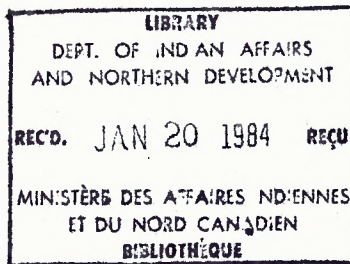


BAND LOCAL GOVERNMENT TRAINING  
WORKSHOP

FORT FRANCES

NOVEMBER 2-5, 1976

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BAND LOCAL GOVERNMENT TRAINING WORKSHOP

PORT FRANCES

November 2-5, 1976.

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*Daniel J. Patterson*

FORT FRANCES STUDENT RESIDENCE  
Fort Frances, Ontario  
November 5, 1976

To All Participants,  
Band Local Government Workshop,  
Fort Frances Student Residence,  
November 2 - 5, 1976.

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I am pleased that you were a participant at this Band Local Government Workshop attended by representatives of Bands from the Kenora and Fort Frances Districts, along with staff from the two Districts.

From the conversations I have had with the training team and my own personal involvement in the Thursday afternoon session, I am optimistic that the momentum that has been generated and the positive attitudes that were evident point to a successful implementation of the local government process.

Each of you has a special role to play to ensure that our joint efforts will see band local government go forward.

MEEGWETCH!



FRED KELLY,  
Director General,  
Ontario Region.

## REGIONAL RESOURCE PERSONNEL

Fred Kelly - Regional Director General  
Bill Garand - Acting/Assistant Regional Director, Local Government Services  
Aubrey Kingdon - Regional Commercial and Tourism Development Officer  
John Anderson - Regional Head Financial Operations

## TRAINING TEAM

Dr. Harvey Silver - Senior Management Development Consultant  
Bureau of Staff Development and Training,  
Public Service Commission  
Dan Patterson - Regional Band and Staff Training Co-ordinator,  
Ontario Region  
Fred McLeod - Band Training Facilitator,  
Ontario Region.  
Don Jones - Assistant Band Training Facilitator,  
Ontario Region.  
Phyl Stewart - Regional Human Resources Development Administrator,  
Ontario Region

## NAMES OF PARTICIPANTS

### Fort Frances District

#### Band Representatives

Brian Andy - Band Administrator, Big Grassy  
John Comegan - B.E.D.C. Committee Member, Big Grassy  
Percy Tuesday - Band Representative, Big Grassy  
Joseph Big George - Chief, Big Island  
Valerie Blight - Band Administrator, Naicatchewenin  
Leonard Jourdain - Councillor, Couchiching  
Judy Linklater - Band Administrator, Red Gut  
Kathy Friday - Band Administrator, Seine River  
Chief Willie Wilson - Manitou  
Delbert Horton - Social Counsellor, Manitou

#### District Staff

Glen Treftlin - Officer-In-Charge  
Kim Wan - Education Counsellor  
Jim Berry - Area Forestry Officer  
Colin Kelly -  
Arnold Johnston  
Bill Chrysler - Local Government Adviser  
Jim Quirie - Local Government Adviser  
Doug Bareham - Arts and Crafts Officer  
Morris Isaac - Local Government Adviser  
Jules Hebert - Economic Development Advisor  
Nelson St. Amant - Education Counsellor



NAMES OF PARTICIPANTS (CONT'D)

Kenora District

Band Representatives

George Crow - Band Administrator, Whitefish Bay  
Simon Fobister - Outreach Counsellor, Grassy Narrows  
Albert Keesick - Band Representative, Grassy Narrows  
Brian Nash - Band Administrator, Northwest Angle 37  
Nelson Wapioke - Band Administrator, Shoal Lake 39  
Dave Paul - Band Representative, Northwest Angle 3

District Staff

Lyall Sturgeon - District Manager  
Eric Weigeldt - District Superintendent, Education  
Cecil White - Local Government Adviser  
Stewart Martin - Local Government Adviser  
Vincent Webb - District Superintendent, Local Government Services  
Dick Elliott - District Superintendent, Administration  
Bob Bibeau - District Superintendent, Economic Development  
Don Stead - Lands Administrator  
Bart Miller, Local Government Adviser

Sioux Lookout District

District Staff

Rita Furlane - District Superintendent, Administration  
Gary Honeysett - Administrative Services Officer  
Ralph Davis - Local Government Adviser

Ontario Regional Office

Brian Bennett - Executive Assistant to the Regional Director General  
Anastasia Shkilnyk - Special Assistant to the Regional Director General

# NOTES ON THE BAND LOCAL GOVERNMENT WORKSHOP

Kenora, Fort Frances Districts  
Fort Frances Student Residence

November 2-5, 1976

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- Opening remarks by Glenn Treftlin, Officer-in-Charge, Fort Frances District and Lyall Sturgeon, District Manager, Kenora District set the tone for the 4 day workshop.
- Urged participants to share their ideas with their fellow participants. Stressed the importance of both Band and Departmental staff working together at this training session. Emphasis placed on the recent policy on APPROACH TO GOVERNMENT - INDIAN RELATIONSHIP and the need to examine it, in the context of the local government process.

It was pointed out that you will only get out of the workshop what you put into it.

- Glenn Treftlin then introduced Dr. Harvey Silver, Phyl Stewart, Dan Patterson and Fred McLeod who comprised the training team.
- An overview was provided of what the group is trying to achieve in the next 4 days. Public Service Commission certificates are to be granted at the end of the workshop to those members who participated throughout the 4 days.
- A component of the workshop includes the development of a handbook incorporating the concepts, ideas and action plans of the group produced during the workshop to be distributed to participants before they leave and which can be viewed as a working document for discussion on Band Local Government.
- The development and evolution of the Band Local Government Workshop and the planning session that took place on October 13 in Kenora were reviewed. This planning session identified training needs to be met. The data produced was reviewed and a program designed to meet the needs of the Fort Frances and Kenora District as seen by the planning team.
- All participants at the commencement of the workshop were asked to express their expectations.

Participants were asked to state to the group their names and what they do and their special reason for being at the workshop and how they hope to be able to use what they gain from the workshop.

As well as the verbal answers by all participants some provided written responses to the questions as follows:

Rita Furlane

1. Office Manager
2. Learn role of Local Government Advisor, what local government means to Bands (their views) and views of departmental staff, programs available to Bands and their role in local government and role of L.G.A.'s.  
Financial aspect involved.
3. To be able to be conversant and provide financial assistance to L.G.A.'s and Band Councils and to pass along to District Support staff knowledge gained at this workshop in order that they may become familiar with local government for career advancement.

Judy Linklater

1. I have been in my position for a short while and since I have to know what goes on at the reserve level, I feel I have to be involved in as much as possible.  
Certificate of possessions - housing problems, etc.

Don Jones

1. My name is Don Jones and job title is Assistant Regional Training Facilitator.
2. My reasons for being here:
  - i) to get the band input on Local Gov't.
  - ii) some concerns on local gov't.
  - iii) what an L.G.A. is.

Bill Chrysler

1. I am a Local Gov't Advisor in the Fort Frances District.
2. Broaden my knowledge on the advisory aspect and seek knowledge from other participants on their approach in other Districts and Bands.
3. Adjusting my approach to problems in light of what I learn now; which I am doing wrong because of lack of approach.

Jim Berry

1. I am the Area Forestry Officer
2. How my role (job) fits in with the rest of the Department staff so that our goals and objectives work together.
3. Have a better working relationship with Department staff and Band members improve lines of communication.

Jules Hebert

1. Economic Development Advisor.
2. Reason for being here: Certain things to clarify in my mind
  - reason of L.G.A.
  - educational process of L.G.A.
  - L.G.A. - Band Staff relationship
  - inter-departmental relationship L.G.A. - Economic Development  
L.G.A. - Education
  - how to establish co-ordination
  - problems Department and Band staff
3. How to use "exposure" of seminar, workshop on actual day to day relationship?
  - L.G.A. - more involvement by L.G.A.
  - L.G.A. - used more as a resource person
  - To establish a working relationship
  - To co-ordinate Economic Development programs
  - Use L.G.A. as a resource person to facilitate my task.

Kin Wan

1. I am an educational counsellor
2. My reason for being here is to find out more about the functions of L.G.A. and how I can relate better (be complementary) to the L.G.A. in our daily routine.
3. To establish better rapport in the district and in the field..

Brian Bennett

1. Executive Assistant to Regional Director.
2. I want to gain a more practical understanding of the problems etc. faced by local government advisors in implementing departmental programs and some evaluation of same by band staff.
3. I should have better practical understanding of local government which will aid me in trying to improve understanding communications, co-ordination with district offices

Robert Bibeau

1. Area Superintendent of Economic Development - Kenora, Fort Frances
2. I am here because I was sent here - but as long as I am here, I am very interested in finding out what the Local Government concept means to Indian people.



3. I hope to use the knowledge acquired here in a more effective working relationship with the District L.G.A.'s in the setting of band priorities and co-ordination of band projects.

Vince Webb

1. District Superintendent Local Government
2. An exchange of ideas and views of Band staff and Departmental staff as to what Local Government really means and the role each must play to ensure successful Local Government
3. There is a constant need to expand our knowledge on matters as they exist and for the future which is constantly changing. This will be used by all.

Gary Honeysett

1. Administrative Services Officer
2. My reason for being here is to have personal contact with native people who live on reserves, to exchange ideas, solutions possibly, listen most of the time.
3. How I hope to use what I gain at this workshop, take on the job. To put into effect immediately what I can into my everyday work.

Leonard Jourdain

1. Councillor
2. I'd like to know about everything connected with the governing of reserve.

Valerie Blight

1. Band Administrator, Naicatchewenin Band
2. Learning process - exchange of ideas  
Structure and working of DIAND on higher levels  
To familiarize myself with those DIAND personnel here.
3. How I will use this: It will enable me to take full advantage of services DIAND offers.

Erik Weigeldt

1. District Superintendent of Education
2. I am here on request from the District Manager, Kenora.
3. I hope to find out where, how or why DIAND staff and Band

Staff have different interpretations of the concepts of:  
Consultation  
Local Government  
Advisory role

Ralph Davis

1. Local Government Advisor
2. To learn in what a L.G.A. is, and his or her responsibilities.  
As an L.G.A. I want to learn new and positive means to help  
in my role as an L.G.A. to the Chief and Council.
3. To apply:  
By new ideas and learning the procedure of local government  
and try and apply these ideas in my areas of the reserves

I am hoping that this workshop will clarify some of the  
questions in my mind as D Circulars, Indian Act, Band  
Councils and their role.

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## EVALUATION

The need to evaluate the effectiveness of the training session was stressed. A way of determining whether the needs and expectations which were previously identified, were met, is through the use of a questionnaire. An evaluation document was distributed, discussed, and agreed upon by all participants. The rationale behind this was that all members of the group would share in their knowledge of the results expected and would make a commitment towards achieving these results.

The results of this evaluation will be compared with other groups taking the workshop with the view of developing from this document and other materials developed at the workshop a position paper as the local government process seen from the Region's perspective.

It became evident as participants expressed their expectations that everyone wanted something other than what now exists. Everyone was aspiring to change the present situation. Taking the good out of the past, building on it in the present and looking forward to the future in implementing the local government process.

## GROUP EXERCISE

The group was then divided into 4 groups (randomly) and were asked to consider:

- A) What can we do to help make this happen?
- B) What can we do that will prevent this from happening?

### GROUP 1

1. Identification of Band's needs in the Local Government area.
2. Honesty and candid approach to discussions.
3. Full and active participation.
4. Keep an open mind and be willing to accept changes.
5. Rotate discussion leaders.

### Thou Shall Not:

1. Do all the talking.
2. Bring up personal problems.
3. Think of your area or problems as unique.
4. Think of the workshop as a waste of time.

GROUP 2

1. Things we can do to make this happen:

- a) participate
- b) input
- c) communicate
- d) attendance
- e) be flexible to other people's ideas
- f) planning and time frame
- g) listening
- h) follow up
- i) be positive
- j) action

2. What can we do to prevent this from happening?

- a) complaining
- b) could not care less attitude
- c) rigidity
- d) being tired
- e) lack of respect for other people's opinion
- f) absence (body & mind)
- g) being argumentative

GROUP 3

To make this happen:

- 1. Participate
- 2. Positive attitudes
- 3. Respect other's ideas
- 4. Cut out B/S - stick to the facts
- 5. Be prepared to LISTEN
- 6. Be honest in what you say
- 7. Be punctual
- 8. Use team approach and effort

Prevent from happening:

- 1. Acting bored or uninterested
- 2. Lack of participation
- 3. Non-attendance
- 4. Inflexibility
- 5. Fixed opinions
- 6. Negative approaches
- 7. Pessimistic attitude
- 8. Sarcasm



GROUP 4

To make this happen:

1. ability to communicate
2. ability to understand or listen
3. to participate all meetings
4. to be honest
5. collaborating with your participants (sharing ideas)
6. to have a good sense of humour
7. to be outspoken
8. to be punctual
9. to be positive

## Philosophy of Local Government

- Video tape on Band Local Government by Mr. Bob Connelly, Director General, Program Development, shown to the group.

(this tape available on request - write to:

Librarian,  
Dept. of Indian & Northern Affairs,  
55 St. Clair Avenue E.,  
TORONTO, Ontario M4T 2P8

Equipment required: 1/2 inch Sony

## Band Local Government is Unique to Each Community

If we ask what the best form of Band Local Government is, there are many answers. To illustrate this point, participants were asked to arrange twelve (12) one inch lines on a blank sheet of paper. Volunteers were asked to draw the sketch that they made on a flip chart. Some of the sketches were recorded.

(following pages ...)

All participants received the same instructions but created different drawings. In a similar way concepts of band local government are interpreted in different ways by different people.

## Need to Set a Framework

Hence the need to establish in the workshop a framework of what band local government means as a point of reference on which to work.

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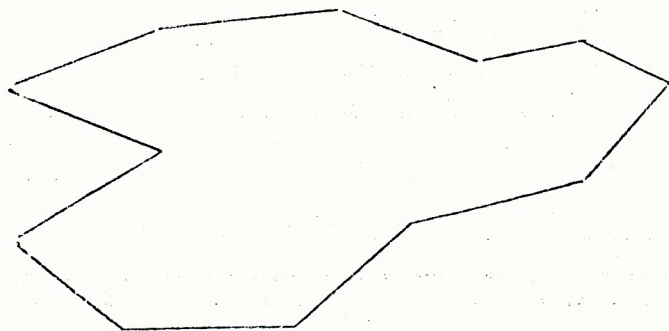
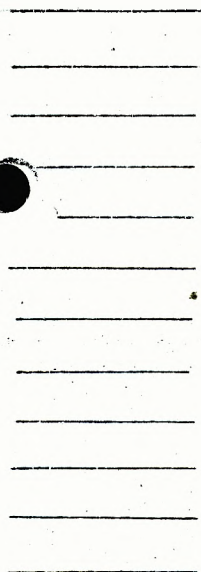
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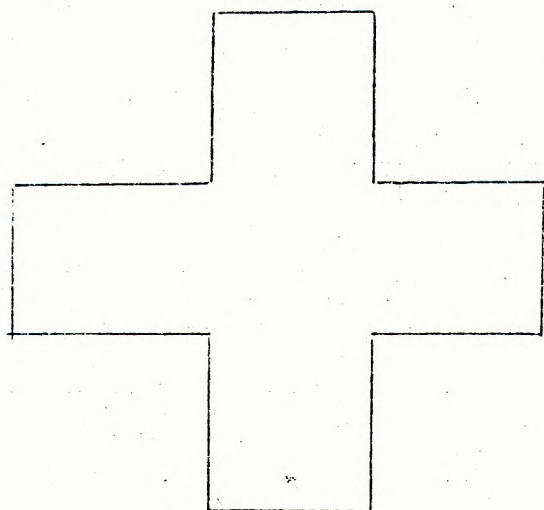
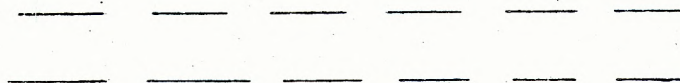
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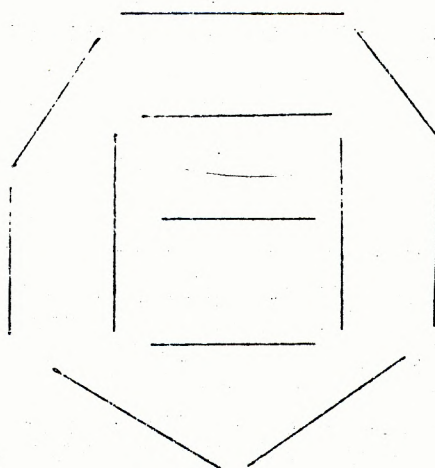
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## HOW ADULTS LEARN

An adult is essentially self directive. A person who acts responsibly and is able to make decisions. If we are striving to achieve local government it must be looked after by Adults. In fact, local government helps facilitate people becoming Adults. The challenge is to create a system where people are essentially self-directive where they have control over their own affairs.

## STRUCTURE OF THIS WORKSHOP

### Participative Approach

The format of this 4 day workshop is one where the participants take an active part. It is a learning experience where the participants themselves, through a sharing and the building on ideas develop a realization of the why, what and how of band local government. The training facilitators assume responsibility for the process and the participant develops the why and how of local government. To build on the saying "a picture is worth a thousand words" one can add "and an experience is worth a thousand pictures"

\* \* \* \* \*

## GROUP EXERCISE - Components of Local Government

What Band Local Government means to participants from the Kenora-Fort Frances Districts.

What are the components of local government from the points of view of 5 groups:

1. Kenora band staff
2. Kenora district staff
3. Fort Frances band staff
4. Fort Frances district staff
5. Regional office personnel

The Connelly tape provided an overview from a Headquarters representative on the ingredients of local government. The 5 groups were asked to zero in on what local government means to them in terms of their particular area.

The following points were recorded:

### GROUP 3 Fort Frances Band Staff

#### Components of Local Government

1. People
2. Elected Chief & Band Council
3. Band Staff - qualified
4. People need to determine where they want to go (awareness)
5. Co-operation
6. Participation - input
7. Resource people - more time
8. Programs and services - funding
9. Protection of rights

#### Role of L.G.A.

Provide services to the community on whatever programs require his expertise.

### GROUP 2 Kenora District Staff

#### Components of Local Government

1. Elected representatives of the people (Chief & Council)
2. Power given to people
3. Economic base
4. Self-determination
5. Sound political structure
6. Sound administration
  - a) responsibility
  - b) credibility
  - c) accountability
7. Understanding of restraints
  - a) legislation & regulations
  - b) financial
  - c) responsibility to electorate
  - d) priorities

8. Sound program knowledge
9. The authority to
  - a) form policy
  - b) develop programs
  - c) implement programs
  - d) create laws
  - e) raise funds
  - f) govern within powers given
10. Access to resources - financial  
- human  
- physical
11. Protection of individual rights
12. Access to training and education.

#### GROUP 1 Kenora Band Staff

What does Local Government mean to you?

1. Chief and Council (Band Members) elected
2. Band's running their own affairs with advice and assistance (District Office)
3. Band's presenting and developing their own ideas.

#### Components of Local Government

1. Accounting
2. Co-ordinating
3. Training
4. Communication
5. Leadership
6. Administration

#### GROUP 2 Fort Frances District Staff

#### Components of Local Government

1. Group of people with common interests and goals - education, human rights, housing, roads, infrastructure
2. Common interests and goals towards local government
3. Human resources - qualified, interest, leaders - proper training of staff
4. Physical resources - band offices - administrative building
5. Communication and information - newsletter to inform electorate  
- methods - systems - public meetings
6. Financial resources - external and internal sources  
- economic base
7. Participation by band member in the decision-making process
8. Legislation policies, by-laws, enforcement and protection of human rights.
9. Relaxation of external controls
10. Comprehensive community development plans - short term, long term (strategic planning)

11. An understanding and appreciation of neighbouring communities.
12. Continuity of staff.

### GROUP 5 Regional Office personnel

#### Components of Local Government

1. Method whereby bands control local matters.
2. Individual's involvement via committees etc. in local government
3. Project priority setting at the band level
4. Program design, implementing and testing at the band level.
5. Administration of programs by the band
6. Greater decision-making by bands
7. Councils' responsibility to band and its members
8. More effective participation of council members on committees, etc.
9. Greater use of resources outside D.I.A.N.D.
10. Changing role of DIAND staff - advisory role
11. Total community planning from the grass roots
12. Development of enforceable by-laws
13. Strong and effective band administration and training
14. Role of associations, community college, CESO etc.

What emerged from the group discussions were not a lot of differences, but a lot of commonality among the 5 groups. If there had not been common threads expressed by the various groups there would be no communication as to what direction we are moving in the local government process. The information that was generated will be used at the workshop and afterwards as a talking point in discussions on local government.

From this information there seemed to be 4 ingredients that have a bearing on band local government:

- 1) Chief & Council
- 2) Regional Office
- 3) Indian Associations
- 4) District Manager and his staff

The participants were asked to break into 4 random groups to see how these various parts influence each other. The participants were asked to consider the following questions:

- A) What are 6-8 major functions of
  - i) Chief & Council
  - ii) Regional Office
  - iii) Indian Associations
  - iv) District Manager & his staff

(each group focusing on a particular level)

- B) How do you relate these activities to local government, some things that help it, some things that hinder it.



## EXAMINATION OF FUNCTIONS

1

### Major Functions: Chief and Council

- a) Only Government Body representing the Band Membership
- b) Band Council meetings - decisions
- c) Communicate with membership (general Band meetings) and government agencies to keep up to date on changing programs
- d) Delivery of services and implementation of programs by securing funds, resources and through employment of capable staff, train staff to meet needs
- e) Responsibility and Accountability to Electorate
- f) Administer according to legislation and program regulations
- g) Evaluation of administration and implementation of programs.

### Association #007: Major functions

- a) applying political pressure, influence proposed legislation to reflect the needs of the Indian people
- b) representing people in provincial, federal and municipal levels
- c) Delivery of certain services
- d) assist in the development of government policies and programs as well as in implementation
- e) dissemination of information
- f) co-ordinating of programs affecting more than one band

### Relate things

#### Help

#### Hinder

- |                                    |  |
|------------------------------------|--|
| a) clout                           | - abuse                                  |
| b) voice of people heard           | - lack of consultation with Band Council |
| c) provides additional resources   | - duplication of service                 |
| d) programs tailored to needs      | - unable to compromise                   |
| e) improves communications         | - information bias                       |
| f) more effective use of resources | - favouritism                            |

### Major Functions: Region

1. Developing regional policy
2. Recommend changes in national policy
3. Allocation of budgets to Districts
4. Interpretation of policies
5. Support Districts on budget submissions and substantiations
6. Approval of most Band Council Resolutions
7. Approval of Band Staff Training Submissions
8. Provision of financial advice and audits

### How do you relate these to Local Government

#### Help

1. Input from the field
2. Because it is decentralization of funds

3. Uniformity through
4. Acts in advisory capacity
5. Speeds up process
6. Provides the service

#### Hinder

1. May not meet the changing needs of the Band in the Local area.
2. Further decentralization required for efficient Local Government

#### District Manager and Staff

1. Resources advisor to Indian Councils and communities within a workable area
2. The Indian Act
3. Complying with the terms of the Treaty
4. Providing and controlling fund allocation
5. Assisting bands to obtain training on community development, education, life skills, Band Work program, Band Staff
6. Trusteeship of trust funds
7. Represents band interests in District to higher levels of Department.
8. Liaison with other levels of Government.

#### Economic Development in relation to Local Government

- Panel discussion by Regional Commercial and Tourism Development Officer and District Superintendent of Economic Development, Kenora-Fort Frances.

It was commented on that what we are really developing or<sup>1</sup> creating is a job description for a Local Government Advisor.

\* \* \* \* \*

The participants have now created a set of expectations for the Local Government Advisor. They focused on the many ingredients that make up this individual, what he should be able to do, what he should not do, departmental expectations, the Chief and Council's expectations, facilitating and obstructing forces that influence the way he works, quality required of an L.G.A. etc.

All this information was generated from the point of view of each group without undue influence by any other group. The participants were then asked on the basis of all the things that were generated and heard this morning, to form two groups.

Group #1 - Band and District Staff from Kenora

Group #2 - Band and District Staff from Fort Frances

Each group was to consider in the context of today's discussion:

1. issues we agree upon
2. issues we disagree upon

#### KENORA GROUP 1

1. Proper training in ("Counselling") Advising

#### FORT FRANCES GROUP 2

1. Issues we agree upon:
  - a) Working out common goals and objectives together
  - b) Meeting commitments
  - c) Communications
2. Issues we disagree upon:
  - a) Who is the L.G.A. responsible to -- Band? -- to Gov't?
  - b) Who is the L.G.A. working for -- Band? -- Gov't ?

#### Making the Local Government Advisor a Reality

The participants themselves had thus developed a composite picture of a Local Government Advisor. The task now remained to have this picture become a living, working, being. There can be some difficulties in translating the hopes and expectations captured in the group sessions into reality.

We judge ourselves by our intentions but we judge everybody else and they judge us by our action or what we do. It is important therefore to translate our intentions into reality and get at an intention or vision of the future.

WEDNESDAY -- DAY 2REVIEW OF DAY ONE

Some of the concerns of day one were reviewed:

- role of facilitators in groups
- flexible agenda
- more Indian participation
- attendance
- better use of the flip charts
- better presentation, rotation of presentors
- integration of Sioux Lookout's staff in groups
- use of big words

This portion of the session focused on the important function of the local government advisor in the band local government process.

5 major factors that have an influence on the L.G.A.'s daily work were reviewed:

- 1) What he does as a person
- 2) Boss he works for
- 3) Job (definition of what is expected by the department)
- 4) Internal environment
- 5) External environment

The participants were asked to break into four groups and address themselves to the following issues:

- 1) What should the L.G.A. be like  
ie what kind of a person should he be
- 2) What are some of the special things  
he needs (tools, skills, knowledge, etc.)
- 3) What he should be, what he should not be

#### 4 Groups

1. Kenora band staff
2. Kenora District staff
3. Fort Frances Band staff
4. Fort Frances District staff

The following ideas were generated:



20

## KENORA BAND

### 1. What should the L.G.A. be like?

- a) Considerate (courtesy)
- b) Educated (knowledgeable)
- c) communicate
- d) competent
- e) Interested
- f) Agressive
- g) Open-minded (as (a))
- h) Unbiased

### 2. What are some of the special things he needs?

- a) Proper training in counselling
- b) Experience
- c) Knowledge of Band system of bookkeeping (accounting) D Circulars
- d) Bilingual
- e) Preferably Indian
- f) Knowledge of Government policies
- g) Knowledge of Indian Act and Treaties
- h) Familiarity of Band programs - Housing (CMHC), Sanitation, Land surveys, etc.
- i) Guideline for L.G.A.'s (job description)

### 3. Band's expectation of the L.G.A.

#### Should Do

- Make himself available
- Give advice
- Action on a request
- Follow up
- co-ordinate effectively
- provide information

#### Should Not

- No B/S on advice
- Should not ignore request
- Force himself on the Band
- Feel superior to the Band

## KENORA STAFF

### 1. Requirements of an L.G.A.

- a) Mature
- b) Honest
- c) Dedicated
- d) Organized - er
- e) Listener (good)
- f) Suited to area
- g) Tolerant
- h) Ability to communicate
- i) Practical
- j) Knowledgeable (programs - acts)
- k) Flexible
- l) Energy (plus)
- m) Trust (of Bands)

### 2. Skills and knowledge and tools required.

- a) Communication

- b) Creditability
- c) Skill to identify problems
- d) Skill to evaluate
- e) Specific knowledge of Community Affairs programs
- f) General knowledge of all Department programs
- g) Knowledge of other Government procedures (Provincial, Federal and Municipal)
- h) Other service agencies
- i) Pulse of Band as a whole
- J) Skill in community development
- k) Management skills
- l) Ability to obtain co-operation from:
  - a) Department heads
  - b) Band Council
  - c) Band members
- m) Ability to get along with others

### 3. District Expectations

<u>Should Do</u>	<u>Should Not</u>
- Provide advisory services	- Be involved in Band politics
- Assist in budget preparation	- Make program commitments
- at Band level	
- Act as a resource person	- Make decisions for Band Councils
- Should assist in identifying priorities	- Be "Joe Boy" i.e. prepare B.C.R.'s etc. with some exceptions
--Assist in long-range financial planning, physical	
- Co-ordinate special program deliveries at Band level keeping Dept. staff advised of all significant activities	

### FORT FRANCES BAND STAFF

#### 1. What should the L.G.A. be like?

- a) Courteous
- b) Flexible
- c) Listener
- d) Knowledgeable (jack of all trades)
- e) Efficient
- f) Open-minded
- g) Good Advisor
- h) Ability to communicate
- i) Promptness, (appointments)
- j) Respect confidentiality of Bands

#### 2. What are some of the special things he needs?

- a) Knowledge of Government policy (Indian Act)
- b) Experience
- c) Knowledge of Resources available (financial, human)

- d) Organizational skills
- e) Support and co-operation
- f) Ability to follow through

### 3. Band Expectations for the L.G.A.

#### Should Do

Spend more time on-Reserve  
(as requested)  
Provide information  
Co-operate  
Establish a working relationship  
with the Band  
Liaison between the Band & Dept.

#### Should Not Do

Push ideas  
Involve himself in  
Band politics and  
personalities  
Gossip  
Waste time (projects)

### FORT FRANCES DISTRICT STAFF

#### 1. What should an L.G.A. be like?

- a) Honest
- b) Interested
- c) Flexible
- d) Approachable
- e) Knowledgeable
- f) Listener
- g) Education - community affairs, economic development
- h) Sense of humour
- i) Available
- j) Patience
- k) ability to communicate

#### 2. What are the special things he needs?

- a) Working knowledge of the Indian Act
- b) Sources of finances
- c) Policies - current, regulations
- d) Good common sense
- e) Knowledgeable of the community he is working with
- f) Be able to work with native people
- g) Good working arrangements with outside agencies
- h) Jack of all trades
- i) Training and experience
- j) Understanding - sympathy, empathy

#### 3. District Office

#### Should Do

- Be available to all
- Advise
- Visit band regularly
- Good working relationship with  
fellow employees
- Follow up band requests
- Socialize
- More time with Band

#### Should Not Do

- Not a doer
- Make decisions for the Band
- Get involved in Band  
politics
- False promises
- Should not patronize
- Spread himself too thin
- geography of territor
- paper work

How do we make the description of this L.G.A. come alive?

All behaviour is meaningful. Nothing happens by accident, there is a reason for everything. If the local government advisor is successful it will not happen by accident. It will be because of people having done something to make it happen.

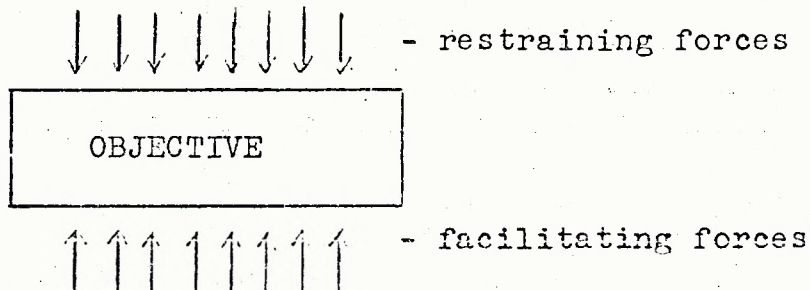
There are two sets of factors that will make a difference whether the local government advisor can make things happen

Facilitating Force or Helpful Forces - help to make things happen

Restraining Forces - hindering forces, such as  
impulsive behaviour,  
lack of interest

If these forces are equal in trying to reach the goal nothing will happen.

FORCE  
FIELD  
ANALYSIS



In order for any goals to be reached there have to be more facilitating forces than restraining forces. The 4 groups tested this principle as it applies to the L.G.A. in the following way:

- A) What can the Band do to help make the L.G.A. reach his goal, things they can do to hinder him reaching his goal (Fort Frances and Kenora Bands worked separately on this part)
- B) What can the District do to help make the L.G.A. reach his goal, things they can do to hinder him reaching his goal (Fort Frances and Kenora District staff worked separately on this part)

The 4 groups reported back:



PORT FRANCES BAND STAFF

1. How the Chief and Council can help and hinder the L G.A. in reaching his goals.

Helping

- Define his job (setting goals)
- Establish a sound working relationship
- Invite him to Council and Band meetings
- Improve communications and co-operations
- Regular contact
- Include in management discussions (Band)
- Being tolerant and fair

Hindering

- Excluding him from Band meetings
- Not working together
- Not providing enough information

PORT FRANCES DISTRICT STAFF

1. How can the District Office help or hinder the L.G.A. in reaching his goals.

Help

- Interest
- Proper work schedules
- Provide advice freely and willingly when asked
- Completion of Band visit- report - copy to Band
- Keeping L.G.A.'s informed on requested follow ups
- Providing proper support staff
- Proper training
- Have up to date information available, circulars, regulations, etc.
- Availability of specialists
- Proper facilities
- Adequate staff for workload
- Patience and understanding by other staff
- Common Goals
- Staff meetings
- Discussion groups
- Constructive criticism
- Recognition

Hinder

- Lack of interest in L.G.A. duties
- Personality conflicts

KENORA DISTRICT OFFICE STAFF

## 1. How District staff can help or hinder L.G.A.

Help

- Co-operate
- Communicate
- Listen
- Inform on programs
- Train
- Support a) moral b) administrative
- Reasonable workload
- Give direction
- Provide tools
- Adequate budget
- Keep informed on decisions made concerning Reserves he is working with
- Follow up on L.G.A.'s report- reasonable time (don't ignore)
- Involve in staff meetings

Hinder

- overrule without consultation
- use as errand boys
- interference as a result of personal conflict
- couldn't care less attitude
- attach no importance to L.G.A.'s goals
- play down training requirements
  - a) accounting
  - b) community improvements CMHC etc.
  - c) planning
  - d) Band financial planning
- no Band training

KENORA BAND STAFF

## 1. How the Chief and Council can help and hinder the L.G.A. in reaching his goals.

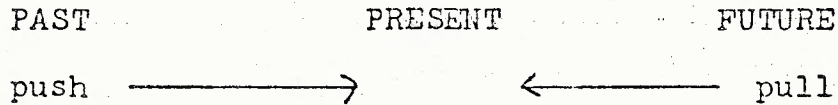
Helpful by

- Supplying pertinent information
- Doing groundwork
- Establishing priorities
- Sharing ideas
- Having positive attitudes
- Considering advice

Hindrance by

- Pressing too hard
- Lack of participation
- Giving distorted material
- Non-appreciation
- Lack of attendance (for appointments)
- Lack of concern

In this connection, it is important to realize that our past actions exercise a pushing effect and determines what we do today. Our future (goals, ambitions, etc.) exist in our imagination and it too can have just as much pulling power to influence today as the past has.



If you don't know where you are going (ie. an image of the future) then you are stuck with repeating the past. If this process continues you will lose control of your own destiny.

What we have been concentrating on this morning is about an image of the future, i.e. wanting ideas to become reality. So that our intention can be translated into reality later on in the workshop, we will be examining these goals with a view of creating an action plan.

\* \* \* \* \*

A critical issue emerged from these discussions:

To Whom does the L.G.A. hold his loyalty to?  
 --- The Band?    -- The Department?

Inasmuch as he is a civil servant hired, paid and training by the Department, the L.G.A.'s primary obligation is to the Department.

Because of the L.G.A.'s unique relationship with the Band it is important that the District Manager ensures that he be allowed to work closely with the Band and not get "caught" with departmental red tape.

The L.G.A. has a difficult task to perform. If he is only seen as a "District man" and not an advocate for the band, he won't be terribly effective. If he has or acquires skills that the group have identified he will be able to manage this role.

ROLE OF LOCAL GOVERNMENT SERVICES

Acting/Assistant Regional Director of Local Government presented a paper on the growth and evolution of Band Local Government in Ontario and a paper incorporating his presentation was distributed to the participants.

PROBLEM SOLVING USING "D" CIRCULARS AS A RESOURCECASE HISTORY 1

Maggie is an old age pensioner caring for a grandchild and living in a one-room shack. She has never received housing assistance and desperately needs adequate shelter. Her only son lives in Winnipeg and she has no able-bodied relatives living on the Reserve.

The Band builds 5 or 6 houses a year and for the past several years all recipients of housing have been either members of council, or relatives or friends of members of council, notwithstanding that some of these already have houses.

Maggie goes to band meetings, complains to Council and has written to the Department. Everyone says it is a matter for Chief and Council to decide - - Maggie still doesn't get a house.

- 
1. Maggie doesn't get a house because of favouritism on part of Band Council.
  2. Band Council not setting up Housing Priority list according to needs.
  3. To solve - a) appeal system
    - b) Should have a housing committee that would establish priority list based on need
    - c) frank discussion with Band Council on responsibilities that are transferred to Band with program.
  4. Threaten with withdrawal of program.
  5. Co-management or withdrawal.
- 

1. Set up Housing Authority.
  2. Maggie should use the D Circulars in setting up an appeal.
  3. Write to Regional Office.
  4. Set up CMHC Housing loan for Maggie.
-



"D" CIRCULARS AS A RESOURCE (CONT'D)CASE HISTORY 2

A Band Welfare Administrator resigned his position on short notice to a Band Council.

Factors involved:

Reasons for resigning - pressure from Council to ignore regulations  
 - pressure from Band members, including physical threats

There is a large welfare case load and no trained, qualified replacement.

The administration record at the Band has been poor with the result that Program administration has previously been returned to Indian Affairs.

---

- a) Threats should be reported to police.
  - b) Council should be trained and review all programs
  - c) Training for Band - membership -
- 

- 1. No qualified welfare administrator and poor track record in general administration and pressure.
  - 2. Withdraw program and provide service from District Office and arrange training; review with Band Council their responsibilities as elected representatives of the Band members and employers of Band Staff. After training new welfare administrator, consider co-management for trial period.
  - 3. Provide relevant training for Band Council on welfare regulations and "D" Circulars. Recommend general Band meetings to review welfare regulations and welfare administration problems.
- 

- a) Welfare program has to be administered by a person who knows how to handle pressure.
- b) Band Police must be set up according to "D" Circulars.
- c) Make Council realize the regulations.
- d) Physical threat should be referred to Police.

"D" CIRCULARS AS A RESOURCE (CONT'D)CASE HISTORY 3

Band Manager fired by Chief without just cause.

Band election changed Chief and Council. Existing Band Manager was very friendly with previous Chief. The new Chief has a friend or relative as a replacement. Band Manager fully qualified to carry out his duties, having had a good background when appointed, plus additional Band Manager training course. Band Manager requests help.

---

Basic Problem:

Band Manager fired by Chief without just cause.

Solutions:

- a) Band employee policy (protection)
- b) Practice of Band regulations
- c) System of appeal

Best Solution: system of appeal

---

Should have a competition - new employees should be hired on merit.

---

- A) System of appeal not full solution.  
Employee protection-employer protection  
Power of Contract over B.C.R.

"D" CIRCULARS AS A RESOURCE (CONT'D)CASE HISTORY 4

Band X mismanages appropriation funds by disbursing funds improperly.

Education funds were used for excessive welfare issues and as a result education bills could not be paid. Also using appropriation for band operations.

Basic Problem:

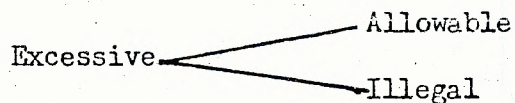
- a) Band management did not disburse funds according to the regulations.

Solution:

Qualified staff should be hired - administering programs according to the specific causes.

---

Misspent Education Funds



Allowable

Supplementary allocation for welfare - transfer to pay Education bills

Illegal

(Band Operations) Out of Band Fund Revenue or future allocations

Successive happening - Co-management or withdraw programs

---

### Education Panel

A panel comprised of Officer-in-Charge of Fort Frances District, Chief Willy Wilson from Manitou, Dell Horton, Social Counsellor Manitou, Kin Van, Education Counsellor from Fort Frances and District Superintendent of Education, Kenora shared their views on the role of Education in local government with the participants and responded to pertinent questions raised by the group.

### THE ROLE OF EDUCATION IN LOCAL GOVERNMENT

1. History of Education Program -
2. Chief's view of the role of Education -
3. Role of the Education Counsellor -
4. Role of the Social Counsellor -
5. Policy-Indian Control of Indian Education -



## PROJECT PLANNING

Management is the achievement of predetermined goals using a minimum of resources. These principles apply in any organization whether it be Headquarters, Region, District, Band or Association.

### COMPONENTS OF MANAGEMENT

#### Effective Management Decisions

Effective management behaviour =

Quality of  
Decision

X

Acceptance of  
Decision

Quality of decisions multiplied  
by degree of acceptance

For Example:

A decision rated at 10 in a scale of 0 -10 multiplied by a degree of acceptance at 0 on a scale of 0 - 10 equals 0

Q	X	A
10	X	0 = 0

A decision rated at 0 in a scale of 0 -10 multiplied by a degree of acceptance at 10 equals 0

Q	X	A
0	X	10 = 0

A decision rated at 10 in a scale of 0 -10 multiplied by a degree of acceptance produces an equation answer of 100 which indicates

Q	X	A
10	X	10 = 100%

The best decision in the world may be made but if it is not accepted it will never be implemented.

Planning is another critical component of management.

The Project Planning Problem exercise demonstrated differing degrees of expertise in each member of a group in the planning process. This was shown where individual members of the group achieved different numerical scores reflecting their own expertise. When the group members worked together by discussing and examining options, sharing ideas, building on the ideas of others, setting priorities and then collaborating to arrive at a consensus, the group score was appreciably better than the average individual score of the group.

<sup>1</sup>  
The Project Planning Problem  
An Experience in Team Planning  
Developed by Human SYNERGISTICS

---

Following are the results of the Project Planning Problem produced by groups of the Local Government Seminar, Fort Frances Student Residence, November 2 - 5, 1976.

GROUPS

	Fort Frances Band	Fort Frances Dept.	Kenora Band	Kenora Dept.
Average Individual Score	80	78	104	70
Team Score	82	44	104	36
Gain Score	- 2	+ 34	0	+34
Lowest (Best) Score	58	44	76	48
Number of Individuals' Scores lower than team score	4	0	3	0

The use of the different skills, knowledge and expertise of the group and the focusing of those skills in a positive way to arrive at a solution to a problem produced a better solution. This is a demonstration of the process of SYNERGY.

Management = Maximizing Resources

The function of a manager is to use the skills of a group to create ideas, solve problems, develop and implement plans. When a group strives to work well together as a team in a positive way the work situation will be challenging, stimulating, possibly harder, but rewarding and fun.

In the Project Planning Problem exercise it was demonstrated that if those who achieved the best scores do not share their ideas and skills with others, express and defend their viewpoints, or otherwise contribute to the group, their skills and knowledge have little impact on the decisions made and hence are wasted.

# the Project Planning Problem

2nd Edition

AN EXPERIENCE  
IN TEAM PLANNING

Developed by  
Human Synergistics

Robert Boduch, M.B.A.  
Janice Brown  
Albert A. Canfield, Ph.D.  
Patrick Eady, M.Ed.  
J. Clayton Lafferty, Ph.D.

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	Step 1 Individual Ranking	Step 2 Team Ranking	Step 3 Planning Experts' Ranking	Step 4 Difference between Steps 1 and 3	Step 5 Difference between Steps 2 and 3
A. Find qualified people to fill positions					
B. Measure progress toward and/or deviation from the Project's goals					
C. Identify & analyze the various job tasks necessary to implement the Project					
D. Develop strategies (priorities, sequence, timing of major steps)					
E. Develop possible alternative courses of action					
F. Arrange appropriate consequences for individual performance					
G. Assign responsibility/accountability/authority					
H. Set Project objectives (Desired Results)					
I. Train & develop personnel for new responsibilities/authority					
J. Review and analyze the facts of current Project situation					
K. Establish qualifications for positions					
L. Take corrective action on Project cycle Project plans)					
M. Coordinate on-going activities					
N. Determine the allocation of resources (budget, facilities, etc.)					
O. Measure individual performance against performance objectives, standards					
P. Identify the negative consequences of each course of action					
Q. Develop individual performance objectives which are mutually agreeable to individual & his/her manager					
R. Define scope of relationships, responsibilities & authority of positions					
S. Decide on basic course of action					
T. Determine measurable checkpoints for Project & variations expected					
			Totals (The lower the score the better)		
				Individual Score Step 4	Team Score Step 5



### The Situation

Your organization has just assigned you to a newly formed task team which is to take over a secret Project presently being handled by Research and Development. Your entire team has been assigned responsibility and authority to *first* design a plan for managing the Project and then, after top management has reviewed and accepted your plans, carry out the Project.

Your team has been deliberately formed of individuals with experience from a number of Divisions because it was felt a greater range of knowledge and skills were needed in order to arrive at the most effective plans. None of you have been told anything about the Project so far, other than it is expected to grow to sizeable proportions requiring additional people.

### The Problem

Despite the lack of information regarding the Project, your team must now design a preliminary plan for managing the Project. On the next page is a list of 20 Management Activities (A through T) arranged in random order. Your task is to rank order these activities according to the sequence you would follow in managing the Project. This sequence will be reviewed by top management before you are given the go-ahead to begin work on the Project.

#### Step 1:

Since you have a few minutes before your team meets for the first time, go over the list of activities on the next page; and, without discussing it with anyone, rank order the management activities according to the sequence you think should be followed in managing the Project. Start with "1," the first activity through "20," the last activity.

#### Step 2:

Now, as a team, agree to the sequence of activities that should be followed.

You will have until \_\_\_\_\_ o'clock to decide.

nd insert the scores under your  
am's number

Step 6—Average Individual Score  
Add all the individual  
scores (Step 4) on the team and  
divide by the number on the team.

Step 7—Team Score (Step 5)

Step 8—Gain Score  
The difference between the Team Score  
and the Average Individual Score.  
If the Team Score is lower than Average  
Individual Score then Gain is "+"  
If Team Score is higher than Average  
Individual Score then Gain is "-"

Step 9—Lowest (Best) Score  
on the team

Step 10  
Number of individual scores lower  
than the team score

Team Performance Data  
Scores based on 117 participants  
(teams)

Step 6	
Average Individual Score	59.6
Winning Teams	59.5
Losing Teams	72.3
Step 7	
Average Team Score	40.5
Average Winning Team Score	28.5
Average Losing Team Score	63.5
Step 8	
Average Gain Score	19.2
Winning Teams	31.0
Losing Teams	8.8
Step 9	
Average Best Score On Team	37.5
Winning Team	28.5
Losing Team	53.5
Step 10	
Percentage of Individuals Lower than Team Score	17%
Winning Teams	10%
Losing Teams	38%
Percentage of teams scoring better than the best individual on the team	
	31%

Suggested Readings

- Barber, Larry L. *Listening Behavior*, Englewood Cliffs, New Jersey: Prentice-Hall, 1971.
- Drucker, Peter F., *The Practice of Management*, New York: Harper and Brothers, 1954.
- Fayol, Henry, *General and Industrial Administration*, London: Sir Isaac Pitman and Sons, 1949.
- Kepner, Charles H. and Benjamin Tregoe, *The Rational Manager*, New York: McGraw-Hill, 1965.
- Koontz, Harold and Cyril O'Donnell, *Principles of Management*, Englewood Cliffs, New Jersey: Prentice-Hall, 5th Edition.
- Maier, Norman R.F., *Principles of Human Relations*, New York: John Wiley and Sons, Inc., 1955.
- Odiorne, George S., *Management by Objectives: A System of Managerial Leadership*, New York: Pitman, 1965.
- Strauss, George and Leonard R. Sayles, *Personnel: The Human Problems of Management*, Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Other Materials Published By ELM

- The Desert Survival Problem
- The Desert Survival Problem Manual
- The Subarctic Survival Problem
- The Subarctic Survival Problem Manual
- The Learning Styles Inventory
- The Learning Styles Inventory Manual
- Leadership and Motivation

Materials may be ordered from:  
**Experiential Learning Methods**  
39819 Plymouth Road  
Plymouth, Michigan 48170  
313-459-1040

### Identification and sharing of six pieces of advice to Band and Departmental staff

Opportunity in this exercise was given to do something unusual not to just look at ourselves but to receive information from somebody else about ourselves.

Participants were divided in 4 groups:

- 1) Fort Frances District staff
- 2) Fort Frances Band representatives
- 3) Kenora District staff
- 4) Kenora Band staff

To consider at least 6 areas of advice they would like to give one another (ie. advice the band gave to district staff, advice district staff gave to bands)

The advice was recorded:

#### Advice to Kenora District from Kenora Bands

1. Immediate correspondence.
2. More support on proposals from Bands.
3. Another person to refer to.
4. Immediate action to emergency situations.
5. District Manager make more periodical visits to Reserves.
6. Make sure District staff to keep their appointments (and on time)

#### Advice to Kenora Bands from Kenora District

1. Prompt and better attendance at meetings.
2. Get priorities organized.
3. Review effectiveness of Band administration.
4. Speak your mind.
5. Get your homework done better.
6. Follow your own established rules.
7. Quit favouritism.
8. Ensure decisions come from the majority of Council not from the Chief alone.

Advice to Fort Frances District Staff from  
Fort Frances Bands

1. Let us know in advance of Band visits.
2. Let us know when we can see you in District office.
3. Be prepared to spend as much time as required on Reserve.
4. Do follow up work when working on a project.
5. Be flexible and objective.
6. Be interested and pursue all alternatives.

Advice to Fort Frances Bands from  
Fort Frances District

1. More active role.
2. Improve communications by manning Administration offices on a regular basis.
3. Identify your needs in an organized manner.
4. Persevere - patience.
5. Continuity on Band Staff.
6. Be flexible in Policy changes.
7. Aggressiveness in implementing Band Administration project.
8. Do not be hesitant in requesting assistance.
9. Better planning to avoid crises.

The point emerged that none of the above advice required the expenditure of funds.

\* \* \* \* \*



THURSDAY DAY 3

- Review of yesterday's session, and today's agenda
- Announcement that a wild game dinner is planned as a gala event for our final dinner together
- The important reminder to examine the evaluation document that participants will work on tomorrow.

PROBLEM SOLVING TECHNIQUES

Four groups were assigned to the task of generating 5 or 6 problems per group, selecting one problem and using the problem solving model to work out a solution. The use of this problem solving technique was in the opinion of all the groups as a useful tool that could be used back on the job.

After reaching a possible solution the group prepared an ACTION PLAN indicating who, where, when and how the solution would be implemented.

1. Define the problem -- what are you concerned about in 20 words or less.
2. Examine the problem as follows:
  - historical perspective - what happened in the past
  - present circumstances
  - future implications
3. Brainstorm alternatives

Alternative  
Solutions

Criteria

	C <sub>1</sub>	C <sub>2</sub>	C <sub>3</sub>	C <sub>4</sub>	TOTAL
A <sub>1</sub>	2	3	5	3	13
A <sub>2</sub>	3	2	4	2	11
A <sub>3</sub>	4	1	3	1	9
A <sub>4</sub>	1	4	2	5	12
A <sub>5</sub>	5	5	1	4	15

Best  
Solution

4. Establish criteria to evaluate each alternative - at least 51% must agree.
5. Evaluate each alternative against each criterion
6. Select best solution
7. Develop action plan. Who? Where? When? How?

Each alternative is assessed against each criterion as to whether it best fits or least fits. (1 = best fit; 5 = least fits)

Alternative #3 is the most appropriate option - you might wish to see if some of the ingredients in Alternative #2 ought to be included in your solution.

FRED KELLY - REGIONAL DIRECTOR GENERAL

Some of the Highlights of the Director General's talk:

MANDATE OF DEPARTMENT OF INDIAN AFFAIRS

Mandate to act as guarantor or protector of Indian rights.

FUNCTION OF DEPARTMENT OF INDIAN AFFAIRS

Local government is not a conference of responsibility to Indian people, not a gift but a right. Four major functions were identified:

1. It's a guarantee of special rights
2. Federal Government is a source for funds and Indian people enjoy a special relationship in terms of funding from the Federal Government.
3. Department should be a co-ordinator department for government services to Indian people.
4. Department to provide professional resource pool, e.g. Accounts, Engineer, Architects, to Indian people.

CABINET PAPER ON APPROACH TO GOVERNMENT-INDIAN RELATIONSHIPS

Director General commented on this recent policy statement. In his view it is a framework to facilitate the Indian people reaching their aims.

CONSULTATION PROCESS (What do you think we should do)

Felt the department has not come to terms with what it means by consultation and it often has been a one way street. Must be working towards joint planning (what we do) and joint management (how we do it) with the bands.

AUTONOMY

Director General distinguished independence (defined in terms of sovereignty) from autonomy. Autonomy is a process whereby the bands run their own show, decide their own priorities at a rate that they decide.

EVALUATION

The measurement of success is to be based upon the satisfaction of the Indian people. He did however stress that Bands have to accept responsibility and be accountable.

REGIONAL DIRECTOR GENERAL ESTABLISHES  
GOOD COMMUNICATION LINK WITH PARTICIPANTS

Four groups comprised of staff and band staff prepared questions and issues that they wished to share with a panel made up of the Regional Director General and managers of the Kenora and Fort Frances Districts.

Following are the questions and issues to which the panel responded:

Presentation of questions and issues to District Managers  
and Director General:

1. Is the panel aware that the appeals do not provide justice?
  2. Alcoholism
  3. Shortage of man years in District.
  4. When is the welfare program going to be funded in the proper workable manner?
  5. Why has Treasury Board stated that Band Financial Regulations must be accepted or no money?
  6. When will a housing policy be fully completed and workable?
  7. Once the need has been established, what can be done to speed up the filling of staff positions?
  8. Why can't budgets indicate the Band's requirements, based on essential needs and desirable requirements?
  9. What changes are anticipated within the next 5 years --
    - a) staffing
    - b) finances
    - c) decentralization
    - d) self-government
    - e) priorities
  10. Why are goals set with no development approach to achieve them?
  11. Is a B.C.R. a legal document?
- 
1. Review of implications on staffing budgets and core funding in relation to local government.
  2. English-Wabigoon mercury pollution - Reed Paper.
  3. Support from Region on Band and District submissions, positive attitude. Same applies to District on Band submissions.
  4. The group feels that recreation should be funded as generously as B.E.D.C.
  5. The group feels that other federal and provincial departments (CMHC etc.) don't have programs designed to help Indian people.
- 
1. Mr. R.D.G., can you find more money for Band and Dept. staff training (re CMHC, etc.)?
  2. Can you simplify the paperwork to free up staff for more time



PRESENTATION OF QUESTIONS AND ISSUES TO DISTRICT MANAGERS AND  
DIRECTOR GENERAL: (CONT'D)

for field work?

3. When will you introduce Band work programs to the Fort Frances District?

---

1. Elaborate on decentralization of Program Authority to District, eg. IEDF.
2. N.I.B. voice of all Indian People?
3. Allocation of funds to Bands according to need or per capita?

A video tape was produced of this portion of the seminar and will be available when edited upon request to:

The Librarian,  
Dept. of Indian and Northern Affairs,  
55 St. Clair Avenue East,  
Toronto, Ontario M4T 2P8.

The panel responded to every question and issue raised by the group. The subject matter included:

- decentralization
- requested increase in man years
- greater concentrations of L.G.A.'s in the north
- study by Finance of delegation of financial authority
- role of Regional Indian Advisory Council in formulating policy
- participation of District Managers in Regional Executive Committee
- Band Work Program as a strategy not a program
- the major emphasis of Mr. Kelly's remarks was on the fact that Indian Bands define the objectives and the Department's role is to be responsive.
- litigation study on mercury
- splitting finance functions into auditing and consulting
- institution of a Regional Monthly Summary to keep the field informed of current and planned issues and directions
- Housing policy, formation of the Ontario Indian Housing Council

SUMMATION OF PANEL DISCUSSIONS BY DR. HARVEY SILVER

Local Government is not a gift, it is an achievement. It does not happen by accident.

To illustrate the process of people gaining autonomy over their own affairs the following chart was used. It summarizes the progress of people.

SUMMATION OF PANEL DISCUSSIONS BY DR. HARVEY SILVERAUTONOMY/RESPONSIBILITY CHART

1. Act on own.
2. Act then check.
3. Check and then Act.
4. Ask what to do.
5. Wait to be told.

The process that is suggested in this chart can also apply to local government. As you make your way up in the process, the more freedom or autonomy you have, lower down on the chart the less freedom and confidence you have.

He stressed that along with freedom there is inevitable responsibility. At the freedom/responsibility level there is more diversity, challenge and opportunity. Life is possibly more challenging but a lot more fun.

Persons functioning at level 5 of the chart require

1. reputation - a function of how well you have done in the past
2. competence - a function of whether you have the skills
3. rapport - the ability to develop good inter-personal relationships

The goal of local government is to facilitate people gaining autonomy over themselves and their environment. That is what this seminar is all about - the development of staff and development of bands towards a higher level of being.

Dr. Silver pointed out that no other government department has held seminars with the citizens it serves. The characteristics of the Regions' joint training is a special and unique approach.

\* \* \* \* \*

FINANCEBUDGETING AT BAND, DISTRICT, REGION AND HEADQUARTERS LEVEL

John Anderson, Regional Head, Financial Operations

presented to all participants band and staff. An overview of the Ontario Region's budget formulation and control process. He responded to questions, issues and concerns of participants concerning the budgetary process.

BUDGET CYCLE

1978/79

A) PROGRAM FORECAST

1. September/October/76 - Band Level

↓  
District

↓  
Regional Office

- 
2. November 15/76 - Regional Office  
Summarizes

↓

- 
3. H.Q. - Finance - National Forecasts  
December/76

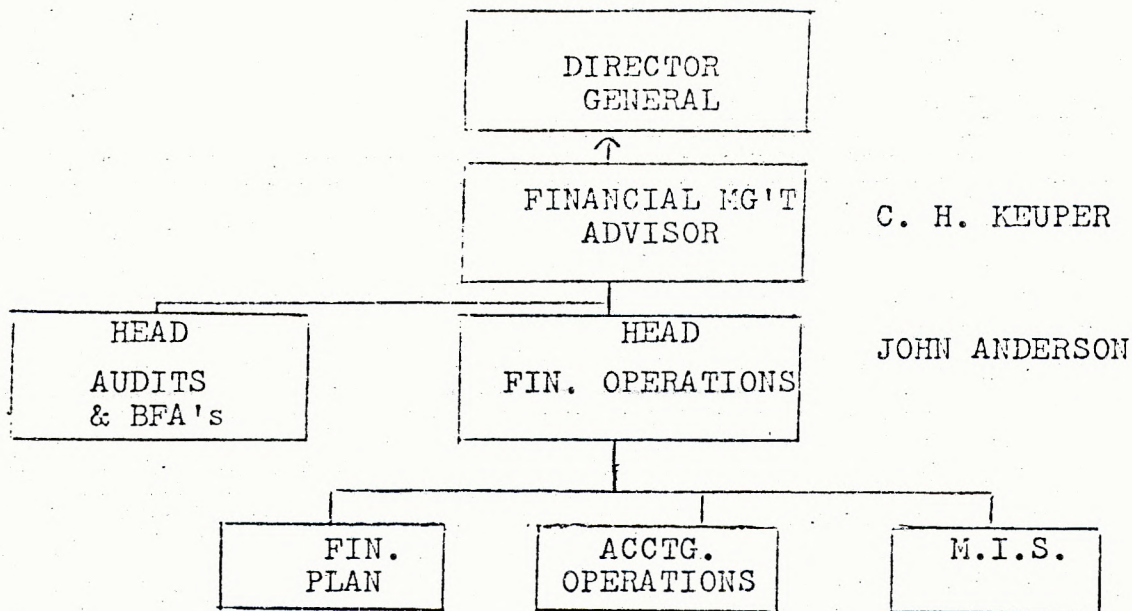
- 
4. January/77 - H.Q. and Treasury Board

- 
5. June/77 - Estimates 78/79

- 
6. Sept.-November/77 - Finalize Targets

- 
7. February/78 - Final Budget 1978/79.
-

REGIONAL OFFICE  
FINANCE



ROLE OF TREASURY BOARD

1. Financial management in Federal Government.
2. Review Department's forecasts and estimates.
3. Main estimates to Cabinet and House of Commons.

John described the three planned financial training modules being planned and developed to meet the special areas of our Region and stressed the benefits to be gained from attending these workshops where specific questions and issues pertinent to band staff and department staff may be addressed by band and staff with the help of a financial training expert.

\* \* \* \* \*



## RESOURCES AVAILABLE TO HELP REACH YOUR GOALS

The use of brainstorming as a technique to generate ideas or identify resources was demonstrated. The facilitators asked the group to list as many resources as they could think of that a community could use. All ideas were recorded. It was obvious that the group's ideas exceeded the contribution of the individual. The creativity of brainstorming was vividly demonstrated as numerous ideas on possible resources were identified. This approach would be a highly useful tool for use by both district and band staff. Once all the ideas have been generated the next step is to critically evaluate and prioritize.

### The Need for Action Plans

#### Resources:

If the resources we have are equal to the goals we have then there would be no need for planning. If what we want exceeds the available resources planning is necessary.

In most government departments little planning or evaluating takes place. Efforts are exerted mainly on "doing" - this is an extravagant waste of resources.

To function at an effective level it is necessary to spend the greater portion of resources - time, energy, finances, etc. on planning and evaluating and a smaller portion on the actual "doing".

Evaluation is also necessary to test the status of a project or activity and to replan to meet adjusted requirements.

WHAT

WHO

HOW

WHEN

Action Plan

WHAT: Participants had defined Band Local Government in terms of their own particular environments.

WHO: Participants concluded that all staff and band staff have a responsibility to implement band local government.

HOW

AND

WHEN:

How and when new approaches to the increased thrust towards band local government would take place were planned. The following commitments produced by participants in their District groups were made:

## ACTION PLAN KENORA STAFF

### Continue to Do

1. meetings (regular) with Bands, L.G.A.'s and Program Managers
2. Co-ordinate through L.G.A.'s
3. Assess training needs
4. Joint planning and management.

### Start Doing

1. Invite Band reps to District staff meetings.
2. Spend more time on Reserves
3. Advise Bands on staff schedules

### Stop Doing

1. Dictating to Band Councils.
2. Thinking of DIAND as only source of funds

## KENORA BANDS

### Continue to Do

1. Training
2. Meeting with District staff
3. Search for on-reserve jobs
4. Strive for better administration review, and evaluation

### Start Doing

1. Holding regular meetings on time
2. Following regulations
3. Getting involved with District planning.

### Stop Doing

1. "Conning"
2. Thinking of DIAND as only source of \$ and resources

## REGIONAL OFFICE AND TRAINING TEAM

### Continue to Do

1. To hold this type of workshop (level of quality)
2. Consult with District on training needs

### Start Doing

1. Providing training dollars
2. Providing this type of workshop on the Reserve
3. Find ways for greater Band participation and resources

- for Band groups (eg. facilitators)
4. Follow up action

#### Stop Doing

1. Usurping District authority
2. Playing down training needs
3. Changing budget formulas and policies mid-year
4. Using exercises inappropriate to Bands

### ACTION PLAN KENORA BANDS

How to implement Local Government and how to carry forward the initiative and momentum of this workshop.

#### KENORA BAND

##### Continue to Do

1. Communicate
2. Have workshop
3. Co-operative
4. Respond
5. Plan objectives

##### Start to Do

1. Aggressive
2. Implement lessons learned from the workshop
3. Smarten up.

##### Stop Doing

1. Being Dependant

### DISTRICT OFFICE

##### Continue to Do

1. Full Support
2. Act upon requests
3. Provide resources (ie. workshops)

##### Start to Do

1. Carry forward initiative and momentum of this workshop
2. Recognize the potential of Band Staffs

Stop Doing

1. Stop B/S-ing
2. Stop ignoring emergency situations.
3. Dominant to Bands

REGIONContinue to Do

1. Provide money
2. Provide resources (ie. workshops)

Start to Do

1. Provide more money
2. Involve the Bands in program designs
3. Revise Indian Act
4. Exercise more travel money to attend workshops

Stop Doing

1. Delaying programs
2. Cutback on funds
3. Changing priorities

ACTION PLANFORT FRANCES DISTRICT STAFFContinue to Do

1. Staff meetings
2. Flexible in work areas
3. Evaluating effect of progress
4. Follow up
5. Work with Band Staff at reserve levels.

Start to Do

1. Work together more effectively
2. Start regular Chief Meetings
3. Planning meetings together
4. Respect confidentiality
5. Band Staff training sessions

Stop Doing

1. Doing other people's work
2. Non constructive criticism
3. Gossip
4. Paternalistic attitude



BAND STAFFContinue to Do

1. Work with District staff
2. Sharing ideas with District Staff
3. Positive approach and attitude
4. Continue taking on more responsibilities

Start to do

1. Improve on communications
2. Complete training program and implement same
3. Joint planning and management
4. goals and objectives (sharing)

Stop Doing

1. Irregular attendance at meetings
2. unjust criticism
3. Staff turnover

TRAINING TEAMContinue to Do

1. Follow up Local Government training
2. Refine all job description
3. Informal contact
4. Decentralization authority to field
5. notice of training activities in Region.

Start Doing

1. Reviewing and evaluating (methods, procedures)
2. Prior notice of agenda
3. LGA Handbook or manual
4. Quicker decisions
5. Appoint District training officers

Stop Doing

1. Reversing decisions
2. Stop excessive paper
3. unrealistic deadlines
4. Language in manuals

## ACTION PLAN PORT FRANCES BANDS

### Continue to Do

1. Workshops
2. Participate
3. Communicate at Band level so that they set their priorities

### Start Doing

1. Develop better working relationships with District staff
2. Keeping Band Members informed
3. Attend Band meetings
4. Develop interest in activities, involvement (on Reserve)

### Stop Doing

1. stop segregating
2. Treaty Three, Indian Affairs, Band Government when we are all working for the same thing.

## FORT FRANCES DISTRICT STAFF

### Continue to Do

1. Regular visits
2. to provide your service in a more effective way

### Start Doing

1. Improve communication
2. More active role

### Stop

1. (Don't stop anything that you are doing)

## REGION

### Continue to Do

1. workshops
2. keep high calibre of expertise

### Start Doing

1. Provide workshops on regular basis

### Stop

1. (Don't stop anything)

CLOSING REMARKS

What the action plans created was a road map or a recipe for implementation of a successful local government program. The issue now is whether you care enough to make it happen, whether you want it badly enough.

The technology is there (eg. land a man on Mars). The issue is whether people care to make things happen so it really is a human problem not a technical problem. We now have a responsibility to get there. We cannot assume that other people will take the first step.

The following 10 words express this notion simply and effectively:

"IF IT IS TO BE IT IS UP TO ME"

\* \* \* \* \*

THE FINANCE FUNCTION IN GOVERNMENT  
AND IN D.I.A.N.D.

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SUMMARY OF TOPICS

- I. STRUCTURE OF FINANCE WITHIN GOVERNMENT
- II. FINANCIAL PLANNING
  - PROGRAM FORECAST
  - TREASURY BOARD PROGRAM LIAISON
  - TREASURY BOARD SUBMISSIONS
- III. FISCAL FORECASTS
- IV. BUDGETARY & COMMITMENT CONTROL
- V. DELEGATION OF FINANCIAL AUTHORITIES AND  
SIGNING AUTHORITIES.



I.

## STRUCTURE OF FINANCE WITHIN GOVERNMENT

IN DEALING WITH THIS SUBJECT I BELIEVE WE SHOULD FIRST HAVE A BROAD UNDERSTANDING OF HOW GOVERNMENT OPERATES.

THE EXECUTIVE POWER IN CANADA IS VESTED IN THE QUEEN BY THE BRITISH NORTH AMERICA ACT 1867. IT CONSISTS OF:

- (A) STATUTORY POWER WHICH IS DERIVED FROM THE BNA ACT AND FROM LEGISLATION OF PARLIAMENT AND
- (B) PEROGATIVE POWER WHICH MAY BE DESCRIBED AS RESIDUAL AUTHORITY OF THE SOVEREIGN AS HEAD OF THE STATE.

THE GOVERNOR GENERAL IS THE QUEEN'S REPRESENTATIVE IN CANADA AND THE EXECUTIVE FUNCTION IS EXPRESSED ON BEHALF OF THE QUEEN BY THE GOVERNOR IN COUNCIL. THE GOVERNOR IN COUNCIL IS THE GOVERNOR GENERAL ACTING BY AND WITH THE ADVICE OF THE QUEEN'S PRIVY COUNCIL FOR CANADA. ALTHOUGH THE MEMBERS OF THE CANADIAN PRIVY COUNCIL WHEN DULY SWORN IN REMAIN PRIVY COUNCILLORS FOR LIFE, IN ACTUAL CONSTITUTIONAL PRACTICE THE EXECUTIVE BODY IS THE COMMITTEE OF THE PRIVY COUNCIL WHICH IS COMPOSED OF THOSE MEMBERS WHO MAKE UP THE ADMINISTRATION OF THE DAY, THAT IS THE CABINET. THE FORMAL ACTS OF THE GOVERNOR IN COUNCIL EMERGE AS ORDERS OR MINUTES OF COUNCIL SUPPLEMENTED WHEN NECESSARY BY A PROCLAMATION.

Now let's examine how the Cabinet operates. Because it is not practical for all Cabinet members to attend all meetings and deal with all matters the Cabinet today has five (5) standing committees which deal with specific areas of government activities namely External Policy and Defense, Economic Policy, Social Policy, Science Culture and Information and Government Operations. These are the functional Cabinet committees. There are also four (4) standing coordinating committees namely Priorities and Planning, Treasury Board, Legislation and House Planning and Federal-Provincial Relations. Special committees are established as required.

There is naturally the closest interaction between the functional committees and the Cabinet committee on Priorities and Planning. The goals and priorities and the policy directions developed by the latter influence the former committees in their deliberations and the programs and internal priorities developed by the functional committees in turn become elements for consideration by the Priorities and Planning committee. Despite its key roll the committee on Priorities and Planning is not an "inner cabinet" since like other committees its recommendations must go to the Cabinet for debate and final decision. The Prime Minister chairs the committee on Priorities and Planning and the Committee on Federal-Provincial Relations and does not attend other committees unless quite unusual circumstances make it desirable.

THREE (3) VERY IMPORTANT OFFICES OF THE FEDERAL GOVERNMENT WORK DIRECTLY WITH THE PRIME MINISTER, THE CABINET AND ITS COMMITTEES. THEY ARE THE PRIME MINISTER'S OFFICE, THE PRIVY COUNCIL OFFICE AND THE TREASURY BOARD. SINCE OUR DISCUSSION TODAY IS MAINLY SLANTED TOWARD FINANCE I DO NOT PROPOSE TO DISCUSS THE ROLL OF THE PRIME MINISTER'S OFFICE AND THE PRIVY COUNCIL OFFICE BUT WILL CONCENTRATE ON THE TREASURY BOARD.

UNDER SECTION 3 OF THE FINANCIAL ADMINISTRATION ACT THE TREASURY BOARD IS A COMMITTEE OF THE PRIVY COUNCIL IN OTHER WORDS IT IS A CABINET COMMITTEE APPOINTED BY STATUTE CONSISTING OF THE PRESIDENT OF THE TREASURY BOARD, THE MINISTER OF FINANCE AND FOUR OTHER MEMBERS OF THE QUEEN'S PRIVY COUNCIL FOR CANADA WHO ARE NOMINATED FROM TIME TO TIME BY THE GOVERNOR IN COUNCIL. THE OPERATIONAL ARM OF THE TREASURY BOARD NAMELY THE SECRETARIAT IS HEADED BY THE SECRETARY OF THE TREASURY BOARD. THE SECRETARIAT ORGANIZATIONAL STRUCTURE COMPRISING FIVE (5) BRANCHES IS PORTRAYED ON THE NEXT SLIDE. (READ OUT ORGANIZATION) THE RESPONSIBILITIES OF THE SECRETARIAT ARE AS FOLLOWS:

- (A) EXAMINATION OF THE PROPOSED SPENDING PROGRAMS OF ALL GOVERNMENT MINISTRIES, DEPARTMENTS AND AGENCIES.
- (B) MAKES RECOMMENDATIONS TO THE TREASURY BOARD ON THE PROPOSED EXPENDITURES.
- (C) KEEPS UNDER CONSTANT REVIEW THE DEVELOPMENT OF APPROVED PROGRAMS IN ORDER TO ENSURE EFFECTIVE EXPENDITURE MANAGEMENT.

- (D) RECOMMENDS PUBLIC SERVICE PERSONNEL MANAGEMENT POLICY TO THE TREASURY BOARD IN THE AREAS OF MANPOWER UTILIZATION, COMPENSATION, PENSIONS AND INSURANCE AND STAFF RELATIONS AS WELL AS NEGOTIATING THE TERMS OF COLLECTIVE AGREEMENTS WITH THE VARIOUS BARGAINING AGENTS.

IT IS ALSO CONCERNED WITH THE DEVELOPMENT OF PROGRAM EVALUATION TECHNIQUES, MANAGEMENT IMPROVEMENT PRACTICES AND EFFICIENT ADMINISTRATION THROUGHOUT THE GOVERNMENT.

THE FINANCE AND ADMINISTRATION FUNCTION OF D.I.A.N.D. PREDOMINANTLY INTERACTS WITH THE PROGRAM AND ADMINISTRATIVE POLICY BRANCHES. BEFORE ENDING THIS DISCUSSION I WOULD LIKE TO TOUCH BRIEFLY ON THE ROLES OF THE DEPARTMENT OF FINANCE AND THE DEPARTMENT OF NATIONAL REVENUE.

DEPARTMENT OF FINANCE

THE MINISTER HAS OVERALL RESPONSIBILITY FOR THE MANAGEMENT OF THE CONSOLIDATED REVENUE FUND AND THE SUPERVISION CONTROL AND DIRECTION OF ALL MATTERS RELATING TO THE FINANCIAL AFFAIRS OF CANADA WHICH BY LAW HAVE NOT BEEN ASSIGNED TO THE TREASURY BOARD OR TO ANY OTHER MINISTER. MORE PRECISELY THE OBJECTIVES OF THE DEPARTMENT ARE:

- (A) TO ANALYZE AND APPRAISE THE ECONOMIC SITUATION AND PROSPECTS IN CANADA AND IN OTHER COUNTRIES OF INTEREST TO CANADA

VG 4



- (B) TO ADVISE ON FISCAL AND OTHER ECONOMIC POLICIES AND MEASURES
- (C) TO RECOMMEND MEASURES TO MEET THE REQUIREMENTS OF THE GOVERNMENT WITHIN APPROPRIATE FISCAL POLICIES, BY ACTION IN EXPENDITURE, LENDING, TAXATION, BORROWING AND CASH MANAGEMENT.
- (D) TO ADVISE ON MATTERS CONCERNING THE BALANCE OF PAYMENTS, EXCHANGE RESERVES, INTERNATIONAL MONETARY AND FINANCIAL ARRANGEMENTS, COINAGE, AND RELATED MATTERS
- (E) TO PARTICIPATE IN INTERNATIONAL NEGOTIATIONS AND OTHER MEETINGS RELATED TO FINANCE, TAXATION AND ECONOMIC DEVELOPMENT
- (F) TO ADVISE ON POLICIES RELATING TO FEDERAL-PROVINCIAL FISCAL AND ECONOMIC RELATIONS
- (G) TO ADMINISTER STATUTES RELATING TO GUARANTEED LOANS, THE CAPITAL BUDGETS AND FINANCING OF CROWN CORPORATIONS AND AGENCIES.

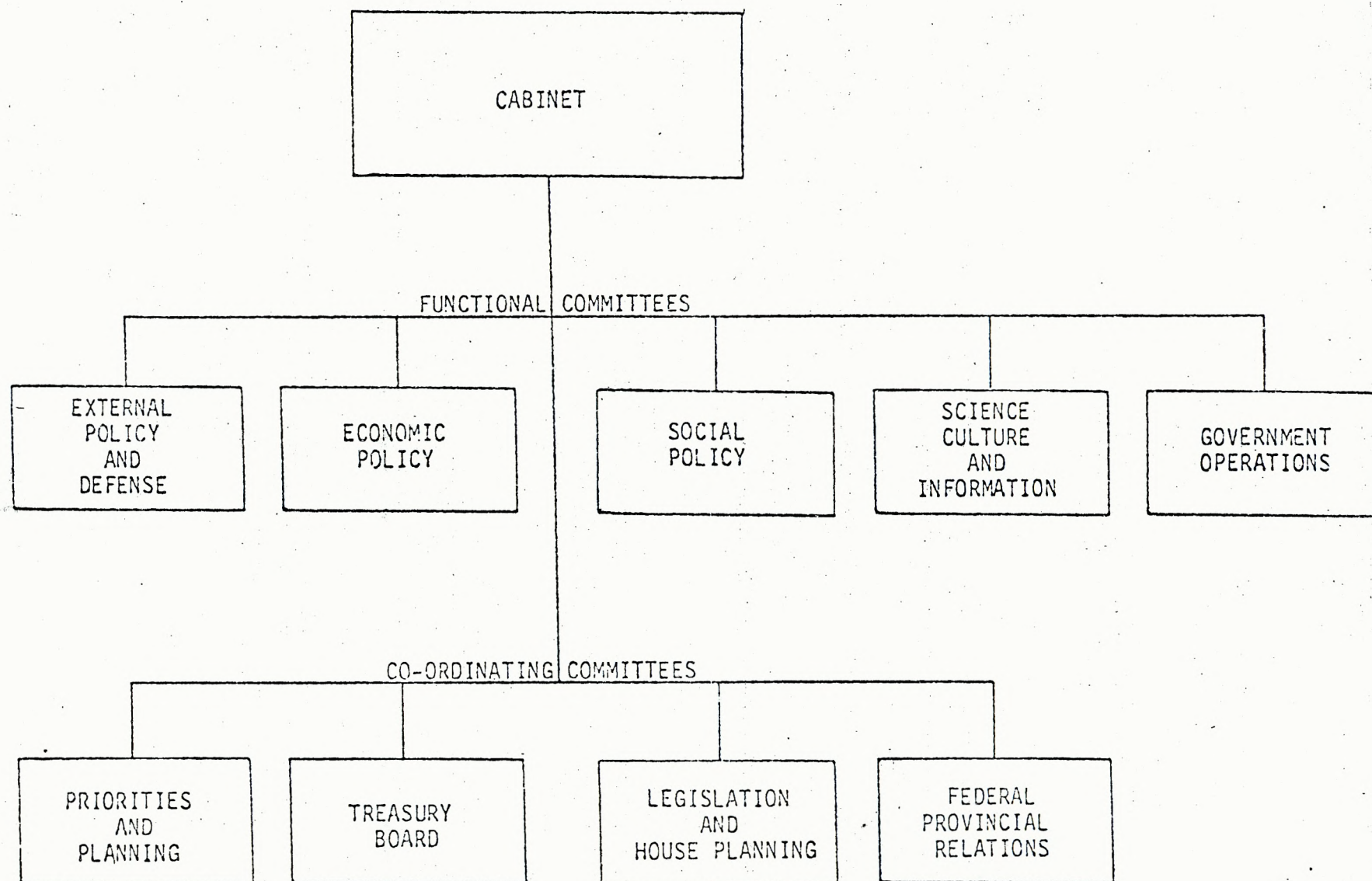
#### DEPARTMENT OF NATIONAL REVENUE

THE DEPARTMENT OF NATIONAL REVENUE (CUSTOMS AND EXISE) IS RESPONSIBLE FOR

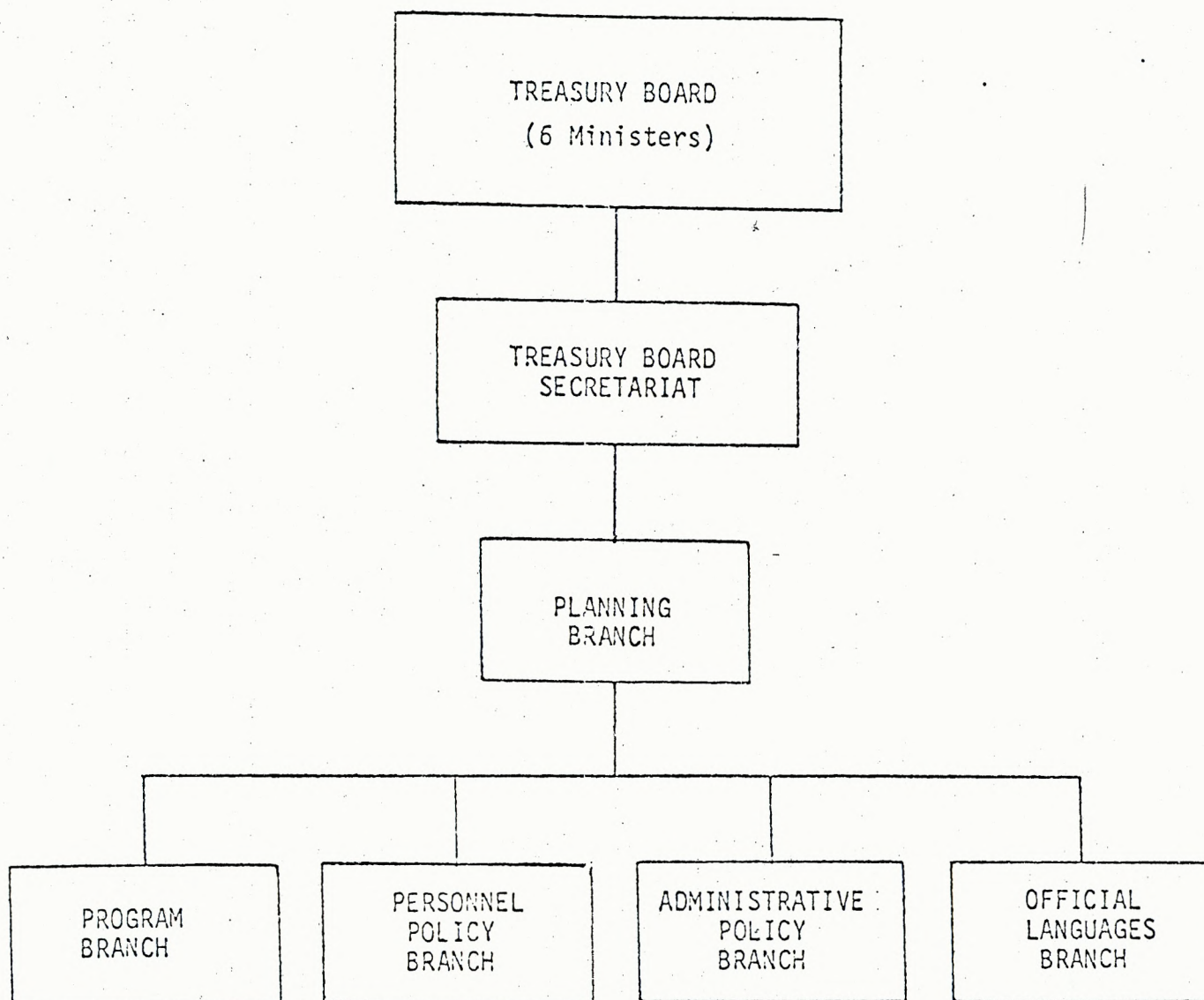
- 5
- (A) THE ASSESSMENT, COLLECTION AND CONTROL OF DUTIES AND TAXES ON IMPORTED AND DOMESTICALLY PRODUCED GOODS
  - (B) THE CONTROL OVER INTERNATIONAL MOVEMENTS OF PERSONS AND GOODS.

FINALLY, IN CLOSING, BY MEANS OF THE NEXT VU-GRAPH WE WILL  
TRACE A TYPICAL FLOW OF A PROGRAM FORECAST FROM TIME OF  
SUBMISSION TO THE T.B. SECRETARIAT, APPROVAL, PREPARATION  
OF MAIN ESTIMATES, ISSUE OF INTERIM SUPPLY, VOTING ESTIMATES  
AND FINAL ALLOTMENTS TO DEPARTMENT.

VG 6



THE ABOVE STANDING COMMITTEES ARE SUPPLEMENTED BY SPECIAL COMMITTEES AS REQUIRED.





## RESPONSIBILITIES OF TREASURY BOARD SECRETARIAT

- (A) EXAMINES THE PROPOSED SPENDING PROGRAMS OF ALL GOVERNMENT MINISTRIES, DEPARTMENTS AND AGENCIES;
- (B) MAKES RECOMMENDATIONS TO THE TREASURY BOARD ON PROPOSED EXPENDITURES;
- (C) KEEPS UNDER CONSTANT REVIEW THE DEVELOPMENT OF APPROVED PROGRAMS IN ORDER TO ENSURE EFFECTIVE EXPENDITURE MANAGEMENT; AND
- (D) RECOMMENDS PUBLIC SERVICE PERSONNEL MANAGEMENT POLICY TO THE TREASURY BOARD IN THE AREAS OF MANPOWER UTILIZATION, COMPENSATION, PENSIONS AND INSURANCE, AND STAFF RELATIONS (AS WELL AS NEGOTIATING THE TERMS OF COLLECTIVE AGREEMENTS WITH THE VARIOUS BARGAINING AGENTS).

IT IS CONCERNED WITH THE DEVELOPMENT OF PROGRAM EVALUATION TECHNIQUES, MANAGEMENT IMPROVEMENT PRACTICES AND EFFICIENT ADMINISTRATION THROUGHOUT THE GOVERNMENT.

RESPONSIBILITIES OF DEPARTMENT OF FINANCE

- (A) TO ANALYSE AND APPRAISE THE ECONOMIC SITUATION AND PROSPECTS IN CANADA AND IN OTHER COUNTRIES OF INTEREST TO CANADA;
- (B) TO ADVISE ON FISCAL AND OTHER ECONOMIC POLICIES AND MEASURES;
- (C) TO RECOMMEND MEASURES TO MEET THE REQUIREMENTS OF THE GOVERNMENT WITHIN APPROPRIATE FISCAL POLICIES, BY ACTION IN EXPENDITURE, LENDING, TAXATION, BORROWING AND CASH MANAGEMENT;
- (D) TO ADVISE ON MATTERS CONCERNING THE BALANCE OF PAYMENTS, EXCHANGE RESERVES, INTERNATIONAL MONETARY AND FINANCIAL ARRANGEMENTS, COINAGE, AND RELATED MATTERS;
- (E) TO PARTICIPATE IN INTERNATIONAL NEGOTIATIONS AND OTHER MEETINGS RELATED TO TRADE, FINANCE, TAXATION, AND ECONOMIC DEVELOPMENT, TO CARRY ON DISCUSSIONS WITH PROVINCIAL AUTHORITIES AND TO PAY GRANTS TO PROVINCIAL GOVERNMENTS AND GRANTS-IN-LIEU OF TAXES TO MUNICIPALITIES, AND
- (F) TO ADVISE ON POLICIES RELATING TO FEDERAL-PROVINCIAL FISCAL AND ECONOMIC RELATIONS,
- (G) TO ADMINISTER STATUTES RELATING TO GUARANTEED LOANS, THE CAPITAL BUDGETS AND FINANCING OF CROWN CORPORATIONS AND AGENCIES,

## RESPONSIBILITIES OF DEPARTMENT OF NATIONAL REVENUE

- (A) THE ASSESSMENT, COLLECTION, AND CONTROL OF DUTIES AND TAXES ON IMPORTED AND DOMESTICALLY PRODUCED GOODS; AND
- (B) THE CONTROL OVER INTERNATIONAL MOVEMENTS OF PERSONS AND GOODS.

BANDS /  
DISTRICTS

DEPARTMENTS

TREASURY BOARD

CABINET COMMITTEE  
PRIORITIES & PLAN

CABINET

PARLIAMENT

VG 6  
GOVERNOR GENERAL

SUBMITS PROGRAM  
FORECAST

CONSOLIDATES  
ALL DEPARTMENTS

SETS CEILINGS

APPROVES  
CEILINGS &  
ADVISES  
TREASURY BOARD

ADVISES  
DEPARTMENTS

PREPARES  
ESTIMATES

REVIEW &  
APPROVAL

APPROVAL

(INTERIM SUPPLY)

(INTERIM SUPPLY)

TABLED  
IN COMMONS

REVIEWED  
IN  
ESTIMATES  
COMMITTEE

COMMONS  
VOTE

SENATE  
VOTE

SIGNS  
WARRANTS

BUDGET

ADVISES  
DEPARTMENTS OF  
ALLOTMENTS



## II. FINANCIAL PLANNING

IN GOVERNMENT I FIND THAT THE WORD PROGRAM IS GREATLY OVERWORKED AND CAN MEAN MANY THINGS. FOR INSTANCE EACH POLITICAL PARTY HAS A PROGRAM WHICH IT SUBMITS TO THE ELECTORATE EITHER AT ELECTION TIME OR AS AN OUTPUT OF PARTY CONVENTIONS. THE PARTY IN POWER HAS A PROGRAM AND WITHIN CABINET IT IS DECIDED WHICH DEPARTMENT OR AGENCY WILL CARRY OUT EACH SEGMENT OF ITS PROGRAM. D.I.A.N.D. IS RESPONSIBLE FOR D.I.A.N.D. SERVICES PROGRAM WITHIN THE GOVERNMENT'S OVERALL PROGRAM AND WITHIN D.I.A.N.D. AS YOU ARE AWARE THERE ARE SCORES OF PROGRAMS.

HAVING SAID ALL THIS IT SHOULD NOT BE A SURPRISE TO BE TOLD THAT EACH DEPARTMENT OR AGENCY IS REQUIRED TO SUBMIT THE SUM TOTAL OF ALL ITS PROGRAMS IN A DOCUMENT CALLED A PROGRAM FORECAST. THEN IT IS AXIOMATIC THAT THE SUM TOTAL OF ALL DEPARTMENTAL PROGRAM FORECASTS BECOMES THE PROPOSED PROGRAM OF THE GOVERNMENT FOR THE FISCAL YEAR IN QUESTION. BEFORE INDIVIDUAL DEPARTMENTS SUBMIT THEIR PROGRAM FORECAST THEY RECEIVE A CABINET MINUTE INDICATING THE PRIORITIES IDENTIFIED BY THE GOVERNMENT AS BASIC PLANNING GUIDANCE. THIS GUIDANCE IS THE RESULT OF CONSIDERATION BY THE CABINET COMMITTEE ON PRIORITIES AND PLANS OF THE VARIOUS PROPOSALS BY CABINET MEMBERS AS TO THE OVERALL DIRECTION IN WHICH THE GOVERNMENT SHOULD AIM. INDIVIDUAL MINISTERS THEREFORE DIRECT THEIR

DEPARTMENTS TO GIVE CERTAIN PROGRAMS EMPHASIS OVER OTHERS IN THEIR BASIC PLANNING AND TO COMPILE PROGRAM PROPOSALS ACCORDINGLY.

THE EXISTENCE OF OVERALL GUIDANCE FROM THE CABINET DOESN'T USUALLY PREVENT INDIVIDUAL MINISTERS FROM SUBMITTING A PROGRAM FORECAST WHICH CONTAINS DEMANDS FOR RESOURCES WITH WHICH TO CARRY OUT THEIR PET PROJECTS DESPITE OVERALL GUIDANCE. IT FOLLOWS THAT THERE IS CONSIDERABLE COMPETITION AMONG DEPARTMENTS FOR THE LIMITED RESOURCES AVAILABLE TO THE GOVERNMENT AS A WHOLE. THE GOVERNMENT, THROUGH ITS AGENT THE TREASURY BOARD, REVIEWS THESE DEPARTMENTAL PROGRAMS AND THEIR PROJECTED COST AND DECIDES WHETHER TO ACCEPT OR CURTAIL THE PROPOSED PROGRAMS. THESE DECISIONS ULTIMATELY ARE REFLECTED IN THE MAIN ESTIMATES OF EACH DEPARTMENT WHICH ARE REVIEWED SUBSEQUENTLY BY COMMITTEES OF THE HOUSE OF COMMONS BEFORE APPROVAL IS GIVEN BY THE HOUSE TO SPEND THE AMOUNTS CONTAINED IN THE MAIN ESTIMATES FOR THE PROGRAMS OUTLINED.

IT IS IMPORTANT TO KEEP IN MIND THAT THE MEMBERS OF PARLIAMENT APPROVE THE EXPENDITURES THAT ARE TO BE MADE AGAINST SPECIFIC PROGRAMS. IN THE FINAL ANALYSIS NO ONE BUT PARLIAMENT HAS THE RIGHT TO CHANGE THESE PROGRAMS OR THE TOP LIMITS OF EXPENDITURE.

HAVING QUICKLY AND BROADLY COVERED THE GOVERNMENT APPROACH TO FINANCIAL PLANNING LET'S DISCUSS WHERE D.I.A.N.D. FITS INTO THIS SCHEME OF THINGS. AS YOU CAN SEE TWO VERY IMPORTANT DOCUMENTS AND DUE DATES ARE IMPOSED

ON THE DEPARTMENT BY THE GOVERNMENT'S PLANNING PROCESS.  
THEY ARE THE PROGRAM FORECAST AND MAIN ESTIMATES.

### PROGRAM FORECAST

THIS DOCUMENT IS REQUIRED TO BE SUBMITTED TO TREASURY BOARD FULLY DOCUMENTED IN THE PRESCRIBED FORMAT NOT LATER THAN MARCH 31ST, COVERING THE PROGRAM FORECAST YEAR PLUS TWO SUCCEEDING YEARS.

THE BASIC PRINCIPLE BEHIND THE PROGRAM FORECAST APPROACH IS THAT DEPARTMENTS WOULD AT THE HIGHEST LEVEL MAKE BROAD DECISIONS AS TO THE EMPHASIS TO BE GIVEN TO VARIOUS PROGRAMS AND THEIR ACTIVITIES AND PUT TOGETHER A PROGRAM FORECAST WHICH WOULD BE A BROAD OUTLINE ONLY. THIS WOULD BE PRICED USING STANDARD COSTS DEVELOPED WITHIN THE DEPARTMENT CONCERNED. THIS WOULD THEN BE PUT TOGETHER WITH A NARRATIVE EXPLAINING THE OBJECTIVES AND THE MEANS BY WHICH THE OBJECTIVES WOULD BE ACHIEVED ALONG WITH AN INDICATION OF VARIOUS ALTERNATIVES CONSIDERED, WITH THE AIM OF GETTING A RECOMMENDATION BY THE TREASURY BOARD TO THE CABINET THAT THE PROGRAMS AS PROPOSED BE ACCEPTED BY THE GOVERNMENT. CONTINUING WITH THE BASIC CONCEPT THE CONSIDERATION BY THE CABINET WOULD RESULT IN THE ESTABLISHMENT OF A CEILING IN TERMS OF EXPENDITURES AND MANYEARS RELATED TO THE PROGRAM PROPOSALS CONTAINED IN THE PROGRAM FORECAST. THIS APPROACH IS REFERRED TO AS THE TOP DOWN METHOD IN WHICH THE NATIONAL HEADQUARTERS OF THE DEPARTMENT PREPARES THE OVERALL PLAN. THE PREPARATION OF THE OPERATIONAL PLAN WITH

INDIVIDUAL RESPONSIBILITY CENTRE BUDGETS IS NOT CARRIED OUT UNTIL THE GOVERNMENT CEILING IS ESTABLISHED. THE OPERATIONAL PLAN THEN IS IN EFFECT THE PREPARATION OF THE MAIN ESTIMATES.

THIS TOP DOWN APPROACH IS WORKABLE IN DEPARTMENTS WHOSE PROGRAMS ARE OPEN TO DISCRETIONARY JUDGMENT AS TO MAGNITUDE E.G. THE FITNESS AND AMATEUR SPORT PROGRAM OF NATIONAL HEALTH AND WELFARE IS AMENABLE TO JUDGMENTS TO SPEND EITHER 2 MILLION DOLLARS OR 10 MILLION DOLLARS IN A GIVEN YEAR. IN OTHER WORDS THE CONTROL OF THE PROGRAM SIZE RESTS WITH THE GOVERNMENT.

THIS APPROACH IS DIFFICULT TO APPLY IN D.I.A.N.D. BECAUSE THE AMOUNT OF EXPENDITURES FOR OUR PROGRAM DO NOT REST ENTIRELY WITH THE GOVERNMENT BUT IS LARGELY DICTATED BY THE DEMANDS MADE ON US BY OUR CLIENTELE. MOREOVER IT IS DIFFICULT TO GET A REAL COMMITMENT FROM A MANAGER IN AN OPERATING SITUATION SUCH AS OURS WHEN HE HAS NOT HAD AN OPPORTUNITY TO PARTICIPATE IN DEVELOPING HIS BUDGET. WE BELIEVE THEREFORE THAT THE TOP DOWN APPROACH DOES NOT APPLY ENTIRELY TO D.I.A.N.D.

IDEALLY FINANCIAL PLANNING SHOULD FOLLOW AND REFLECT THE RESOURCES REQUIRED TO CARRY OUT THE PLANS DECIDED UPON AND CHARTERED BY THE CORPORATE AND BUSINESS PLANNING PROCESSES. IN BUSINESS PLANNING THE FINANCIAL PLANNING EXERCISE FOR THE DEPARTMENT COMMENCES IN SEPTEMBER EACH YEAR AT WHICH TIME THE DEPUTY MINISTER ISSUES THE PROGRAM FORECAST CALL.



AT EACH LEVEL REVIEWS TAKE PLACE SO THAT THE FINAL CONSOLIDATION PROVIDES THE TOTAL RESOURCES REQUIRED TO MEET THE DEPARTMENT'S PLANS. THESE ARE SUBMITTED IN THE REQUIRED FORMAT TO TREASURY BOARD BY MARCH 31ST. THE DEPARTMENT'S EXPRESSED POLICY REGARDING PREPARATION OF THE PROGRAM FORECAST STATES THAT ALL PLANS AND RESOURCE NEEDS WILL BE IDENTIFIED SO AS TO AVOID THE NECESSITY OF GOING THROUGH THE SAME PROCESS FOR MAIN ESTIMATES. THIS DECISION WAS TAKEN SOME TWO YEARS AGO TO AVOID UNDUE AMOUNTS OF TIME BEING SPENT ON THE PREPARATION OF PROGRAM FORECAST, MAIN ESTIMATES AND BUDGETS.

FOLLOWING SUBMISSION OF THE PROGRAM FORECAST TO TREASURY BOARD THE FINANCE FUNCTION AT ALL LEVELS COMMENCES MORE ANALYSIS IN DEPTH BOTH IN PREPARATION FOR THE DEPUTY MINISTER'S FINANCIAL REVIEW AND ALSO TO ANSWER THE MANY QUESTIONS RAISED BY THE TREASURY BOARD PROGRAM BRANCH. USUALLY BY THE END OF JUNE WE HAVE A ROUGH INDICATION OF WHAT THE PROGRAM OFFICER IS PREPARED TO RECOMMEND TO THE TREASURY BOARD SECRETARIAT. EARLY IN JULY THE DEPUTY MINISTER COMMENCES HIS FINANCIAL REVIEW OF NATIONAL HEADQUARTERS DIRECTORATES AND THE REGIONS. BASED ON THESE REVIEWS THE DEPUTY MINISTER CAN DETERMINE WHAT AMENDMENTS MUST BE MADE TO THE PROGRAM FORECAST TO MEET HIS PERSONAL GOALS AND IN ORDER TO COMPLY WITH THE RECOMMENDATIONS OF THE SECRETARIAT TO THE TREASURY BOARD. THE DECISION OF THE TREASURY BOARD IS RELAYED BY LETTER TO THE DEPARTMENT IN AUGUST INDICATING THE CEILINGS AND ALLOTMENTS TO BE INCLUDED IN THE MAIN ESTIMATES.

## TREASURY BOARD PROGRAM LIAISON

THE FA ACT EMPOWERS TREASURY BOARD, A COMMITTEE OF CABINET AS STATED EARLIER, TO EXERT FINANCIAL SUPERVISION OVER GOVERNMENT EXPENDITURES AND TO PRESCRIBE FORMAT AND POLICY CONCERNING DEPARTMENTAL PROGRAMS AND THE ASSIGNMENT OF RESOURCES WITH WHICH TO CARRY THEM OUT. THE COMMITTEE HAS A LARGE SECRETARIAT (T.B. STAFF) TO SIFT THROUGH AND ANALYSE ALL DEPARTMENTAL PROPOSALS AND RECOMMEND TO THE BOARD APPROVAL OR OTHERWISE.

THE MAIN ROLE OF THE PROGRAM BRANCH OF THE T.B. STAFF IS RELATED TO THE ASSIGNMENT OF RESOURCES TO DEPARTMENTS THROUGH THE PROGRAM FORECAST AND ESTIMATES PROCESS. APPROVED ESTIMATES AUTHORIZE THE DEPARTMENT TO INCUR EXPENSES WITHIN CERTAIN MONETARY LIMITS TO CARRY OUT APPROVED PLANS AND PROJECTS.

IN INSTANCES WHERE PLANNED EXPENDITURES WILL EXCEED THESE DELEGATED MONETARY LIMITS, OR WHERE PROJECTS NOT INCLUDED IN THE APPROVED PROGRAM FORECAST OR ESTIMATES ARE DESIRED, AUTHORITY MUST BE OBTAINED FROM TREASURY BOARD IN ADVANCE. TO OBTAIN SUCH AUTHORITY, TREASURY BOARD SUBMISSIONS MUST BE PREPARED FOR SIGNATURE OF THE MINISTER OR DEPUTY MINISTER REQUIRED.

EXPERIENCE HAS PROVEN THAT THERE MUST BE A POINT OF CO-ORDINATION OF SUBMISSIONS TO ENSURE:

- VG 1
- (A) A SUBMISSION IS IN FACT NECESSARY
  - (B) PROPER FORMAT IS FOLLOWED
  - (C) ALL INTERESTED FUNCTIONS HAVE PARTICIPATED
  - (D) FUNDS ARE AVAILABLE (THE SUBMISSIONS DO NOT GENERATE FUNDS, ONLY AUTHORITY).
  - (E) FOLLOW UP OF OUTSTANDING SUBMISSIONS.

WITHIN THE TREASURY BOARD SECRETARIAT THERE IS A PROGRAM ANALYST ASSIGNED TO REVIEW AND QUESTION ALL D.I.A.N.D. SUBMISSIONS TO DETERMINE THE VALIDITY OF THE REQUEST AND THE NEED FOR THE EXPENDITURE. ON OCCASIONS THE CHIEF - FINANCIAL LIAISON MUST GET INVOLVED IN DETAILED DISCUSSIONS WITH THE PROGRAM ANALYST TO CONVINCE HIM OF THE NEED, AND TO OBTAIN HIS CONCURRENCE TO RECOMMEND APPROVAL OF THE SUBMISSION TO TREASURY BOARD.

AS AN OUTGROWTH OF THE FUNCTION OF CO-ORDINATING SUBMISSIONS TO TREASURY BOARD MANY QUESTIONS ARISE CONCERNING THE NEED FOR SUBMISSIONS OR CONVERSELY THE EXTENT OF DEPARTMENTAL AUTHORITY TO ACT INDEPENDENTLY. AS A RESULT THE CHIEF - FINANCIAL LIAISON MUST HAVE BROAD KNOWLEDGE OF AUTHORITATIVE AND GOVERNMENT POLICY AND HIS OFFICE HAS BECOME A DEPARTMENTAL POINT OF REFERENCE WITH

RESPECT TO AUTHORITIES. WE WILL DEAL SPECIFICALLY WITH AUTHORITIES LATER. IN THE MEANTIME A WORD OR TWO ON THE GENERAL QUESTION OF LIAISON WITH T.B. SECRETARIAT STAFF IS APPROPRIATE.

THE JOB OF THE T.B. PROGRAM OFFICER IS TO BRIEF HIS MASTERS ON THE WISDOM OF D.I.A.N.D. PROPOSALS AND THE LOGICAL RELATIONSHIP BETWEEN THEM AND OVERALL GOVERNMENT OBJECTIVES. CONSEQUENTLY, THE BETTER THE BRIEFING WE GIVE HIM THE BETTER CHANCE THERE IS FOR T.B. APPROVAL. THE CONVERSE OF THAT IS OBVIOUS.

IN THE PREPARATION OF PROGRAM FORESCAST AND ESTIMATES SUBMISSIONS, AS STATED EARLIER, IT IS EXTREMELY IMPORTANT THAT SUFFICIENT EXPLANATORY DETAIL IS PROVIDED FOR INCLUSION IN THOSE SUBMISSIONS SINCE THE CHIEF - FINANCIAL LIAISON MUST DISCUSS AND NEGOTIATE WITH THE T.B. PROGRAM ANALYST TO ENSURE THAT THE SECRETARIAT'S RECOMMENDATIONS TO THE TREASURY BOARD ARE SUBSTANTIAL ENOUGH TO OBTAIN BOARD APPROVAL OF OUR PROGRAM AND REQUESTS FOR FUNDS AND MANPOWER. IT FOLLOWS THAT THE T.B. PROGRAM ANALYST AND OUR CHIEF - FINANCIAL LIAISON ARE A VERY CLOSE-WORKING TEAM IN MANY INSTANCES WHEN THE TREASURY BOARD REQUESTS INFORMATION CONCERNING D.I.A.N.D. OPERATIONS. IN SUCH INSTANCES CARE MUST BE TAKEN TO ENSURE THAT THE ANSWERS SUPPLIED WILL SATISFY THE TREASURY BOARD BUT NOT PLACE D.I.A.N.D. IN A POOR LIGHT OR EMBARRASSING POSITION. IT IS THIS ASPECT THAT MAKES IT IMPERATIVE THAT THE MINISTER SPEAKS AS



ONE VOICE TO THE T.B. AND THAT A SINGLE CONTACT POINT BE AVAILABLE TO THE PROGRAM OFFICER. WE DISCOURAGE MULTIPLE D.I.A.N.D. CONTACTS WITH T.B. BECAUSE OF THE RISKS OF MISUNDERSTANDINGS WHICH COULD RESULT.

VG 2 TREASURY BOARD SUBMISSIONS

VG 3 T.B. SUBMISSIONS REQUIRING GOVERNOR IN COUNCIL APPROVAL

NEED FOR POINT OF COORDINATION

## TO ENSURE:

- (A) A SUBMISSION IS IN FACT NECESSARY
- (B) PROPER FORMAT IS FOLLOWED
- (C) ALL INTERESTED FUNCTIONS HAVE PARTICIPATED
- (D) FUNDS ARE AVAILABLE (SUBMISSIONS DO NOT GENERATE FUNDS ONLY AUTHORITY)
- (E) FOLLOW UP OF OUT STANDING SUBMISSIONS.

T.B. SUBMISSIONS

ITEMS FOR MIN. SIGNATURE

ESTIMATES OR SUPPLEMENTARY ESTIMATES

MAJOR POLICY CHANGES

CONTRACTS OVER \$1,000,000 LOWEST TENDER  
500,000 NOT LOWEST

ADVERTISING CONTRACT SUBMISSIONS.

GOVERNOR IN COUNCIL ITEMS

ALL OTHERS FOR SIGNATURE OF DPMG

MUST INDICATE COST AND FUND AVAILABILITY

PROGRAM APPROVAL VS CONTRACT APPROVAL

"PROPOSAL" CONSTITUTES WHAT IS APPROVED

- NOT INDIVIDUAL REMARKS

BILINGUAL FORMAT

T.B. SUBMISSIONS REQUIRING GOVERNOR IN COUNCIL APPROVAL

AMENDMENT TO REGULATIONS

PAYMENT OF A GRANT

SETTLEMENT OF DAMAGE CLAIM

SALARY ON APPOINTMENT

PENSIONS

EX GRATIA PAYMENT

DELETION OF DEBTS DUE THE CROWN



I WOULD LIKE TO NOW DEAL WITH THE SUBJECT OF FISCAL FORECASTS WHICH CONSTITUTE A VITAL COMPONENT OF FINANCIAL MANAGEMENT.

THERE ARE SEVERAL REASONS FOR PREPARING FISCAL FORECASTS WHICH RELATE TO BOTH OUR INTERNAL MANAGEMENT REQUIREMENTS AND EXTERNAL DEMANDS MADE ON THE DEPARTMENT. THEY ARE AS FOLLOWS:

- A) THE FORECASTS REFERRED TO EARLIER THAT ARE MADE BY THE MINISTER OF FINANCE MUST BE BASED ON ADVICE RECEIVED FROM ALL THE DEPARTMENTS OF GOVERNMENT. CONSEQUENTLY, WE ARE REQUIRED TO ADVISE THE DEPARTMENT OF FINANCE ONCE A MONTH OF OUR EXPECTATIONS FOR THE YEAR AS A WHOLE AS CONCERNS REVENUE AND EXPENDITURES.
- B) PERIODIC REVIEWS ARE MADE BY THE CABINET COMMITTEE ON GOVERNMENT OPERATIONS BASED ON FORECASTS WE PROVIDE WHICH INDICATE THE ADEQUACY OF PARLIAMENTARY APPROPRIATIONS AND THE PROBABLE NECESSITY FOR SUPPLEMENTARY ESTIMATES. THESE ARE SUBMITTED TO THE TREASURY BOARD BEFORE THEY ARE CONSOLIDATED WITH THE FORECASTS OF OTHER DEPARTMENTS AND PRESENTED TO THE CABINET COMMITTEE ON GOVERNMENT OPERATIONS IN WHAT IS REFERRED TO AS THE QUARTERLY FINANCIAL REVIEW.

- c) THE DEPUTY MINISTER REQUIRES A MONTHLY STATEMENT OF REVENUE AND EXPENSE EXPERIENCED TO DATE AND A FORECAST OF THE TOTAL PICTURE FOR THE YEAR AND AN EXAMINATION OF THE EXTENT TO WHICH THE DEPARTMENT IS ADHERING TO THE FINANCIAL PLAN.
- d) IN PARALLEL WITH THE NEED TO EXAMINE THE FINANCIAL PROSPECTS FOR THE YEAR FOR THE DEPARTMENT AS A WHOLE, EACH MANAGER AT SUCCESSIVELY LOWER LEVELS IN THE ORGANIZATION HAS THE SAME REQUIREMENT TO LOOK AHEAD TO SEE HOW THEY ARE LIKELY TO END THE YEAR FROM THE FINANCIAL POINT OF VIEW BASED ON PERFORMANCE TO DATE AND CURRENT REVENUE AND SPENDING LEVELS.

TO MEET THIS NEED, A DOCUMENT CALLED THE FISCAL FORECAST IS PREPARED ON A MONTHLY BASIS BY EACH MANAGER WHO IS RESPONSIBLE FOR A BUDGET. THIS IS SUBMITTED TO THE NEXT LEVEL WHERE IT IS ROLLED TOGETHER WITH OTHER MANAGERS AND SUCCESSIVE ROLL UPS ARE MADE TO EVENTUALLY PRODUCE A DEPARTMENTAL TOTAL. THIS FISCAL FORECAST IS PREPARED ON A FORM WHICH I WILL NOW SHOW YOU ON A SLIDE.

ONE MIGHT VIEW THE FISCAL FORECAST AS A FINANCIAL PERFORMANCE REPORT WHICH INCLUDES A LOOK BACK AT ACTUAL EXPENDITURES, A LOOK AT THE PRESENT IN TERMS OF COMMITMENTS ALREADY UNDERTAKEN AND A LOOK AT THE FUTURE IN TERMS OF FUTURE PLANS. ANY PERFORMANCE REPORT WORTH TALKING ABOUT IS NOT ONLY SUBMITTED BY A MANAGER TO HIS BOSS BUT IT MUST ALSO BE ACCOMPANIED BY SOME KIND OF EXPLANATION THAT RELATES TO THE PERFORMANCE RESULTS AND PREDICTIONS SHOWN THEREON. THE 4-PART EXPLANATION IS COMPILED AS FOLLOWS:

- A) THE MANAGER MUST ACKNOWLEDGE THE VARIANCE THAT IS REFLECTED IN HIS FORECAST.
- B) HE MUST INDICATE THE CAUSE OR CAUSES OF THIS VARIANCE.
- C) HE MUST IDENTIFY THE ACTION HE HAS TAKEN OR IS TAKING OR PLANS TO TAKE IN ORDER TO CORRECT THE VARIANCE.
- D) HE MUST PREDICT THE RESULTS OF THE ACTIONS HE HAS UNDERWAY OR PLANNED BY WAY OF AN INDICATION OF HOW THE VARIANCE WILL BE CORRECTED BY THE TIME THE END OF THE YEAR ARRIVES.

IF THE MANAGER IS IN A POSITION WHEREBY HE CANNOT ELIMINATE THE VARIANCE BY YEAR END, HE HAS BY THIS EXPLANATION ALERTED HIS SUPERIOR TO THE FACT THAT SOME HIGHER LEVEL DECISIONS ARE NECESSARY IN ORDER TO GET THE PLAN BACK ON TRACK OR, IN EXCEPTIONAL CASES, TO OBTAIN ADDITIONAL RESOURCES IN ORDER TO COPE WITH UNAVOIDABLE EXPENDITURES.

THE PRINCIPAL CRITICISM OF OUTSIDE REVIEW AGENCIES SUCH AS THE AUDITOR GENERAL'S OFFICE OR THE TREASURY BOARD STAFF HAS POINTED UP THE INADEQUACY OF VARIANCE EXPLANATIONS. IF THE 4-PART VARIANCE EXPLANATION I JUST DESCRIBED IS PROPERLY USED, THESE OBSERVATIONS WILL BE ELIMINATED AND THE ATTENTION OF MANAGEMENT WILL BE FOCUSED ON ITEMS MOST DESERVING OF MANAGEMENT EMPHASIS AND A QUANTUM JUMP IN THE PROGRESS OF FINANCIAL MANAGEMENT WILL HAVE BEEN ACHIEVED. IN FACT, IF THE ONLY RESULT OF THIS SEMINAR IS AN IMPROVEMENT IN THE VARIANCE ANALYSIS OF THE DEPARTMENT, THE COST OF THE SEMINAR WILL HAVE BEEN JUSTIFIED.





IV.

BUDGETARY AND COMMITMENT CONTROL

YOU HEARD EARLIER ABOUT THE ALLOTMENT OF FUNDS BY TREASURY BOARD TO THE DEPARTMENT. I WOULD NOW LIKE TO SPEND A FEW MINUTES ON THE CONTROL OF THOSE FUNDS WITHIN THE DEPARTMENT AND THE POLICIES INVOLVED, ALONG WITH A HIGHLIGHT OF A FEW OF THE PRINCIPAL FEATURES OF THE BUDGETARY CONTROL SYSTEM.

ALLOTMENTS ARE MADE TO THE DEPARTMENT IN ACCORDANCE WITH APPROVED ESTIMATES BY MEANS OF AN INSTRUMENT KNOWN AS THE CLASSIFICATION OF ACCOUNTS. THIS IS A LISTING OF THE VARIOUS COMPONENTS OF THE D.I.A.M.D. BUDGET IN WHICH ARE IDENTIFIED VARIOUS CURTAILMENTS IMPOSED ON THE DEPARTMENT BY THE TREASURY BOARD, SOMETIMES ON ITS OWN AND SOMETIMES BY AGREEMENT WITH THE PUBLIC ACCOUNTS COMMITTEE OF PARLIAMENT. FOR EXAMPLE, AN UNDERTAKING HAS BEEN MADE BY THE SECRETARY OF THE TREASURY BOARD TO THE MEMBERS OF THE PUBLIC ACCOUNTS COMMITTEE OF PARLIAMENT THAT ALL GRANTS WILL BE MADE THE SUBJECT OF SEPARATE ALLOTMENTS AND AMOUNTS INVOLVED MAY NOT BE ALTERED WITHOUT SPECIFIC APPROVAL OF THE TREASURY BOARD. THE RATIONALE IN THIS CASE INVOLVES THE FACT THAT ONCE A GRANT IS MADE THE GOVERNMENT HAS NO FURTHER CONTROL OVER THE FUNDS CONCERNED BECAUSE GRANTS ARE NOT SUBJECT TO GOVERNMENT AUDIT.

AN EXAMPLE OF AN ALLOTMENT CURTAILMENT IMPOSED BY THE TREASURY BOARD ON ITS OWN WOULD BE IN 1975/76 THE ALLOTMENT FOR TENANT

SERVICES WHICH WAS SET BY THE TREASURY BOARD AT \$X MILLION AND ADDED TO OUR ESTIMATES TO COVER PAYMENTS TO BE MADE TO DPW. THIS \$X MILLION STANDS ALONE IN THE CLASSIFICATION OF ACCOUNTS AS AN AMOUNT WHICH CANNOT BE USED FOR OTHER PURPOSES NOR CAN IT BE SUPPLEMENTED BY FUNDS FROM OTHER PORTIONS OF OUR BUDGET THAT MIGHT OTHERWISE LAPSE.

ALLOTMENTS ARE MADE BY THE DEPUTY MINISTER OF THE FUNDS CONTAINED IN THE CLASSIFICATION OF ACCOUNTS. USUALLY THE ALLOTMENT CONSISTS OF AN INDICATION OF THE MAN-YEARS AVAILABLE TO THE REGION FOR FULL-TIME PERSONNEL, THOSE FOR CASUALS, PART-TIME AND CHRISTMAS HELP, ALONG WITH A LIMITATION ON THE NUMBER OF FULL-TIME PEOPLE THAT MAY BE ON THE PAYROLL ON THE LAST DAY OF THE FISCAL YEAR CONCERNED. THE FUNDS CONTAINED IN THE ALLOTMENT INDICATE THE TOTAL AVAILABLE FOR THE OPERATING BUDGET AND THE TOTAL AVAILABLE FOR THE CAPITAL BUDGET. ALTHOUGH THE LATTER FIGURE HAS BEEN A BULK ALLOTMENT IN THE PAST, FUTURE ALLOTMENT NOTIFICATIONS WILL INDICATE THE PROJECTS FOR WHICH FUNDS HAVE BEEN ALLOTTED.

I WOULD LIKE TO NOW APPROACH THE SUBJECT OF BUDGETARY CONTROL METHODS, THE PRINCIPAL ONE OF WHICH IS THE SYSTEM OF COMMITMENT CONTROL. IT IS FAIR TO SAY THAT IF A MANAGER WERE TO LIMIT THE COMMITMENTS HE MAKES HE WILL AUTOMATICALLY LIMIT THE NUMBER OF BILLS HE HAS TO PAY. THEREFORE, THE PRINCIPAL MEANS OF CONTROLLING A MANAGER'S BUDGET IS FOR HIM TO CONTROL IT AT THE COMMITMENT STAGE. HE ACHIEVES THIS BY RECORDING EACH OF HIS COMMITMENTS BY MEANS OF EITHER A COPY OF A REQUISITION OR

AN ORDER OR IN THE CASE OF SALARIES, A BRIEF SUMMARY OF THE MAN-YEARS HE HAS COMMITTED TO COVER HIS FULL-TIME STAFF BECAUSE THIS IS AN INITIAL BASIC COMMITMENT AGAINST HIS BUDGET. D.I.A.N.D. POLICY IS FLEXIBLE WITH RESPECT TO THE MANNER IN WHICH COMMITMENT RECORDS ARE MAINTAINED. THEY CAN BE KEPT ON A CENTRALIZED BASIS EITHER IN A BRANCH OR A FUNCTION, OR FOR A HEADQUARTERS AS A WHOLE PROVIDED THERE IS A METHOD BY WHICH A MANAGER CAN CONSULT THE STATUS OF HIS BUDGET EACH TIME HE GOES TO MAKE A COMMITMENT. THE SIMPLEST APPROACH, OF COURSE IS TO MAINTAIN A SERIES OF OPEN FOLDERS, ONE FOR COMMITMENTS MADE, ONE FOR COMMITMENTS WHICH HAVE BEEN DISCHARGED AND FOR WHICH BILLS HAVE BEEN FORWARDED FOR PAYMENT, AND ANOTHER TO CONTAIN COPIES OF THOSE ITEMS WHICH HAVE BEEN PAID. IN THIS MANNER, HE CAN QUICKLY DETERMINE THE STATUS OF HIS BUDGET IN TERMS OF THE AMOUNTS SPENT, THE AMOUNTS PASSED FOR PAYMENT AND THOSE COMMITTED. THE BALANCE OF COURSE IS AVAILABLE FOR FURTHER COMMITMENT. WHEN A MANAGER MAKES A COMMITMENT HE MUST CERTIFY, IN ACCORDANCE WITH SECTION 25 OF THE FINANCIAL ADMINISTRATION ACT, THAT HE HAS SET ASIDE FUNDS OR MAN-YEARS FROM WHICH TO PAY THE BILLS.

WHEN THE BILL ARRIVES THE MANAGER IS REQUIRED TO CERTIFY IN ACCORDANCE WITH SECTION 27 OF THE FINANCIAL ADMINISTRATION ACT THAT THE GOODS HAVE BEEN PROVIDED, THAT THEY WERE IN ACCORDANCE WITH THE CONTRACT AND THAT THEY HAVE NOT BEEN PREVIOUSLY PAID, AND HE SUBMITS THE BILL TO THE ACCOUNTS PAYABLE OFFICE IN ORDER THAT DSS CAN BE REQUESTED TO PREPARE AND DESPATCH A CHEQUE.

TREASURY BOARD POLICY DICTATES THAT THE ACCOUNTS PAYABLE FUNCTION MUST CONFIRM THAT THE PAYMENT OF THAT BILL WILL NOT JEOPARDIZE OUR ABILITY TO PAY OTHER BILLS FOR WHICH COMMITMENTS EXIST. WE HAVE INSERTED IN OUR REGULATIONS THE PROVISION THAT THE ACCOUNTS PAYABLE OFFICE WILL ACCEPT THE CERTIFICATION OF THE MANAGER UNDER SECTION 27 OF THE ACT (AS I MENTIONED) THAT THE PAYMENT OF THIS ACCOUNT WILL NOT PREVENT HIM FROM DISCHARGING HIS OTHER COMMITMENTS. IN A RECENT EVALUATION BY THE TREASURY BOARD STAFF THEY INDICATED THAT THIS WAS NOT ADEQUATE AND THAT SPECIFIC TESTS MUST BE MADE TO ENSURE THE VALIDITY OF THE CERTIFICATES SIGNED BY MANAGERS. AS A RESULT, WE AMENDED THE FINANCIAL MANAGEMENT MANUAL TO PROVIDE FOR REGULAR PERIODIC REVIEWS BY THE SENIOR FINANCIAL OFFICER TO CONFIRM THE VALIDITY AND THE ADEQUACY OF COMMITMENT CONTROL EXERCISED BY MANAGERS.

TO FACILITATE REVIEWING THEIR POSITION FROM TIME TO TIME, MANAGERS ARE PROVIDED WITH STATEMENTS WHICH INDICATE THE DIFFERENCE BETWEEN ACTUAL SPENDING AND HIS SPENDING PLANS FOR EACH MONTH AND THE YEAR TO DATE. THIS IS ACHIEVED BY THE SUBMISSION BEFORE THE BEGINNING OF THE YEAR OF HIS BUDGET BROKEN DOWN BY MONTHLY EXPENDITURE EXPECTATIONS, SUB-DIVIDED BY THE VARIOUS OBJECTS OF EXPENDITURE THAT GO TO MAKE UP THE RESOURCE END OF HIS BUDGET. A SERIES OF FINANCIAL STATEMENTS ARE PREPARED BY THE DEPARTMENT OF SUPPLY AND SERVICES AS A BY-PRODUCT OF THE CHEQUE ISSUE SYSTEM, AS MENTIONED EARLIER, IN WHICH HE IS GIVEN A LIST OF ALL THE TRANSACTIONS THAT GO TO MAKE UP HIS TOTAL EXPENDITURES FOR THE MONTH ALONG WITH



SUMMARIES OF A COMPARISON OF HIS BUDGET AND HIS ACTUAL EXPENSES. I WOULD NOW LIKE TO SHOW YOU A SLIDE OF A ONE-PAGE SUMMARY WHICH IS REALLY THE MOST USEFUL REPORT GIVEN TO THE MANAGER IN ORDER TO HELP HIM MEASURE HIS STATUS FROM THE BUDGETARY CONTROL POINT OF VIEW EACH MONTH.....

I WOULD LIKE TO SPEND A MINUTE OR TWO TO INDICATE SOME CHANGES BEING MADE STARTING NEXT YEAR IN THE FINANCIAL REPORTS PRODUCED BY THE DSS SYSTEM. THE PRINCIPAL IMPROVEMENT IS THE ELIMINATION OF COMPUTER PRINT-OUT PAPER AND THE PRODUCTION OF THESE STATEMENTS ON 8½ X 11 PAPER. IN LINE WITH THIS IMPROVEMENT, WE ARE GOING TO ELIMINATE A NUMBER OF ITEMS THAT HAVE BEEN CONTAINED IN THE PAST AS INFORMATION ONLY TO PROVIDE AN OVERALL INDICATION TO MANAGERS OF THE MAGNITUDE OF THE COST OF THE OPERATION UNDER THEIR JURISDICTION. FOR EXAMPLE, WE HAVE BEEN SHOWING THE VALUE OF THE SPACE THEY OCCUPY AS AN INFORMATION ITEM. THIS HAS BEEN A VERY ROUGH APPORTIONMENT OF THE RENT FIGURE THAT GOES INTO THE D.I.A.N.D. STATEMENTS. ALSO WE HAVE INDICATED THE RELATIVE PORTION OF THE SUPERANNUATION ACCOUNT WHICH RELATES TO THE SALARY ITEM IN THE BUDGET. BOTH OF THESE ITEMS HAVE BEEN PUT THERE FOR INFORMATION PURPOSES ONLY AND WE ARE OF THE OPINION THAT THEY HAVE REALLY SERVED THEIR PURPOSES AND WE ARE ANXIOUS TO TRIM DOWN THESE STATEMENTS TO CONTAIN ONLY THOSE ITEMS WHICH ARE OPEN TO MANAGERIAL DISCRETION.

THERE IS ANOTHER TYPE OF CHANGE THAT IS MORE SIGNIFICANT THAN MEETS THE EYE. WE HAVE BEEN SHOWING A LINE CALLED "APPROPRIATION TOTAL". THIS LINE IS INAPPROPRIATE BECAUSE ALL OUR APPROPRIATIONS ARE NOT INTERCHANGEABLE. THERE IS REALLY THEREFORE NO SUCH MANAGEMENT FIGURE AS A TOTAL APPROPRIATION NUMBER. EACH MANAGER HAS A SEPARATE BUDGET FOR OPERATIONS PAID FROM APPROPRIATION AND FOR CAPITAL WHICH IS ALSO FINANCED BY PARLIAMENTARY APPROPRIATION.

FISCAL YEAR 76/77

## INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

CLIENT NO 4202 STAT NO 81107

481  
KINGSTON DISTRICTINDIAN AND ESKIMO AFFAIRS  
OPERATING EXPENDITURESAPR 30, 1976 PAGE 452  
ACTIVITY II BY OBJECT

YTD BUDGET	YTD VARIANCE	% YTD BUDGET	CODE DESCRIPTION	ORIGINAL ALLOTMENT	ANNUAL BUDGET	CURRENT EXPENSE	YTD EXPENSE	% ANNUAL BUDGET	UNSPENT BALANCE
			3 ADMINISTRATION						
			31 GENERAL ADMINISTRATION						
			3110 ADMINISTRATION						
			4 PAYLISTS						
2,100	385-	18-	1 CLASSIFIED SALARIES	25,800	25,800	2,486	2,486	9	23,313
2,100	385-	18-	TOTAL PAYLISTS	25,800	25,800	2,486	2,486	9	23,313
			5 OTHER EXPENDITURES						
			21 OTHER OPERATING						
700	700	100	5 TRAVEL + REMOVAL	7,100	7,100				7,100
700	700	100	TOTAL OTHER OPERATING	7,100	7,100				7,100
700	700	100	TOTAL OTHER EXPENDITURES	7,100	7,100				7,100
2,800	313	11	TOTAL SUB ACTIVITY 2	32,900	32,900	2,486	2,486	7	30,413
2,800	313	11	TOTAL SUB ACTIVITY 1	32,900	32,900	2,486	2,486	7	30,413

EXTRACT  
FINANCIAL ADMINISTRATION ACT

26. (1) NO CHARGE SHALL BE MADE AGAINST AN APPROPRIATION EXCEPT UPON THE REQUISITION OF THE APPROPRIATE MINISTER OF THE DEPARTMENT FOR WHICH THE APPROPRIATION WAS MADE, OR BY A PERSON AUTHORIZED BY HIM IN WRITING.
- (2) EVERY REQUISITION FOR A PAYMENT OUT OF THE CONSOLIDATED REVENUE FUND SHALL BE IN SUCH FORM, ACCOMPANIED BY SUCH DOCUMENTS AND CERTIFIED IN SUCH MANNER AS THE TREASURY BOARD MAY PRESCRIBE BY REGULATION.
- (3) NO REQUISITION SHALL BE MADE PURSUANT TO SUBSECTION (1) FOR A PAYMENT THAT
- (A) WOULD NOT BE A LAWFUL CHARGE AGAINST THE APPROPRIATION;
  - (B) WOULD RESULT IN AN EXPENDITURE IN EXCESS OF THE APPROPRIATION; OR
  - (C) WOULD REDUCE THE BALANCE AVAILABLE IN THE APPROPRIATION SO THAT IT WOULD NOT BE SUFFICIENT TO MEET THE COMMITMENTS CHARGED AGAINST IT.

EXTRACT  
FINANCIAL ADMINISTRATION ACT

27. NO PAYMENT SHALL BE MADE FOR THE PERFORMANCE OF WORK, THE SUPPLY OF GOODS OR THE RENDERING OF SERVICES, WHETHER UNDER CONTRACT OR NOT, IN CONNECTION WITH ANY PART OF THE PUBLIC SERVICE OF CANADA, UNLESS, IN ADDITION TO ANY OTHER VOUCHER OR CERTIFICATE THAT IS REQUIRED, THE DEPUTY OF THE APPROPRIATE MINISTER, OR ANOTHER PERSON AUTHORIZED BY SUCH MINISTER CERTIFIES
- (A) THAT THE WORK HAS BEEN PERFORMED, THE GOODS SUPPLIED OR THE SERVICE RENDERED, AS THE CASE MAY BE, AND THAT THE PRICE CHARGED IS ACCORDING TO CONTRACT, OR IF NOT SPECIFIED BY CONTRACT, IS REASONABLE; OR
  - (B) WHERE A PAYMENT IS TO BE MADE BEFORE THE COMPLETION OF THE WORK, DELIVERY OF THE GOODS OR RENDERING OF THE SERVICE AS THE CASE MAY BE, THAT THE PAYMENT IS IN ACCORDANCE WITH THE CONTRACT. 1960-61, c. 48, s. 3; 1968-69, c. 27, s. 10.



EXTRACT

FINANCIAL ADMINISTRATION ACT

28. (1) EVERY PAYMENT PURSUANT TO AN APPROPRIATION SHALL BE MADE UNDER THE DIRECTION AND CONTROL OF THE RECEIVER GENERAL BY INSTRUMENT, IN SUCH FORM AND AUTHENTICATED SUCH MANNER AS THE TREASURY BOARD DIRECTS.
- (2) WHERE AN INSTRUMENT ISSUED UNDER SUBSECTION (1) IS PRESENTED BY A BANK TO THE RECEIVER GENERAL FOR PAYMENT, THE RECEIVER GENERAL, OR AN OFFICER AUTHORIZED BY HIM, MAY PAY THE INSTRUMENT OUT OF THE CONSOLIDATED REVENUE FUND. R.S., c. 116,s.33;1968-69,c.27,s.11.

V.

## DELEGATION OF FINANCIAL AUTHORITIES AND SIGNING AUTHORITIES

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SYSTEMS OF FINANCIAL CONTROL ARE NEEDED TO ENSURE PROBITY AND PRUDENCE IN THE EXPENDITURE OF PUBLIC FUNDS. THE FINANCIAL ADMINISTRATION ACT (F.A. ACT) ASSIGNS AUTHORITY TO CONTROL THE SPENDING OF PUBLIC FUNDS, WITHIN THE LIMITS PROVIDED BY PARLIAMENT, TO THE APPROPRIATE MINISTERS OR DEPUTY HEADS OF DEPARTMENTS AND AGENCIES.

AS IT WOULD BE MANIFESTLY IMPOSSIBLE FOR THE MINISTER AND THE DEPUTY MINISTER TO CARRY OUT PERSONALLY ALL THE RESPONSIBILITIES PLACED ON THEM BY THE F.A. ACT, THEY HAVE TO AUTHORIZE RESPONSIBLE OFFICIALS TO EXERCISE THEM ON THEIR BEHALF. THIS IS DONE BY MEANS OF A WRITTEN DELEGATION OF FINANCIAL SIGNING AUTHORITIES, WHEREBY THE RESPONSIBILITIES BESTOWED UPON THE MINISTER AND DEPUTY MINISTER BY LEGISLATION OR EXECUTIVE REGULATIONS ARE DELEGATED TO APPROPRIATE MANAGERS. BEFORE PROCEEDING TO DESCRIBE D.I.A.N.D. OBJECTIVES AND POLICY WITH RESPECT TO DELEGATION OF FINANCIAL AUTHORITY, I THINK YOU SHOULD FIRST BE FAMILIAR WITH THE DIFFERENT TYPES OF FINANCIAL AUTHORITY. THERE ARE THREE MAIN TYPES:

1. SPENDING
2. CONTRACTING
3. PAYMENT

1. SPENDING AUTHORITY

SPENDING AUTHORITY IS THE AUTHORITY DELEGATED TO RESPONSIBILITY CENTRE MANAGERS TO AUTHORIZE THEM TO:

- 1) MAKE DECISIONS WHICH WILL RESULT IN AN EXPENDITURE AGAINST THEIR BUDGET ALLOCATION,
- 2) ASSIGN A PORTION OF THEIR BUDGET TO A SPECIFIC PURPOSE AND CERTIFY TO THIS EFFECT UNDER SECTION 25 (1) OF THE F.A. ACT, AND
- 3) CERTIFY SATISFACTORY PERFORMANCE AND PRICE UNDER SECTION 27 OF THE F.A. ACT.

EXAMPLES OF DECISIONS UNDER SPENDING AUTHORITY WOULD BE:

- I. REQUISITIONING OF SUPPLIES OR SERVICES FROM ANOTHER GOVERNMENTAL AGENCY, (WHETHER IT FORMS PART OF D.I.A.N.D. DEPARTMENT OR OF ANOTHER DEPARTMENT OR AGENCY).
- II. AUTHORIZING TRAVEL OR REMOVAL,
- III. REQUISITIONING OF THE APPROPRIATE PERSONNEL OFFICE FOR STAFFING ACTION.

ALL REQUISITIONS FOR STAFFING ACTION MUST:

- A) ORIGINATE FROM THE MANAGER WHOSE BUDGET WILL BE CHARGED WITH THE SALARY OF THE POSITION
- B) BE APPROVED BY THE SUPERIOR OF SUCH MANAGER (I.E. AT TWO LEVELS OF AUTHORITY ABOVE THE POSITION TO BE FILLED),

B) (CONT'D)

AT HEADQUARTERS THIS DELEGATION IS RESTRICTED TO DIRECTORS AND ASSISTANT DIRECTORS.

- C) INCLUDE A CERTIFICATE FROM THE MANAGER THAT FUNDS HAVE BEEN COMMITTED (SEC. 25 (1) F.A. ACT), IN THE CASE OF FULL TIME PERSONNEL, THAT A VACANT CLASSIFIED POSITION IS AVAILABLE.

SPENDING AUTHORITY DOES NOT INCLUDE ACTIONS WHICH COME UNDER CONTRACTING AUTHORITY.

2. CONTRACTING AUTHORITY

CONTRACTING AUTHORITY IS THE AUTHORITY DELEGATED BY THE MINISTER UNDER GOVERNMENT CONTRACT REGULATIONS TO MAKE BINDING ARRANGEMENTS BETWEEN THE GOVERNMENT AND INDIVIDUALS OR SUPPLIERS OF GOODS AND SERVICES.

IT IS PRIMARILY DELEGATED TO PURCHASING OFFICERS WHO SPECIALIZE IN NEGOTIATING CONTRACTS, BUT ALSO IS GIVEN TO OPERATING MANAGERS TO ENABLE THEM TO MAKE LOCAL PURCHASES IN LIMITED AMOUNTS AND TO COVER EMERGENCY SITUATIONS.

BECAUSE PURCHASING OFFICERS BUY TO MEET THE NEEDS OF OTHER OPERATING UNITS, THEY REQUIRE, FROM THE MANAGER WITH APPROPRIATE SPENDING AUTHORITY, A REQUISITION AND A CERTIFICATE UNDER SECTION 25 (1) OF THE F.A. ACT THAT FUNDS HAVE BEEN COMMITTED, BEFORE THEY CAN EXERCISE THEIR CONTRACTING AUTHORITY.

### 3. PAYMENT AUTHORITY

PAYMENT AUTHORITY IS THE AUTHORITY DELEGATED BY THE MINISTER UNDER SECTION 26 OF THE F.A. ACT TO FINANCIAL OFFICERS OF D.I.A.N.D. TO REQUISITION PAYMENTS AND AUTHORIZE THEIR CHARGE TO AN APPROPRIATION, AFTER REVIEWING THEIR LEGALITY AND EXERCISING ALL APPROPRIATE FINANCIAL CONTROLS. THIS INCLUDES ENSURING ADHERENCE TO THE ACCOUNT VERIFICATION AND PAYMENT REQUISITION REGULATIONS.

THE OBJECTIVE OF ESTABLISHING PAYMENT AUTHORITY IS TO SEPARATE THE DUTIES IN ORDER TO PROVIDE AN INDEPENDENT CHECK ON THE MANNER IN WHICH OTHER OFFICERS EXERCISE SPENDING AUTHORITY AND TO ENSURE THAT ALL STATUTORY AND REGULATORY REQUIREMENTS FOR THE CONTROL OF FUNDS AND REQUISITIONING OF PAYMENTS ARE MET.

PAYMENT AUTHORITY DOES NOT INCLUDE AUTHORITY TO ISSUE CHEQUES AGAINST THE CONSOLIDATED REVENUE FUND WHICH IS ASSIGNED TO THE RECEIVER GENERAL UNDER SECTION 28 OF THE F.A. ACT.

THE OBJECTIVES OF DELEGATING FINANCIAL AUTHORITY ARE:

- 1) TO GIVE OPERATING MANAGERS THE GREATEST POSSIBLE FREEDOM TO SPEND THEIR BUDGET ALLOCATIONS TO CARRY OUT APPROVED PLANS.
- 2) TO PLACE RESPONSIBILITY FOR EXPENDITURES AT A LEVEL WHERE CONTROL IS MOST EFFECTIVE, AND ON INDIVIDUALS WHO CAN BE HELD ACCOUNTABLE FOR THE RESULTS OF THEIR DECISIONS.



- 3) To ENABLE MANAGEMENT TO ACHIEVE A HIGH DEGREE OF RESPONSIVENESS TO LOCAL CONDITIONS AND FLEXIBILITY TO ADJUST TO CHANGING CONDITIONS.
- 4) To FOSTER A GREATER SENSE OF FINANCIAL RESPONSIBILITY BY MANAGERS AT ALL LEVELS BY MAKING THEM AWARE OF THE IMPLICATIONS OF THEIR OPERATIONAL AND MANAGEMENT DECISIONS.
- 5) To ENCOURAGE MANAGERS TO MAKE THE MOST EFFECTIVE USE OF RESOURCES AT THEIR DISPOSAL.

ALSO ADMINISTRATION IS SIMPLIFIED, PAPERWORK REDUCED AND DELAY IN IMPLEMENTING DECISIONS OR OBTAINING RESOURCES IS REDUCED.

IT IS D.I.A.N.D. POLICY TO PROVIDE MANAGERS WITH AS MUCH FLEXIBILITY AS POSSIBLE TO CARRY OUT THEIR RESPONSIBILITIES. THEREFORE, THE MINISTER, BY MEANS OF A DOCUMENT WHICH WE REFER TO AS "DELEGATION OF FINANCIAL SIGNING AUTHORITY" HAS DELEGATED AUTHORITY TO MANAGERS OF RESPONSIBILITY CENTRES TO SPEND PUBLIC FUNDS TO THE LIMIT OF THEIR ALLOCATED BUDGETS IN ACCORDANCE WITH APPROVED PLANS.

THE MINISTER HAS DELEGATED FINANCIAL SIGNING AUTHORITY TO ORGANIZATIONAL POSITIONS - NOT TO INDIVIDUALS. IT FOLLOWS ORGANIZATIONAL LINES WITH A SUPERIOR HAVING AT LEAST THE AUTHORITIES GRANTED TO HIS SUBORDINATE. DELEGATED AUTHORITY MAY NOT BE RE-DELEGATED. A SUPERIOR MAY IMPOSE OR REMOVE A RESTRICTION OF AUTHORITY BUT HE MAY NOT INCREASE THE AUTHORITY DELEGATED TO A POSITION BY THE MINISTER.

AN OFFICER MAY NOT AUTHORIZE AN EXPENDITURE AND MAKE PAYMENT FOR SAME. ALSO AN OFFICER MAY NOT APPROVE AN EXPENDITURE FOR PAYMENT FROM WHICH HE CAN PERSONALLY BENEFIT - FOR EXAMPLE TRAVEL OR REMOVAL CLAIMS. CONTRACTING AUTHORITY MAY BE EXERCISED ONLY WHEN THE PERSON DELEGATED APPROPRIATE SPENDING AUTHORITY HAS REQUISITIONED THE GOODS AND SERVICES AND HAS PROVIDED A CERTIFICATE UNDER SECTION 25 (1), OF THE F.A. ACT THAT FUNDS HAVE BEEN COMMITTED.

PAYMENT MAY BE MADE ONLY WHEN ANY CERTIFICATE REQUIRED UNDER SECTION 27 OF THE F.A. ACT HAS BEEN PROVIDED BY THE PERSON DELEGATED APPROPRIATE SPENDING AUTHORITY, CONFIRMING THAT THE WORK HAS BEEN PERFORMED, GOODS SUPPLIED OR SERVICES RENDERED AND THAT THE REQUISITION FOR PAYMENT WILL LEAVE A SUFFICIENT BALANCE IN THE BUDGET ALLOCATION TO MEET THE COMMITMENTS CHARGED AGAINST IT.

NO DELEGATION CONFERS AUTHORITY TO SPEND IN EXCESS OF THE UNENCUMBERED BALANCE AVAILABLE OUT OF THE RELEVANT BUDGET ALLOCATION, AND ALL AUTHORITIES, REGARDLESS OF THE UPPER LIMIT OF FINANCIAL AUTHORITY SHOWN IN THE INSTRUMENT OF DELEGATION, ARE SUBJECT TO EXTERNAL CONSTRAINTS SUCH AS TREASURY BOARD DIRECTIVES, THE INDIAN ACT, CONTRACTS WITH EMPLOYEES ETC., AND THE GOVERNMENT CONTRACT REGULATIONS.

ALL PERSONS PROPOSING TO USE THEIR DELEGATED AUTHORITY MUST ENSURE:

- I) THAT WHATEVER HE IS APPROVING IS WITHIN HIS DELEGATED AREA OF AUTHORITY
- II) THAT ADEQUATE FUNDS ARE AVAILABLE IN THE RELEVANT BUDGET ALLOCATION
- III) THAT EXTERNAL AND INTERNAL CONSTRAINTS WILL NOT BE CONTRAVENED.

SPECIMEN SIGNATURE CARDS AUTHENTICATED BY RESPONSIBLE OFFICERS ARE USED TO IDENTIFY THE INCUMBENTS OF POSITIONS WHICH HAVE BEEN DELEGATED FINANCIAL SIGNING AUTHORITY BY THE MINISTER. A CARD BEARING THE SIGNATURE OF THE INCUMBENT AND THE LIMITS OF HIS FINANCIAL SIGNING AUTHORITY, APPROVED BY HIS SUPERIOR, MUST BE ON FILE BEFORE THE INCUMBENT MAY EXERCISE THE FINANCIAL SIGNING AUTHORITY DELEGATED TO HIS POSITION. THE SAME APPLIES TO PERSONS ASSUMING RESPONSIBILITIES OF ANOTHER POSITION ON A TEMPORARY BASIS - THEY MUST OBTAIN WRITTEN DELEGATION BY MEANS OF AN APPROVED SPECIMEN SIGNATURE CARD BEFORE THEY MAY EXERCISE THE FINANCIAL SIGNING AUTHORITY DELEGATED TO THE POSITION IN WHICH THEY ARE ACTING. THESE CARDS ARE CONTROLLED BY THE OFFICE OF THE COMPTROLLER AT HEADQUARTERS AND BY THE FINANCE FUNCTION IN THE FIELD.

WHEN AN OFFICIAL CARRIES OUT THE DUTIES OF ANOTHER ON A TEMPORARY BASIS THE SUPERIOR OF THE OFFICIAL BEING REPLACED MUST ISSUE IN WRITING AN AUTHORIZATION FOR THE TEMPORARY RESPONSIBILITIES.

THIS NOTIFICATION AUTHENTICATES THE AUTHORITIES DELEGATED TO THE POSITION AS BEING BESTOWED UPON THE TEMPORARY INCUMBENT. THIS DOES NOT NECESSARILY INVOLVE AN ACTING APPOINTMENT AS SUCH FROM A STAFFING POINT OF VIEW.

I SHOULD LIKE TO STRESS THAT NO FINANCIAL AUTHORITY MAY BE DELEGATED TO A POSITION WITHOUT THE APPROVAL OF THE MINISTER (OR BY THE DEPUTY WHERE THE FINANCIAL ADMINISTRATION ACT PERMITS). ANY REQUESTS FOR SUCH AUTHORITY MUST BE SUBMITTED TO THE OFFICE OF THE DIR. OF FIN. AT HEADQUARTERS WHO IS RESPONSIBLE FOR THE PREPARATION AND CONTROL OF ALL INSTRUMENTS WHEREBY FINANCIAL AUTHORITY IS GRANTED.

BECAUSE OF THE MANY CHANGES IN ORGANIZATION IN THE DEPARTMENT WHICH STEM FROM THE LACK OF POLICY CONCERNING ORGANIZATION STRUCTURE AND STANDARD TITLES THERE IS A NEED FOR FREQUENT REVISION TO THE INSTRUMENT OF DELEGATION OF AUTHORITY BY THE MINISTER.

BECAUSE DELEGATION IS BY TITLE AND NOT BY NAME, THE ALTERATION OF THE TITLE OF AN INDIVIDUAL OR POSITION IN THE DEPARTMENT INTRODUCES THE NEED TO OBTAIN A MINISTERIAL DELEGATION OF AUTHORITY.

WE ARE IN THE PROCESS OF DEVELOPING A MAJOR REVISION TO THE INSTRUMENT OF DELEGATION TO REFLECT NEW TITLE NAMES. WE WILL ATTEMPT TO REVISE IT EVERY THREE OR FOUR MONTHS AS LONG AS APPOINTMENT TITLES AND SUPERIOR SUBORDINATE RELATIONSHIPS CAN BE CHANGED AS FREQUENTLY AS THEY DO.

WE STATED EARLIER THAT EACH OFFICIAL MUST HAVE AT LEAST AS MUCH AUTHORITY AS HIS SUBORDINATES. ALSO, AUTHORITY IS DELEGATED SO THAT A MANAGER CAN CARRY OUT 90% OF HIS RESPONSIBILITIES WITHOUT REFERENCE TO HIS BOSS. YOU WILL APPRECIATE THAT GIVEN THESE TWO PRINCIPLES (WHICH WE ARE CONVINCED ARE REASONABLE), COMBINED WITH AN EVER CHANGING ORGANIZATION, PRESENT A SITUATION IN WHICH KEEPING A PROPERLY AMENDED INSTRUMENT OF DELEGATION IS A BIT OF AN ADVENTURE.

I AM SURE YOU WILL AGREE THAT ADOPTION OF STANDARD TITLE TERMINOLOGY WOULD SIMPLIFY THE PROBLEM CONSIDERABLY.



4

BAND LOCAL GOVERNMENT TRAINING PROGRAM WORKSHOP  
FORT FRANCES STUDENT RESIDENCE

November 2-5, 1976.

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No. 1. On the basis of the seminar I believe the 5 most important things the L.G.A. should be doing are:

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- a) available to bands
  - b) co-ordinator of specialized resources
  - c) knowledgeable of programs and regulations
  - d) financial and administrative assistant
  - e) liaison with all others who can help
- 
- a) identify and solve problems
  - b) advice (Provide)
  - c) participate in decision making process
  - d) help band to achieve independence
  - e) training
- 
- a) communicate
  - b) share
  - c) inform
  - d) assist
  - e) improve
- 
- a) advise Bands on procedures and resources
  - b) co-ordinate services and certain programs
  - c) act as liaison person between Band and other Government agencies
  - d) listen to Band's concerns and requests
  - e) assist Bands in planning and administering
- 
- a) communicating
  - b) field work
  - c) providing advisory service
  - d) being a resource person
  - e) to assist the Band in planning
- 
- a) joint planning
  - b) joint management
  - c) working together often
  - d) communicating better
  - e) letting Indian bands take initiative
- 
- a) communicate
  - b) encourage band participation
  - c) Act as an advisor
  - d) upgrade skills continually to supply best help possible to department and bands
  - e)
- 
- a) assisting bands in process of local government (looking into resources problems and helping with solutions)
  - b) to be available to advise bands
  - c) act as a liaison officer between band and department
  - d) have personal contact with band councils
  - e) develop self-sufficiency in band administration and a good method of communication

- a) co-ordinate information
  - b) advise (pro and con of a situation)
  - c) encourage ideas
  - d) assist in locating resources
  - e) guide to Band in their implementation of a program
- 
- a) work closely and effectively with Band and District staff.
  - b) educate and acquaint himself in the current policies and resources in order to work with the bands towards local government.
  - c) spend more time in field work
  - d) should be willing to listen
  - e) should give advice in a professional manner.

- a) evaluate the seminar
- b) concerning the fine points of suggestions
- c)
- d)
- e)

- a) regular, scheduled visits to reserves
- b) provide complete service
- c) follow through on initiated project
- d) provide sound current advice
- e) provide alternatives to problem areas

- a) listening
- b) learning
- c) facilitating
- d) being punctual
- e) being tolerant

- a) be available, approachable
- b) the importance of communication
- c) honesty
- d) listening
- e) give advice and not do the actual work

- a) assisting the bands in their long and range planning
- b) assisting in setting their priorities
- c) providing advice on local government
- d) being a resource liaison person
- e) strengthening their local administrative units

- a) little more effort on assisting
- b) another person to refer to
- c) immediate action to proposals
- d) try to attend Band staff meeting when possible
- e) follow-up

- a) Assist and advise Bands in the process of local government to reach the goal of self efficiency.
- b) help the bands assess their needs and keep them informed of changes in policy
- c) assist bands in establishing priorities
- d) provide the necessary training - administrative, financial - to band councils and band staff to carry out their programs
- e) be available to the bands on a schedule basis; inform bands of available resources other than D.I.A.N.D.; be honest, reliable and responsible.

- a) provide information regarding government
- b) improve reserve life (economic development)
- c) liaison between Ottawa, Regional headquarters, and reserves
- d) listen to our needs by meetings
- e) help us to improve ourselves by cooperating with Band council

- a) co-ordinating office staff with Band staff needs
- b) knowing band needs identify problems
- c) joint community development plans
- d) trouble shooter
- e) adviser

- a) keeping in contact with bands
- b) advising bands as required
- c) co-ordinating department programs
- d) keeping Band and Department staff informed of each others activities
- e) following up on requests - band - department

- a) advise the Band & Council on any matters they request your advice.
- b) follow-up on all requests of the Band and see how things are progressing
- c) visit the Bands on a regular basis
- d) have a good working relationship with band and fellow employees
- e) take band requests back to District office and initiate the action

- a) better communications
- b) better relations
- c)
- d)
- e)

- a) co-operation
- b) communication
- c) aggressive
- d) knowledge of accounting
- e) special training

- a) communicating with the Band
- b) working with the Band
- c) recognizing potential of the Band
- d)
- e)

- a) providing advisory Services
- b) being a resource person
- c) assist Band in the short and long range planning of their reserves
- d) assisting the bands to set priorities
- e) helping the bands to strengthen their administrative units

- a) assist the bands in planning and setting priorities
- b) act in an advisory capacity with band councils and staff
- c) hold regular meetings with bands
- d) spend more time on reserves
- e) act as liaison officer between band councils and district office

- a) giving sound advice (for and against)
- b) on reserve more
- c) less paper work
- d) obtaining further knowledge on other government programs
- e) being objective, flexible and fair

- 4.
- a) working on the reserve level
  - b) advising and encouraging band staff and council
  - c) attending band meetings when requested
  - d) share problems solving with membership
  - e) assist as required to help bands establish goals and objectives
- 

- a) being available to the band or bands
- b) keeping band or bands up to date on programs, policies, etc.
- c) providing sound advice when requested
- d) providing band with options or alternatives
- e) providing concise, clear communication between the band and Indian Affairs, including budget requirements

- a) assist band in setting of priorities
- b) co-ordinate
- c) advise band on possible resources
- d) seek out band participation
- e) like his job

- a)
- b)
- c)
- d)
- e)

- a) advising assisting on all matters related to his duties
- b) consulting
- c) sharing and continuity in contact
- d) should be showing interest
- e) honest truthful believer

- a) giving competent advice to bands
- b) should be sharing ideas
- c) helping the band to establish priorities
- d) improving conditions such as communications administration etc.
- e)

- a) advising bands re -- priority setting
  - b) -- program implementation
  - c) -- resources -- (where? how much? what type?)
  - d) improving two-way communication bands and department
  - e) improving communication beyond -- to other departments, public, etc.
  - f) encourage further band staff training
-



No. 2. Describe how your work does or could relate to some of the 5 points.

Since I am currently employed as an L.G.A. all above points are of vital importance.

Economic development decisions are directly related to the activities as identified by the local government.

I know that I can and (just have) improved in my skills.

As District Superintendent of Education, I rely on the cooperation of the L.G.A. in the delivery of education programs and for the administration of education programs by Bands (all 5 points).

Being and the field work my work is always involved with dealing with or through the L.G.A. (related to A, C, D & E above)

In all five points listed

Include L.G.A. in financial training seminars - use L.G.A. as resource in band staff financial training

As an L.G.A. I will represent the bands fairly and honestly.  
Already have personal contact with the band in my area now and can sit down and really get in through and do my responsibilities.

The band office could be run more effectively if all the 5 points were applied.

As an educational person, I would work closely with the L.G.A. in disseminating information and knowledge on different facets of the educational program to him and the band. At the same time, in being more aware of what the L.G.A. does I could be more appreciative of his work and problems, and then be more supportive.

Observe

(not an L.G.A.) all above points

All five points are necessary ingredients in my own work - indeed for anyone working with people those are important concerns.

As Band Financial Adviser all 5 points would apply.

To provide the Bands with the information required to enable the bands to reach their goals and objectives.

Willing to inform and help.

Provide assistance in matters relating to administration, finance, budgets; provide support service to LGA to help eliminate an overload of paper work so that he will be available to attend band meetings when requested; provide information on funds spent and available balances.

Am a Band Administrator therefore I can help Band members understand what we are after, and can speak Ojibway.



- Adviser on natural resources
- Strategic community development planning economic development

By ensuring that L.G.A.s have sufficient time to work with Bands by providing administrative assistance.

Encourage co-operation

Have goals and objectives relative to required work.

Co-operating with the L.G.A.s when they indicate to me my help is required.

Take messages for L.G.A.'s when they are about out in the field. Make sure forms initiating action for bands is not lost in the shuffle of paperwork on your desk.

-

It will help me more to understand about the role of Local Government Adviser.

The main thing is to work together in order to succeed

"If it is to be"

"It is up to me and my people".

Advisor, Resource person.

working in the area of finance and administration I can assist the L.G.A.'s by providing financial and budget information to them.

He does his homework and we do ourselves.

We work together all the time.

Working now with 4 Bands instead of 10.

To provide direction and advice to the L.G.A.

To continue to have meetings and discussions with L.G.A.

To listen to L.G.A.'s comments, recommendations and problems

To support L.G.A.'s requests for essential funding, training etc. as applicable to the individual and the Band.

I can't help 23 Bands with 15 priorities each all on the same day. Priority setting will be much more productive.

-

To understand the role of the L.G.A. would certainly help me to avoid conflict with the L.G.A. would have an understanding of his role.

They all relate to a great degree.

- facilitate "paper-work" etc. from regional office and communications
- be supportive of local government concept at R.O. meetings

No.3. When I talk about local government what I really mean is ...

A mechanism that provides for meeting the needs and priorities that have been established by the Indian people and operated and reviewed by them.

- people achieving mobility
- power given to band staff to exercise, act, legislate, govern, protect, initiate

## Community responsibility

7.

that reserve communities are involved in the decision making process in matters concerning them and that bands administer programs if this will improve delivery of services and lead to greater autonomy.

## Local control

Bands taking responsibility (standing on their "own two feet").

The community identifying needs and managing resources to accomplish goals for good of entire community.

government by the people for the people  
band achieve self-dependence  
control of all local affairs at the local level  
which will result in responsibility and achievement

the control of local affairs is in the hands of its people

people managing their own affairs using internal and external community resources

understanding and learning

autonomy - expressing own views, policies, running own affairs

the achievement of a governing unit to make decisions for itself

a self-governing body able to act on its own.

is a concept whereby band councils are elected

running our own affairs

local control by band councils and band members of local matters

Band council representing their people

Community development under democratic controls

Bands deciding How?

Where?

What?

and acceptance of responsibility  
by bands for action

the native people on the reserve represented by Band and Council requesting from the mother government and resources (money, materials, etc.) so that they may control their own future.

Department staff

Understanding what you're to do on tight situations.

the affairs which go on within this region affecting my band and working with Local Government.

Local control of local matters

Autonomy

A system whereby the people elected a chief and council who will act as the governing body on behalf of the people

government by the people, for the people, of the people

decision making by the Bands on matters affecting the bands. Responsible local autonomy.

Municipal government, with obvious variations

-  
elected council and chief  
powers to the people  
functioning at their level

the relationship between chief and council, band members and D.I.A.N.D.

Bands having the fullest control possible over their destinies and those of their members within the constraints imposed by the Indian Act, and other legislation and the desires of the bands

No. 4. Three things I have done to help this seminar along are:

- a) given input to the group which I believe
- b) tried to listen to other points of view
- c) used my financial expertise and local information in problem solving and clarification of points.

- a) participation in group discussions
- b) attendance
- c) improved communication

- a) attend
- b) cooperate
- c) learn

- a) participate in discussions
- b) act as group spokesman
- c) serve on planning committee

- a) attendance
- b) participation
- c) punctual

- a) given my suggestions
- b) given comments
- c) listened to what others had to say

- a) prepared financial presentation
- b) delivered presentation
- c) communicated in workshops

- a) participated and supported group, offered ideas and accepted positive attitude
  - b) speaking out
  - c) active part in discussions
- 
- a) contributed some ideas
  - b) did not distract
  - c) participated in discussions
- 
- a) smile (even after late, late nights!)
  - b) communicate
  - c) share and receive
- 
- a) helping
  - b) listening
  - c) attending
- 
- a) try to instigate active participation of band members
  - b) participation - active role in group sessions
  - c) interest - show and implement
- 
- a) listened
  - b) asked a few questions
  - c) participated on panels
- 
- a) contributed ideas
  - b) participated
  - c) mixed with different people
- 
- a) participation
  - b) punctual
  - c) listen
- 
- a) listen
  - b)
  - c)
- 
- a) participation
  - b) daily and punctual attendance
  - c) co-operation
- 
- a) participate
  - b) presented ourselves
  - c) shared ideas
- 
- a) expressed myself freely
  - b) listened
  - c) attended
- 
- a) attending, participating
  - b) encouraging others
  - c) being open minded
- 
- a) listen to all involved in local government and especially the native people
  - b) participated in discussion only when I could offer something
  - c) my sense of humour



- a)
- b)
- c)

- a) co-operation
- b) my potential
- c) my ability to learn

- a) sharing ideas
- b) listening
- c) attending

- a) attendance
- b) participated
- c) listened

- a) participated
- b) attended all sessions
- c) voiced my opinions

- a) participate
- b) listen
- c) co-operate

- a) participated in workshop
- b) attended all sessions
- c) kept an open mind

- a) participation
- b) regular attendance
- c) consideration

- a) forget the office
- b) give it all I had
- c) listened

- a)
- b)
- c)

- a) participation
- b) sharing ideas
- c) sharing experiences

- a) I participated
- b) I listened
- c) I learned

- a) offered constructive comments in seminar sessions
- b) participated
- c) worked



No. 5. Three things I think I can personally do to build on what has happened here are:

---

- a) take the first step to establish better communications with others
  - b) be more aware of other points of view
  - c) commence training program at band level to impart information available to me.
- 
- a) establish more personal contact
  - b) communicate to non-participants
  - c) better planning, execution, implementation of existing and future projects
- 
- a) share information
  - b) be more concerned
  - c) work harder
- 
- a) encourage band to follow recommendations of workshop
  - b) carry out tasks that have been defined as useful in promoting local government
  - c) promote better communication between band and D.I.A.N.D.
- 
- a) closer                with Band members
  - b) closer                with L.G.A.s
  - c) communicate
- 
- a) communication between band members and staff
  - b)
  - c)
- 
- a) list my resolutions and those of others
  - b) review and evaluate what I am doing in future
  - c) continue to design financial training to meet Band and department needs
- 
- a) improve my working relationship with the native people
  - b) review points from this training session
  - c) upgrading myself in future training sessions
- 
- a) encourage band to attend workshop like this
  - b) apply the lessons learned
  - c) attend other workshops

- a) implement what I have learned
  - b) pass on the positive things I've learned
  - c) continue self-improvement
- a) pass on to band members
  - b) consulting band members with information
  - c) advice other band members to attend another L.G.A. workshop
- a) implement new ideas
  - b) implement old ideas as confirmed by seminar
  - c) improve personal performance
- a) initiate action at the District Office that will build on the learning that has gone on here.
  - b) Use problem solving technique with staff, bands and family
  - c) Increase personal contact at band level
- a) do more listening than talking
  - b) express and listen to my views as well as other people's views, willing to change
  - c) will to co-operate with others - act as a team and not as an individual
- a) encourage what I learn at workshop to the bands I am assign to
  - b) communicate better
  - c) be more understanding
- a) act on the lessons I have learned here
  - b) be more informative to District level
  - c) help when ever I can
- a) become more involved in Local Government Program
  - b) pass along the knowledge and understanding of the LGA and Band role to support staff in the District
  - c) to encourage them to get evolved in the Program and to become aware of the role of the LGA and band
- a) work at reserve and see if is really happens
  - b)
  - c)
- a) understand other people's goals
  - b) communicate
  - c) accept change
- a) plan of action upon returning to District
  - b) initiating plan
  - c) follow-up
- a) take the positive theories and put into practice in my job where possible
  - b) if not a L.G.A., aid him when he asks for my help
  - c) alert other employees on how important our job is to help and support the native people in the future

- a) report to council
- b) explain what took place
- c) urge more people to attend meetings

- a) better relationship with band staff
- b) better knowledge of setting your priorities
- c) better qualities of your ability

- a) improve my role play
- b) communicate with fellow band members
- c) work with the band to better goals

- a) strengthen communication
- b) be more positive
- c) try to be more understanding

- a) pass on what I have learned to other staff
- b) do instead of listen
- c) work more effectively with other people

- a) read more about it  
inform my fellow band staff
- b) practice some of the principles of techniques
- c) recognizing my habits and giving leeway for the bad habits in making decisions

- a) work more closely with band staff
- b) be more understanding of problems
- c) take more positive attitude

- a) review material
- b) self appraisal
- c) follow-up

- a) refer to this workshop in my contacts with Bands
- b) coordinate through L.G.A.s
- c) doing less and encouraging more

- a)
- b)
- c)

- a) be more responsible
- b) change my attitudes towards the L.G.A.
- c) help others, whether it be information, support etc.

- a) to take action and initiative first
- b) tell the folks back home
- c) think positive for the future

- a) encourage continued improvement of communication between R.O. District and Bands
- b) get more involved in local government activities.
- c)

No. 6 List a few of the unanswered questions or concerns you will have regarding carrying out of the local government program.

---

Can enough resources be made available to carry out the needs and priorities of local bands? Do I care enough to make it work?

What is the best route or a route that I can use to co-ordinate economic development programs with the LGA programs?

- explain more of O&M funds
- band contributions

How can more elected representatives of Bands be reached with the message this workshop developed?

Too much paper work

Nil

- parameters of L.G.A. role
- Local Government involves all Programs
- How to obtain all input for future

Lack of L.G.A. staff  
overlooking of L.G.A.'s work load  
discussion cut off too soon  
when we will have a follow up of this course

- housing policy in depth
- will there be other workshops in specific topics such as accounting?

that L.G.A. should be more informed about their function in more specific areas

Nil

more decentralization

lack of participation in training functions by bands that need it most.

I feel that the course was handled very well and have only one question.

When is this type of workshop going to be held on reserves?

Paper work in the office. How does the L.G.A. avoid this?

-

Shortage of L.G.A.'s to efficiently perform their function resulting in their services being spread too thinly; their overload of paperwork. At band level - are the band councils and band staff receiving enough training and expertise to efficiently perform their duties in the administration of local government.

-



Will anything be done to assist District with Administration load?

- 1) are the LGAs really teamed properly in the District Office to go out and initiate the needs of Band and Council.
- 2) can procedures and methods be streamlined and still be efficient in the end to ensure that answers back to the band could be quicker months to weeks

-

Band level  
District level

I have no questions, everything has been explained clearly.

Will paper work still be a problem?

Will L.G.A.'s be expected to carry additional work loads for example C.M.H.C.

none

-

none

adequate time for necessary consultation involvement of all levels; Chief and Council, Band Staff, Band Members, District, Region and Headquarters  
Necessary staff to be effective  
Provision of training and funding required

Do all the L.G.A.s accept their role such as defined by the group?

What level of Local Government is. The Bands as apposed to District and Regional?

Does the level of Government expand in a local government or are the levels of Local Government the same?

Who really makes the decision?  
in policy, in programs, etc. etc.

Will the progress made in this workshop continue - will all participants continue to work towards the essentially common goal and involve others?

No.7

Would you recommend this workshop to other people?

WHO All band council and band staff members for all reserves in Fort Frances area.

WHY The establishment of common goals and objectives requires an awareness of what is expected of each party.

WHEN As soon as possible.

WHERE At the Fort Frances Student Residence.



WHO	bands that did not attend
WHY	content, scope, terms of reference of the workshop
WHEN	on contact
WHERE	Band Offices
WHO	other L.G.A. and Band Staff
WHY	meaningful
WHEN	next one
WHERE	?
WHO	band staff and councils
WHY	not enough participation on voluntary basis
WHEN	within 6 months
WHERE	Kenora District
WHO	Lands and Estates (Band Council and Staff)
WHY	Workshops are always needed (clear understanding)
WHEN	A.S.A.P.
WHERE	No preference
WHO	other people on reserve (council, Chief since they are elected by members)
WHY	to get a better understanding
WHEN	in the near future
WHERE	at reserve level
WHO	LGA's other Districts, Treaty Staff members
WHY	to know goals and objectives of Local Government - to exchange ideas and learn
WHEN	quarterly basis workshops
WHERE	at reserves and District locations.
WHO	other L.G.A. and staff, band councils
WHY	to upgrade or learn of L.G.a.
WHEN	once or twice a year
WHERE	on the reserves
WHO	Band Council
WHY	Need to know problem solving techniques
WHEN	as soon as it is convenient
WHERE	Here at the residence
WHO	other District Staff
WHY	so that we can all work together in a more understanding atmosphere
WHEN	as soon as possible
WHERE	Fort Frances
WHO	Chief and council
WHY	they can absorb material
WHEN	immediately
WHERE	field
WHO	Indian people
WHY	need -- desperately
WHEN	often
WHERE	easily accessible - Fort Frances

WHO	District Managers, other agencies
WHY	improved personal relations
WHEN	at their convenience
WHERE	away from their own responsibility centre
WHO	Band members, community as a hold not just to a few members
WHY	
WHEN	A.S.A.P.
WHERE	on the reserves
WHO	Chief and council - and staff
WHY	to fully understand what local government is all about
WHEN	on the new L.G.A. confirmed
WHERE	at the reserves
WHO	R.L.A.
WHY	They carry similar workshops and deal with Indian people
WHEN	write to them
WHERE	Toronto
WHO	all band staff members and district staff
WHY	For a better understanding of the role of the LGA and band
WHEN	as soon as possible or when workshops are available
WHERE	at local setting preferably
WHO	anybody
WHY	brings beautiful result
WHEN	anytime
WHERE	anywhere
WHO	each Band and Staff
WHY	identify community needs
WHEN	now
WHERE	at the community
WHO	all staff both D.I.A.N.D. and Band
WHY	necessary if to achieve goals
WHEN	as soon as possible
WHERE	away from home community
WHO	other employees who have to co-operate with the L.G.A.s
WHY	to see for themselves the importance of their role in supporting the L.G.A.s position
WHEN	the next workshop in an Ontario District
WHERE	Sioux Lookout District
WHO	council
WHY	to learn
WHEN	anytime there is one
WHERE	anyplace
WHO	Chief and Council
WHY	A better knowledge of where they stand
WHEN	As soon as possible
WHERE	centralized locations

WHO my reserve  
WHY they can learn as much as I did and share common goals together  
WHEN when I get home is the starting point  
WHERE Grassy

WHO Band councils and staff  
WHY to give them a clearer understanding  
WHEN immediately  
WHERE Reserve

WHO all band staff and band councils  
WHY it would be a great benefit to them in communicating with other people  
WHEN as soon as possible  
WHERE on every reserve

WHO all band staff and people working for Indians  
WHY because it gives you an understanding of each other  
WHEN when it is convenient to all  
WHERE on the reserve preferably

WHO all staff department and band  
WHY everybody is involved  
WHEN regularly  
WHERE locally

WHO Chiefs, Councils, Band Members, other I&E staff  
WHY to inform them, to involve them, to gain full support  
WHEN within one year  
WHERE Local areas, preferably on reserves when possible

WHO Band members and Department staff  
WHY to demonstrate that we pretty well think alike  
WHEN within the next twelve months  
WHERE Kenora

WHO band staffs, Chiefs and Councils  
WHY they are the Local Government and should know what they really are  
WHEN immediately  
WHERE on reserves

WHO Band Members, D.I.A.N.D.  
WHY because its useful  
WHEN now  
WHERE anywhere

WHO All district staff and band staff in each district  
selected R.O. staff - economic development, education, personnel etc.  
WHY We are all working for common goal, but this is often forgotten due to organizational/geographic differences  
WHEN asap  
WHERE Eash district including those in the South

No.8

State the 3 most important things you plan to discuss with your co-workers when you return.

---

- a) improved communications
  - b) common goals and objectives of staff (LGA's first)
  - c) analysis of material obtained from this workshop with particular emphasis on bands input
- 
- a) workshop or seminar for economic development advisers where and when
  - b) co-ordination of programs
  - c) what do you plan on doing on the band level to improve relationships?
- 
- a) the workshop
  - b) advise from the bands
  - c) future plans
- 
- a) joint planning with Bands
  - b) the more clearly defined role of LG and LGA's.
  - c) the directions of DIAND as outlined by Regional Director General
- 
- a) Communication
  - b)
  - c) planning
- 
- a) what an LGA should be doing
  - b)
  - c)
- 
- a) plan financial training of Band and District staff
  - b) more contact of Regional office with District and Bands - emphasize exchange of ideas
  - c) Evaluate means of having more native people enter BFA jobs.
- 
- a) how to establish good local government
  - b) must work as a team
  - c) a true meaning of L.G.A.
- 
- a) Dissemination of information to band members.
  - b) Familiarization of 'D' circular
  - c) the importance of training for specific job
- 
- a) co-operation
  - b) communication
  - c) appreciation
- 
- a) how L.G.A. works
  - b) how to listen to most important subjects
  - c) people to attend next L.G.A. workshop
- 
- a) value of seminar
  - b) personal learning experience of topics in seminar
  - c) possibility of calling for more workshops similar to this
- 
- a) improved communication with band
  - b) joint planning
  - c) greater consultation
- 
- a) how to improve working relationship with one another
  - b) how to improve communications
  - c) what can we do as a team to facilitate our duties



- a) what the bands advise the Districts
- b) better communications
- c) joint management -- joint planning

- a) the value of training
- b) teamwork
- c)

- a) the role and expectations of the L.G.A.'s and Bands
- b) concept of Local Government
- c) teamwork -- how much one can learn from others' experience solutions to problems

- a) -
- b) -
- c) -

- a) staff and band intentions are similar
- b) the need to participate together make intentions work
- c) evaluate problems existing between staff members, staff and band

- a) plan of action
- b) possibility of reaching more bands
- c) how to go about increasing knowledge of local government

- a) co-operation -- without it we are just a mass of people banging our heads against the wall, "Big C" promote it for the good of all
- b) communications -- verbal, written, etc. but somewhere so contacts are kept open for reference
- c) streamline operations where possible -- cut down duplication of paperwork

- a) attendance
- b) co-operation
- c) communication

- a) local government
- b) government policies
- c) understanding of advisers duties

- a) how to communicate
- b) co-operate
- c) what I learned from the seminar

- a) better communication
- b) advice received from bands regarding district approach
- c) punctuality

- a) co-operation
- b) good planning
- c) being effective

- a) techniques put to use
- b) priorities
- c) what the workshop did to me and could do for others



- a) realignment of office work
- b) cooperation
- c) Discussion on problems to involve more ideas to solution

- a) basic results of workshop
- b) areas for improvements as seen by bands
- c) review of duties staffing and training

- a) role of LGA
- b) more time on reserves
- c) our own punctuality

- a) knowledge absorbed
- b) personal feelings of co-workers on workshop
- c) action they are going to take on the workshop

- a) local government
- b) District Management
- c) what regional management is

- a) More co-operation/communication -- seeing beyond immediate problems
- b) How to increase band participation
- c) Need for more workshops

9. Describe in what ways this course has been of personal help and benefit to you in your job.

- a) more aware of problems and differences
- b) awareness of talent available and willingness to cause changes
- c) Increased knowledge of Ontario Region policy and goals

- a) made be aware of importance and reason on being of the L.G.A.
- b) enthusiasms shown by the native participant to achieve independence
- c) personal contacts at region level, and participant of the workshop

- a) manners
- b) patience of other people
- c) co-operation

- a) clarified role of L.G.A.
- b) better acceptance (mutually) of Band and District staff
- c) showed need for continuous training session for band and DIA staff

- a) insight into Band problems
- b) insight into L.G.A. problems
- c) to reach goals and objectives more effectively

- a) Give me a better understanding in all ways (between reserve and district)
- b)
- c)

- a) learned of District and Band problems and complaints re paperwork and budgetting
  - b) revived my job enthusiasm
  - c) opportunity to further public speaking skills and improve as a
- 
- a) clarified many questions I had in my mind
  - b) didn't realize how important an L.G.A. was
  - c) permitted me to meet people from other areas and to be part of their views
- 
- a) better understanding of the importance of qualities in dealing with other persons
  - b) sound judgement on decisions because of training
  - c) knowledge gives me confidence in managing band office
- 
- a) to appreciate with others closely
  - b) to be able to listen to the views of Band Staff in a relaxed learning atmosphere.
  - c) to get to know the Kenora and Sioux Lookout staff as human beings and not just voices on the telephones
- 
- a) learned more
  - b) absorbed more
  - c) help me to understand difficult situations
- 
- a) better knowledge of the L.G.A.
  - b) gain in active group participation
  - c) increased "how to" in group participation
- 
- a) improved relationships with neighbouring district
  - b) reviewed certain problem solving and communication skills
  - c) introduced some new ideas on running a conference
- 
- a) met people
  - b) better knowledge of some of the problems
  - c) better understanding of job duties
- 
- 
- a) to work better as a team
  - b) to reach your goals and objectives as a team more effectively
  - c) what the L.G.A.s role in Local Government and to refer to
- 
- a) very informative
  - b)
  - c)
- 
- a) awareness of the LGA and band problems
  - b) better insight on the role of L.G.A.s and bands
  - c) better concept of local government
- 
- a) helped me know responsibilities of an L.G.A.
  - b) we'd be more integrated in the future
  - c) helps me become a better person
- 
- a) realizing we all want to change and not just satisfied the way it is
  - b)
  - c) realizing a need for change

- a) gave me a better understanding of Local Government
  - b) gave me a better understanding of people
  - c) gave me a better understanding of group powers
- 
- a) a better understanding of what the L.G.A.s job is about
  - b) communication and co-operation are the ingredients of success
  - c) the native people are a concern people who want to be included in the planning by the department for their future
- 
- a) respect for others
  - b) listening
  - c)
- 
- a) better knowledge of local government
  - b) setting stronger priorities
  - c)
- 
- a) this seminar has made me aware of the fact that I'm not alone with what my thoughts provide for this workshop we all have the same common goals
  - b)
  - c)
- 
- a) better insight to Band problems
  - b) to reach goals and objectives more effectively
  - c) role of L.G.A. in local government
- 
- a) being able to communicate better
  - b) being able to speak more openly
  - c) being able to say what I feel
- 
- a) understanding human behaviour
  - b) White think linear - Indian think laterally
  - c) that working together can be accomplished.
- 
- a) positive approach to problem solving
  - b) saw other district approaches to problems
  - c) companionship and new friends
- 
- a) a time to learn, discuss and think without normal pressures
  - b) frank information on Band viewpoint obtained
  - c) clarification of roles of various people involved in Local Government
  - d) common plan of action
- 
- a) definition of L.G.A.'s role
  - b) recognition that we can be partners
  - c) refresher on housing, finance etc.
- 
- a) better communication with Band staff, L.G.A., Department staff
  - b) personal satisfaction
  - c) change of attitude
- 
- a) better understanding of everything
  - b) a broader range at the outlook
  - c)



- a) greater understanding of district staff problems
- b) greater knowledge of local government, I.G.A.s
- c) greater optimism on reaching common goals of Indian people

10. What are a few of the things you liked best about this seminar

What things turned you off in this seminar

- a) the meeting of varied persons with similar problems
- b) knowledge passed on by Fred Kelly
- c) professional and dedicated training team

- Nothing

- a) group discussion
- b) Harvey Silver's and Region's enthusiasm
- c) contacts with other Districts
- Lack of attendance by the bands in the Fort Frances District

- a) people
- b) ideas
- c) and results of the workshop
- not much

- a) Band and DIA staff living and working together
- b) very well planned by training team
- c) relevant issues

-

- a) attitude
- b) of Dept. and Band Members
- c) of Dept. and Band together at one seminar
- lack of Band participation

- a) people, communications, learning, participation, co-operation
- b)
- c)
- lack of concern of the other bands in the district.

- a) free flow of communication
- b) willingness of participants to change improve and grow
- c) chance to learn ways and means of realizing personal/human potential
- n/a

- a) exchange of ideas, concerns, meeting other bands and staff
- b) group discussions
- c) freedom of speech
- too highly scheduled - not enough time for discussions

- a) presentation of topics
- b) group discussions for exchange of ideas
- c) facilities (accommodation, meals, recreation areas)
- partying into the early hours of the morning

- a) the encouraging learning environment
- b) the high calibre and skills of the Regional Training Group
- c) Dr. Silver's preparation and Fred Kelly's speech - first time I felt positive after listening to a R.D.
- Nil

- a) good accommodation
- b) people who knew how to explain
- c) well scheduled
- lack of more recreation

- a) frank constructive criticism by facilitator h.s.
- b) fact of including districts and bands
- c) tremendous learning experience
- long talks of certain impertinent subjects

- a) participation by everyone in attendance -- everyone took his/her turn to do things
- b) atmosphere -- warm, caring, concerned
- c) quality of resource people and staff -- both district and band
- Phyl and Harvey's insensitivity to the reality of the District needs during the time the training session was being held

- a) informality
- b) group discussions -- attended by both Indian and non-Indian
- c) mixing of groups not always working with the same people
- not enough time with some group discussions

- a) group discussions
- b) group involvement
- c) band involvement
- lack of attendance by band councils

- a) other peoples ideas
- b)
- c)
- too much talking from one or two people in group sessions (Bands)

- a) exchange of ideas and information between Band staff and District staff
- b) good relationship between Band and District staff representative
- c) teamwork in groups
- nothing really

- a) dinner, lunch, breakfast, accommodation
- b)
- c)
- nothing

- a) participation
- b) discussion
- c) open minded
- should have everyone in group physical activities in the PM to unwind (put it on the agenda)

- a) style of delivery
- b) content was relative
- c) group participation
- not enough participants (Band and Staff)

- a) more native people in the leadership positions
- b) half the people here were native people
- c) that my time in the Department was not wasted, as the native children become educated (self-or otherwise) native adults
- very little -- too minor to complain about



- a) friendly people
- b) learning methods
- c) everything else

--

- a) people collaboration
- b)
- c)

-- BOOZE!

- a) humour
  - b) co-operation
  - c) facilities
- the time factor, noise at nights

- a) frank discussions
  - b) group discussion
  - c) sense of humour
- lack of attendance by Band Council members

- a) fellowship
  - b) participation
  - c) facilities
- nothing

- a) atmosphere
  - b) willing
  - c) hopefulness
- not enough Band participation

- a) teachers (class "A" plus)
  - b) on schedule (no time wasted)
  - c) interesting approach
- to much rush in time allotted

- a) honest discussion
  - b) common approach to problem solving
  - c) opportunity to give and receive constructive criticism
- the lack of participation from Chiefs due to a conflicting meeting of Treaty 3.

- a) planning exercise
  - b) fairly disciplined
  - c) facilities (Physical)
- the somewhat cruel aspect of the planning game.

- a) the people
  - b) the whole learning process
  - c) working together
- Nil

- a) the people
  - b) the facilities
  - c) the food
- bureaucratic talk -- big words -- lack of participation of others  
drunks at night

- a) fast pace
  - b) good participation
  - c) variety
- cold room!

No.11 Comment on what ways you feel the relationship between band members and department members will be the same or different as a result of this seminar.

Due to the exposure to one another during the seminar I believe the relationship has improved as a greater feeling and awareness has been created.

It has been established that both groups are working towards same goals and objectives and this should manifest itself in future contacts.

I think it has improved for the better

better and less inhibited communication

Should be closer liaison between both parties in the future

It's up to the individuals involved, but I think there may be a considerable improvement on my part.

Each will likely be more honest and open with one another better hope of working together.

different for some, negative attitude to others gives a chance for better understanding

They will be able to relate to each other better.

I feel the band and departmental members will communicate more effectively.

Between the two, they saw what other people thought.

Hopefully increased active participation will result of both better knowledge of concerned band members to district staff - therefore act on projects

there will be an improved bond between the people who were in attendance and hopefully greater sensitivity to the needs of the band members in general by Department staff.

I believe that the relationship will improve as both have realize that team effort is what is required to achieve our common goals.

The bands now realize the district problems in trying to establish a role in local government.

Different

Relations should improve

different -- They'll only recognize you are people who do your best to help us.

Some bands never attended and have missed the groups enthusiasm to work together.

Definitely better

it will be different - we rub shoulders together, they saw our views, problems, strong points, faults and vice-versa.

- 1) knowing a little more about each other should build a closer working relationship
- 2) knowing the paperwork and long overdrawn procedure involved the band may be a little more patience towards the Department for some answers.

will be better

Kenora staff and Kenora band are definitely on the right track

I think both Band and Department members will work more closely together now that they know more about each other and what their intentions are

Band members attending will have a better understanding of District problems and a closer working relationship should result.

A closer working relationship will be formed

It will be different because we want it to be.

Became evident that both bands and department staffs sharing same concerns. Should develop closer working relations.

It will improve only if the participants take an active role and the type of workshop (Training) is made available as stated in item 7. It could be very positive.

We know we have a common problem.

I feel it will be different now that there is a considerable amount of understanding in functions and communications.

Will improve for the better

Much improved - Realization common goals can be achieved with better communication/co-operation.

12. What additional training or assistance is required to carry out the local government program.

Local staff and band staff training should be commenced immediately and joint planning sessions should be started.

- more workshops
- more involvement
- follow-up
- self-evaluation

• money and resource people

Band Staff at District Levels

Band and Council seminars



Get other programs besides the BEDC facilitators

BFA Manual

have a program on a continuous basis L.G.A. and Band managers on the course together adult training on the job.

band staff training and band council training

follow up training sessions

co-operation from Band members

repeat of same -- a number of times to same group -- slight difference -- format

- training of band administrator
- training of Chiefs and Council
- training of specifics in the various committee functions

follow up to training courses

Band Council and staff have to be trained

--

continuous training in the management of local government to the bands by district staff until the band council and band staff become self-efficient.

--

more workshops between bands and staff

get together to review and digest workshop content

- further workshops with intensive training, not just scratching the surface but down to the bare earth, problem areas, band's view
- my view of a L.G.A. is a field man but the chief complaint here was he was spending most of his time in the office filling forms, can this be corrected so that the priority reason of what a L.G.A. does is function. Distinct problem or across Canada

--

No comment

More co-operation from all levels of government and encouragement to the Bands to help the L.G.A. to succeed through their participation.

Band Council Seminar

Dist-- Band Council -- Financial Training

further L.G.A. workshops on reserves

- 1) Band administration
- 2) Band Management and organization
- 3) Education on Government Programs and Policies

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Follow up and updated workshops regularly. Manual preparation

A commitment by all concerned to the Local Government concept as expressed by support at all levels for the necessary resources, i.e., human, financial

Band Management  
Business Management

Staff training -- accounting etc.  
Staff training -- Government procedures etc.  
Band Training -- " " "

Individual band training -- life skills, leadership

13. Advice you would offer to other people regarding this program, I would suggest that ....
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A training co-ordinator should be hired in the District Office to meet the training needs and find out what are the areas which require the training.

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they don't make too much noise during the talking of chairman or leaders of groups

Indian participants receive some consideration (more time) which will allow them to formulate thoughts more explicitly.

there be even more participation and involvement

you attend these workshops

- list resolutions
- act on resolutions and check progress
- study items of interest mentioned in workshop

more time required to subject for Day 3 concerning L.G.A. and his role/

They attend a program that is successful as this one.

They find out for themselves by attending one of these workshops.

They attend.

Be active -- innovative -- learn of self -- learn of others  
they attend and  
carry a positive attitude toward it from the beginning

They be open mind and attend

Band participation and involvement

go to any seminar to learn



to attend workshops similar to what we have had  
better understanding of the role of the LGA and band, and concept  
of local government needs and problems of bands

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It brings together positive workable ideas and solution to problems  
make every possible effort to attend.

- 1) they come to a workshop if at all possible to see an insight  
to goings on
- 2) talk to other L.G.A.s

They attend such seminar in the future

Band members are more aware of local government

they attend seminars like this and go to meetings, any kind of  
meeting to share ideas

more participation, more involvement

these types of workshops be continued and enlarged upon

more workshops be held in the manner with the same calibre of  
training expertise

they attend

to take the comments and concerns expressed seriously as all participants  
at the workshop did themselves

You don't think it's beneath you.

you would attend these kind of seminars to find out where you really  
stand

they experience this

Attend!

14. Any other comments, questions or reactions you care to share with us

The attitudes of people can change and be changed by those around him.  
The Workshop maintained a solid theme of optimism throughout - Fantastic  
"Love"

Thank you very much.

Worthwhile, informative, educational

I really enjoyed the different levels of resource people  
(Region, District, bands)

- a fine job, which it could have been longer
- hand back excellent idea
- hope what bands learnt here with all of us will be put into practice
- \* would like to see a future L.G.A. course set up and involve all Band Councils and L.G.A. personnel who work in the northern areas together by themselves, as many problems from the north differ those of the South.

Something to think about Staff.

Many cases in the L.G.A. Course just held I found that I have at times different problems because of my areas of location and I would like to see all the areas dealing with the deep north communities have a L.G.A. Course based on their area and to have all bands and councils take a active part, not just a few

It was a pleasure for sure to have been a small part in this session and hope to upgrade myself by others.

Thanks.

There should be a continuing exchange of information between bands. Avoid this feeling of "divide and conquer" attitude as assumed by some band members.

Thank you for this opportunity to learn and share.

See you on your next L.G.A. workshop which I hope is soon.

Completely successful to me personally as I learned a "fantastic new experience", my ability to participate - group discussions etc., Never knew I could - "This time was my first experience - In future - Could improve personally. THANK YOU.

Keep the training coming.

Would like to emphasize the need for a trainer coordinator/facilitator at the district level

Thank you.

Worthwhile experience.

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Rapport and co-operation of all participants couldn't be better. Learned a great deal.

Continue to hold workshops similar to this with the calibre of facilitators we had.

Prior notice of workshop agenda

Meals & accommodation great.

Praise and credit due to facilitators and all for the manner in which this workshop was presented and conducted.

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I like it.

Just great. "WOW".

Humanity must be subject to change and accepting it is the problem. United we stand, divided we fall.

Congratulations.

None! To good of a workshop.

I think this seminar has been very rewarding and beautiful. Thank you.

Beneficial experience.

a great experience.

Yes, thank Dr. Silver.

Dr. Silver was excellent in the presentations. A very professional man. Try to find more of these type of instructor to form more teams and workshops all areas of programs (Edu, Com. Aff, Econ Devel) beside the Local Government.

Very worthwhile.

Just fine.

We should have more Workshops like this, with the same training team. Really enjoyed it.

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