



## Lessons Learned about Managing Recreation on Public Lands in the Crown of the Continent



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# There are Many Lessons the World of Recreation Management Offers

I briefly review a few, and then at the end of the presentation, list many others

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The Lessons  
Learned:  
Basis for Managing  
Adaptively and  
Building Resilience

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- *We Learn when we*
  - *make Mistakes and*
  - *when we Think Critically about **What** we are Doing,*
  - ***How** we Do It, and*
  - ***Why** we Do It*

# What is a lesson learned?

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- Involves two components
  - Specific, explicit evaluation of what factors, processes and thinking that lead to the success or failure of a specific policy or action
  - Ways to apply the evaluation to specific policies or actions that increase the probability of success in the future

# Lessons Learned are Linked



REACT to What We See

ANTICIPATE What Might Happen

DESIGN and Plan What Will  
Happen

EXAMINE Our Fundamental  
Assumptions and Mental Models

- 1. Many visitor impacts are a function of behavior more than level of use.

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graph TD; A[Reactions to What We See] --> B[Anticipate What Might Happen]; B --> C[Design and Plan What Will Happen]; C --> D[Examine Our Fundamental Assumptions and Mental Models that Shape The Above];
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Reactions to What We See

Anticipate What Might Happen

Design and Plan What Will Happen

Examine Our Fundamental Assumptions  
and Mental Models that Shape The Above

*What happened in the past may not predict what will happen in the future*

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- 2. Trends and patterns of visitor use are always changing

Reactions to What We See

Anticipate What Might Happen

Design and Plan What Will Happen

Examine Our Fundamental Assumptions and Mental Models that Shape The Above

### 3. Desired Experiences drive demand

- *Must understand experiences*
- *And how they are linked to trends and patterns*

Reactions to What We See

Anticipate What Might Happen

Design and Plan What Will Happen

Examine Our Fundamental Assumptions and Mental Models that Shape The Above



## 4. Planning based on set of fundamental assumptions

- *Assumptions of how we see the world change*
- *New assumptions, new views*

Reactions to What We See

Anticipate What Might Happen

Design and Plan What Will Happen

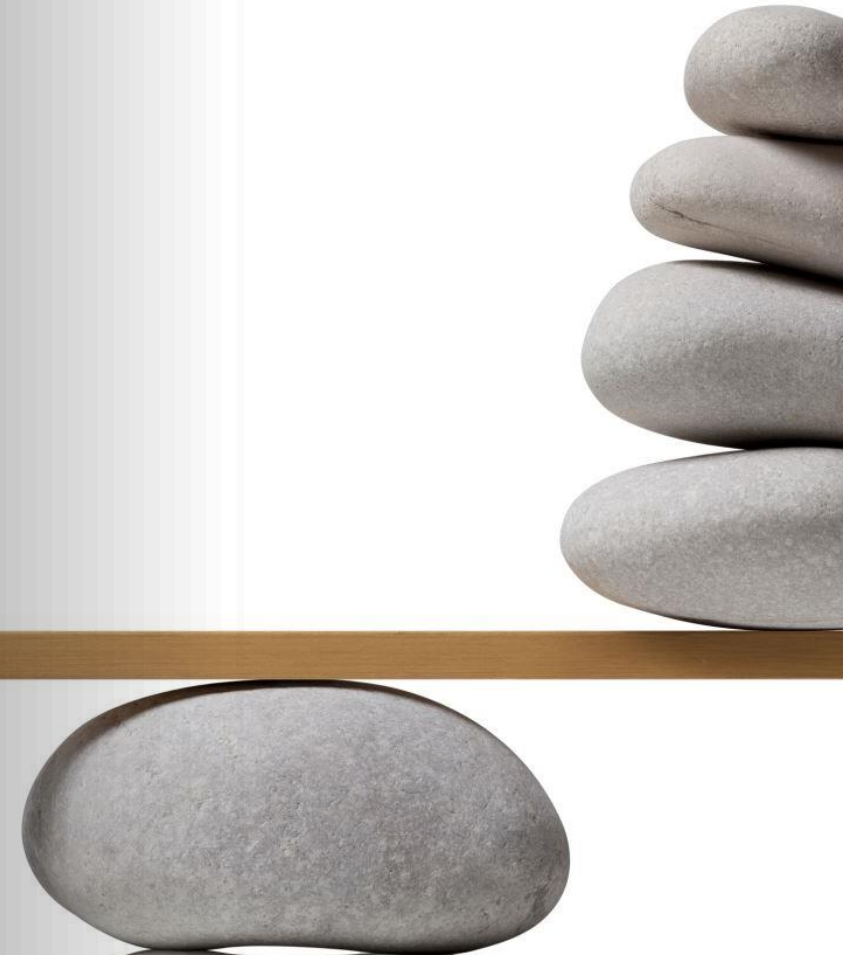
Examine Our Fundamental Assumptions  
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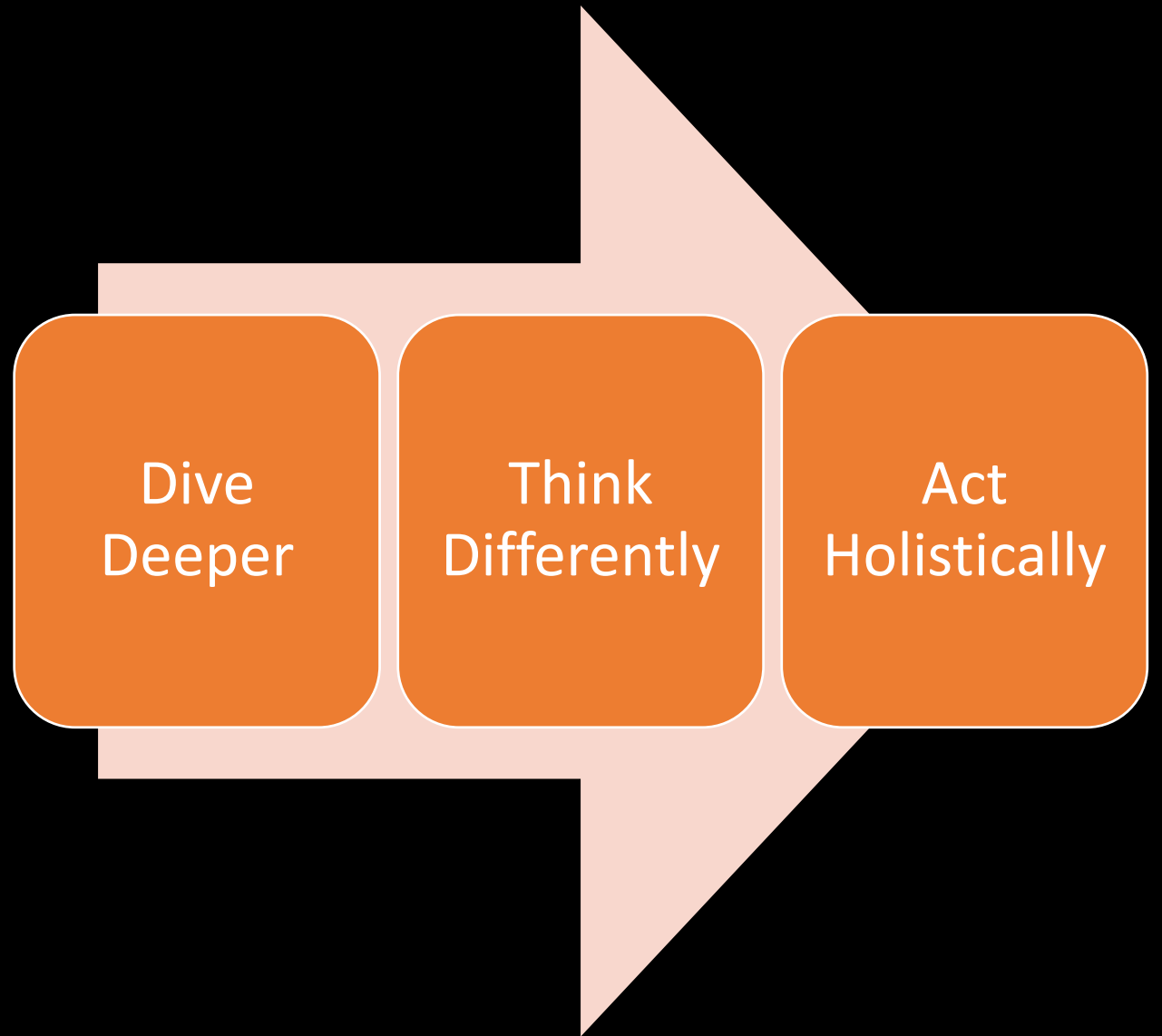
*Recreation Use  
Growth*

Negative impacts or  
Increase in well-  
being

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To identify and implement these lessons, we do three things:





# Thank You

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# Appendix

## List of Some Lessons Learned

## **Lessons Learned about How We Conventionally Plan—Reacting to Recreation Challenges**

**Limiting Use is only one of many tools available**

**We only manage for opportunities, we do not ensure experiences**

**Outfitted and guided experiences are essential for some visitors to have experiences on public lands**

**Identifying what conditions are acceptable/appropriate and managing for them are basic components of management**

**Placing mechanized and unmechanized experience at the same place and time ensures conflict**

**Much of the recreation in the Crown is dependent on landscapes and wildlife**

**Try non restrictive management actions first**

**Environmental education informs people of special values**

**The current distribution of demand may not reflect deeper, ongoing changes in society, and thus what we see on the ground may not reflect how society is changing**

## **Lessons Learned from Understanding Trends and Patterns of Use—Anticipating Change**

**Knowing what experiences visitors desire helps managers ensure that recreational use and resource suitability correspond**

**Building situational awareness as an initial step in complex systems**

**Demands for respect, inclusiveness, and equity affect our planning processes**

**Maintaining ecological integrity will influence future demands**

**People want to make their own decisions as much as possible during leisure**

**Visitors are inspired by natural processes if they understand them**

**Visitor relationships with the natural environment are changing**

**Use limits will discriminate against some groups; therefore administering requires a varying mix of different techniques (e.g., first-come, first-served, reservation; random drawing)**

## **Lessons Learned from Understanding Structures Affecting Supply, Demand and Management—Designing and Planning new Approaches**

**Recreation is part of a system that includes biophysical, social and managerial components**

**Planning structures need to be adaptive if they are going to be successful**

**Working together produces more resolutions to problem than working separately—multiple perspectives**

**Creating a vision jointly helps move us all in the same direction**

**Diverse wildlife populations will be increasingly at the heart of demand for recreation**

**Inspired visitors may be transformed into conservationists at home**

**Sustainable recreation and tourism requires and diverse and resilient socio-ecological system**

**The tourism economy is proportionately large and is addressed in management decisions**

**How a use limit is administered implies a certain objective (e.g., need, equality, equity)**

**Since all management actions are linked a solution in one domain is likely to cause problems in another**



## **Lessons Learned from Our Fundamental Assumptions and Mental Models about How We Manage for Recreation—Transforming our Planning in Light of a Changed World**

**Understand what it is that recreation sustains**

**We need to emphasize synthesis over analysis**

**Always start with “Why”**

**Most challenges are wicked rather than tame**

**The world is always in a state of change; our planning processes must be responsive**

**We need to understand the emergent properties of the social-ecological systems we are stewards for**

**A vision of management is needed before we take our first step into the future**

**Effective planning is designed to address wicked problems**

**The cause of most problems are prior solutions**