Opportunities <i>List of opportunities that might emerge from the change challenge</i>	Top 3	Threats <i>List of threats that might emerge from the change challenge</i>	Top 3



## Workbook tool B2: Focussing on the opportunities

Explore the 3 main opportunities (or threats) via this table. Consider the geographic area and timescale, the main drivers which would push this opportunity, who would be most affected, and who would need to be involved. Also discuss how the opportunity might be brought to reality.

	Example opportunity: "Develop new dairy products"	Your opportunity
<b>Geographic area and timescale (e.g. is this a 10 year challenge? 50 year?)</b>	<i>e.g. To be developed within the next 2- 4years in Northern Victoria</i>	
<b>What are the main drivers of this opportunity?</b>	<i>e.g. Adequate water allocations New demand-supply chains for niche products</i>	
<b>Who is most affected by this opportunity?</b>	<i>e.g. Dairy farmers in northern Victoria</i>	
<b>Who has to be involved to make this opportunity a reality?</b>	<i>e.g. Dairy farmer cooperative</i>	
<b>How can this opportunity be seized?</b>	<i>e.g. Stakeholders to establish working group to explore supply issues and product development, identify consumer markets, and plan for product distribution and marketing</i>	



## Workbook tool B3: Ranking your Change Scenarios

Change scenarios	Short description	Participant rankings <i>3 points=most desirable, 1 point=least desirable</i>									Total
		1	2	3	4	5	6	7	8	etc	
Change Scenario 1											
Change Scenario 2											
Change Scenario 3											



## Workbook tool B4: Identifying Incentives

Can you identify the following incentives for change in relation to your change challenge	What is the local scale Incentive? (including farm scale)	What is the regional scale incentive?	What is the national scale incentive?	Other
Tax benefits				
Subsidies				
Structural adjustment				
Membership of decision-making bodies				
Opportunities to be engaged in policy development				
Etc.				
<b><i>What other incentives are needed to support desired change?</i></b>				

### Questions for further discussion:

*Which incentives do you think are the most important in relation to your desired change?*

*What incentives are missing or needed?*



## Workbook tool B5: Assessing awareness

Can you identify the following awareness factors in relation to your change challenge?	Local (including farm scale)	Regional Scale	National Scale	Other
<b>Public communication of science and innovation</b>				
<b>Mechanisms for industry and community engagement in government policy processes</b>				
<b>Mechanisms for sharing information between govts, industry and community</b>				
<b>Opportunities for training and skills development</b>				
<b>etc</b>				
<b><i>What other awareness factors are in place to support your desired change?</i></b>				

Questions for further discussion:

*Which awareness factors do you think are the most important in relation to your desired change?*

*What awareness factors are missing or needed*



## Workbook tool B6: Experimentation

Can you identify the following experimentation factors in relation to your change challenge?	Local scale	Regional Scale	National scale	Other
<b>Learning networks</b>				
<b>Research and Development support</b>				
<b>Independent advice to assist in farmer decision making</b>				
<b>What other experimentation factors are in place to support your desired change?</b>				

### Questions for further discussion:

*Which experimentation factors do you think are the most important in relation to your desired change?*

*What experimentation factors are missing or needed?*



## Workbook tool B7: Reserves

What types of **social, natural and financial reserves** need to be maintained to enable adaptation, reorganisation, renewal?

Can you identify the following reserves in relation to your change challenge?	Local (e.g. farm scale	Regional scale	National scale	Other
<b>natural (ecological)</b> give examples				
<b>economic</b>				
<b>Institutional</b>				
<b>cultural</b>				
<b>social</b>				
<b>What other reserves are in place to support your desired change?</b>				

**Questions for further discussion:**

*Which reserves do you think are the most important in relation to your desired change?*

*What reserves are missing or needed?*



## Workbook tool B8: Governance

Can you identify the following governance factors in relation to your change challenge?	Local (e.g. farm) scale	Regional scale	National scale	Other
Regulatory arrangements				
Cross-jurisdictional decision making mechanisms				
Community/stakeholder relations				
Supply chain management				
<b>What other governance factors are in place to support your desired change?</b>				

### Questions for further discussion:

*Which governance capacities do you think are the most important in relation to your desired change?*

*What governance capacities are missing or needed?*



## Workbook tool B9: Planning Your Work Together

Decision point	Guiding Questions	Your responses to questions
<b>Should we act?</b>	<p><i>What is already happening (to support or move towards our desired change)? What initiatives? Projects? Alliances? Arrangements?</i></p> <p><i>Who is involved in these? And at what scale/s (local, regional, national, other)?</i></p> <p><i>What or who is/has the mandate for leading change in the area of our change challenge?</i></p> <p><i>What are the risks of NOT taking any action?</i></p> <p><i>How important are these risks? (For us? For our organization/s? For our communities?)</i></p>	
<b>How do we act?</b>	<p><i>Who needs to be involved in addressing our change challenge? Who are the most important stakeholders we need to work with?</i></p> <p><i>What mechanisms are there to support the key people and organizations to address the challenge together?</i></p>	
<b>How do we achieve our desired change?</b>	<p><i>What are the barriers in relation to our change challenge? How can we address these together?</i></p> <p><i>What process will we choose to achieve our desired change? e.g. (collaborative change management project; new group to undertake further action planning for change; community engagement process etc).</i></p>	



## Workbook tool C1: Evaluation

*Your feedback will help improve future workshops*

1. Your name (optional): \_\_\_\_\_

2. Overall, how would you rate your workshop experience? (Please circle)

No value at all	1	2	3	4	5	6	7	Extremely valuable
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3. Please tick the appropriate box to indicate your response to each of the statements below:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
A. As a result of this workshop I have a good general understanding of the challenge we discussed					
B. I was able to share knowledge and experience relevant to the practical application of the change challenge					
C. I picked up new information or ideas from other participants					
D. The workshop generated insights that will be useful for me in future					
E. The workshop was well organised and facilitated					

4. The most valuable aspects of the workshop for me were:


5. Was this discussion useful for exploring your change challenge? If so, why? If not, why not?


Would you like to be “kept in the loop” on further developments in this area? YES/NO

**We thank you for your feedback and participation!**