

From: [Laura Pickens](#)
To: [Britta Muiznieks](#); [Jocelyn Wright](#); [Eric Frey](#); [Michael Piatak](#); [Leslie Frattaroli](#)
Cc: [William Swilling](#); [Darrell Echols](#); [Thayer Broili](#); [Mike Murray](#)
Subject: Adaptive Management links and examples
Date: 10/06/2011 03:23 PM
Attachments: [MIRADI_image_example.bmp](#)

Hi all,

This is the link to the DOI Adaptive management website. There is a link to AM in use and Documents. If you click Documents then on the right click DOI Training, you can view the training or print the transcripts and powerpoint slides. It is a pretty good training if you feel that you want even more information.
<http://www.doi.gov/initiatives/AdaptiveManagement/>. **We need to come up with a day to schedule the next meeting the week of November 7th. Please send me two days each that will work for you by Oct.11th** (so I can let Britta know before her leave begins). We said we would meet in Buxton but we will need a projector and screen. Can we meet upstairs in the Ranger station where the seasonal training was last year?

Here are a few things/examples to be thinking about for the next meeting:
(Try to think out of the box and think of things that we might need to secure funding for in the future, as well as what we might be able to do here without too much additional burden on staff> Feel free to add more questions and your own ideas. This is just a thought starter!)

1. What do we need to know to be able to determine if our 1000 m ORV and 300 m Ped buffers around PIPL chicks are appropriate, too large, or potentially even too small?
 - what do we need to know about disturbances from ORV, pedestrians, or other sources?
 - do we know what those other sources are?
2. What are the current "unknowns"/information gaps/research gaps/ in each of the bird focal species (include both lifecycle and habitat/environmental unknowns) that the ORV plan manages for?
3. What do we need to know in order to modify management tactics if the populations either grow drastically or decline?
 - if a decline, do we have weather/storm data, localized temps/wind/precip, etc?
 - do we have adequate predator information?
 - others?

These are just a few ideas to help focus for the next meeting. We need to consider sea turtles, predation, and amaranth also. I can bring the MIRADI software to the next meeting and we can start laying this out in a model format. Here is a snapshot of a MIRADI example model. This does help think through and visualize what the threats are and what they may affect and how things are linked.



MIRADI_image_example.bmp

Here is the short definition of Adaptive Management MIRADI style:

Adaptive management can thus be defined as "the integration of design, management, and monitoring to systematically test assumptions in order to adapt and learn" (Salafsky, Margoluis, & Redford, 2001). This definition can be expanded by looking at its three components:

- **Testing assumptions** is about systematically trying different actions to achieve a desired outcome. It is not, however, a random trial-and-error process. Instead, it involves strategically choosing actions and explicitly outlining the assumptions about how those actions will help achieve project goals and objectives. Teams then monitor the actual results to see how they compare to the ones predicted by their assumptions. The key is to develop an understanding of not only which actions work and which do not, but also why.
- **Adaptation** is about using monitoring results to improve a project. If project actions did not achieve the expected results, it is because the project assumptions were wrong, the actions were poorly executed, the conditions at the project site have changed, the monitoring was faulty – or some combination of these problems. Adaptation involves changing assumptions and interventions to respond to the new information obtained through monitoring efforts.
- **Learning** is about systematically documenting a project team's process and results. This documentation will help the team avoid making similar mistakes in the future. Furthermore, it will enable those in the broader conservation community to benefit from the team's experiences.

To practice adaptive management, a conservation project team has to go through the steps in the project cycle as outlined in the information about the *CMP Open Standards*. To learn more about adaptive management, you can consult the sources listed below.

For More Information About Adaptive Management

Argyris, C. and D. Schon. 1978. *Organizational Learning: A Theory of Action Perspective*. Addison-Wesley, Reading Massachusetts.

Lee, K. 1993. *Compass and Gyroscope: Integrating Science and Politics for the Environment*. Island Press, Washington DC.

Salafsky, N., Margoluis, R., & Redford, K.H. 2001. *Adaptive Management: A Tool for Conservation Practitioners*. Biodiversity Support Program, Washington DC. Available at: <http://www.fosonline.org/resource/am-tool> (1.8 mb)

Salafsky, N., R. Margoluis, K.H. Redford, and J.G. Robinson. 2002, Improving the Practice of Conservation: A Conceptual Framework and Research Agenda for Conservation Science. *Conservation Biology* **16**: 1469-1479. Available at: http://www.fosonline.org/wordpress/wp-content/uploads/2010/06/SalafskyEtAl_ConsBiol_2002.pdf (400 kb)

Schon, D. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Basic Books, New York.

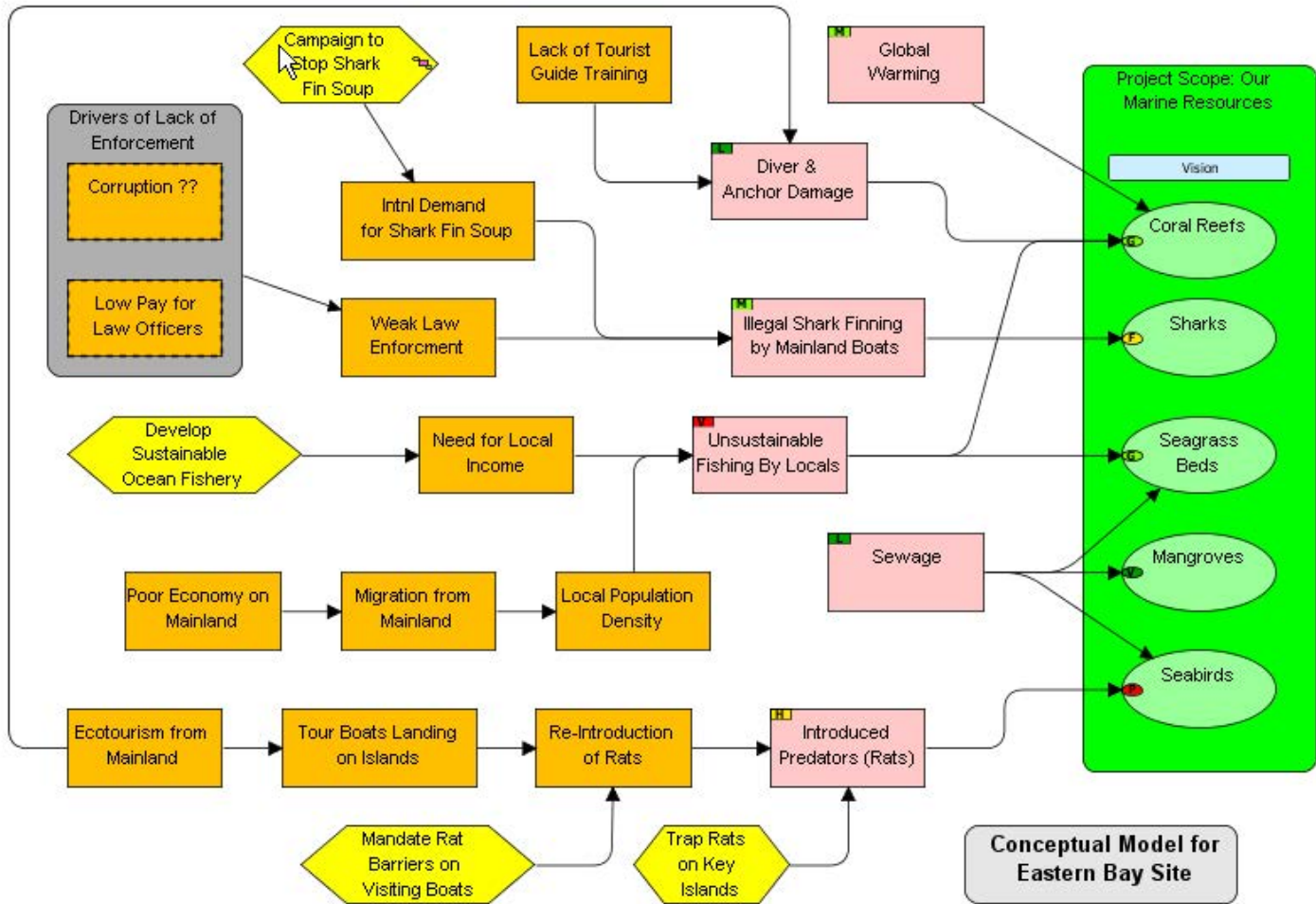
TNC ENY. 2006. *Conservation Measures: Lessons from Corporate Blackbelts*. The Nature Conservancy, Eastern New York Chapter. Available at:
<http://www.fosonline.org/resource/conservation-measures-lessons-learned-from-corporate-black-belts> (381 kb)

Laura Pickens
GIS Specialist
National Park Service
Outer Banks Group
1401 National Park Drive
Manteo, NC 27954

252-473-2111 ext 132 (work)
252-475-0153 (cell)

Conceptual Model Example

The following shows a conceptual model for the marine project.



Results Chain Example

The following shows a results chain for the same marine project.

