

Supplementary Material: A Handshake between Markets and Hierarchies: Geese as an Example of Successful Collaborative Management of Ecosystem Services

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Table S1. Ten goose taxa occur regularly in Southern Sweden, but they differ in status and management needs. Trends refer to the last 20 years. National breeding estimates are from Ottosson *et al.*, (2012). "Overgrazing" refers to natural vegetation, as opposed to "crop damage". "Annual cull" refers to Sweden only and the period after 2005, and does not differentiate between the two races of Bean Goose. "NS" = No open hunting season in Sweden (in Barnacle Goose there is culling by permit).

Taxon	National Trend (Breeding)	National Trend (Staging/Winter)	Management Challenge	Annual Cull
Barnacle goose <i>Branta leucopsis</i>	Strong increase (4900 pairs)	Strong increase	Eutrophication Overgrazing?	NS, <500?
Brent goose <i>Branta bernicla</i>	Does not breed	Stable	Conservation of shallow coastal wetlands	NS
Red-breasted goose <i>Branta ruficollis</i>	Does not breed	Extremely rare vagrant	Globally endangered	NS
Canada goose <i>Branta canadensis</i>	Strong increase (17,000 pairs)	Has increased strongly	Eutrophication Crop damage Overgrazing & littering Aggressive behaviour Disease propagation?	30,000
Lesser white-fronted goose <i>Anser erythropus</i>	Severe decline (20 pairs)	Declining, extremely rare	Almost extinct in the Nordic countries	NS
White-fronted goose <i>Anser albifrons</i>	Does not breed	Fairly stable	Crop damage (local)	<200
Greylag goose <i>Anser anser</i>	Strong increase (41,000 pairs)	Strong increase	Eutrophication Crop damage Overgrazing Disease propagation?	12,000
Tundra Bean goose <i>Anser (fabalis) serrirostris</i>	Does not breed	Not well known, possibly increasing	Spring staging sites Crop damage?	?
Taiga Bean goose <i>Anser (fabalis) fabalis</i>	Declining ? (850 pairs)	Stable after previous decrease	Spring staging sites Crop damage?	4000
Pink-footed goose <i>Anser brachyrhynchos</i>	Does not breed	Small numbers, stable	Mixes with hunted species	NS

Ottosson, U.; Ottvall, R.; Elmberg, J.; Green, M.; Gustafsson, R.; Haas, F.; Holmqvist, N.; Lindström, Å.; Nilsson, L.; Svensson, M.; Svensson, S.; Tjernberg, M. 2012. Fåglarna i Sverige—antal och förekomst. Sveriges Ornitologiska Förening. ISBN 978-91-88124-00-5. Survey questions posed to the present members of the goose management group of north-eastern Scania (GMG).

Supplementary Material Text file S2

Success and abilities

1. Which issue are you most proud of that the group have resolved?
2. Give an example (a challenge, problem, conflict) that you feel the group has successfully managed.
3. Considering this example—what did the group contribute with, *i.e.*, what made it possible for the group to resolve this?
4. Give a second example (a challenge, problem, conflict) that you feel the group has successfully managed.

5. Considering this second example—what did the group contribute with, *i.e.*, what made it possible for the group to resolve this?
6. Give a third example (a challenge, problem, conflict) that you feel the group has successfully managed.
7. Considering this third example—what did the group contribute with, *i.e.*, what made it possible for the group to resolve this?

Challenges and limitations of the group

8. Give an example of an issue or problem that has been addressed at a meeting of the group but that you feel the group has not been able to resolve.
9. In this case— why was the group not able to resolve the issue?
10. Give a second example of an issue or problem that has been addressed at a meeting of the group but that you feel the group has not been able to resolve.
11. In this second example—why was the group not able to resolve the issue?
12. Give a third example of an issue or problem that has been addressed at a meeting of the group but that you feel the group has not been able to resolve.
13. In this third example—why was the group not able to resolve the issue?

The group in the eyes of others

14. If you describe the group, and what works well in the group, to others (not to group members)—which abilities of the group do you then highlight?
15. Can you provide an example of something that others (not group members) misunderstand or criticise regarding the work of the group?

Development of the group

16. What is it that the group, most of all, should have the power to decide over that you do not have jurisdiction over today?
17. Can you provide an example of knowledge that would be valuable for the group, but is missing today?
18. Are there any issues today, or have been in the past, that are too sensitive to bring up at group meetings?
19. Is the composition of the group adequate or is a particular competence or representative lacking?
20. What is it that motivates you to be part of the group?