

BAND LOCAL GOVERNMENT WORKSHOP

TIMMINS, ONTARIO

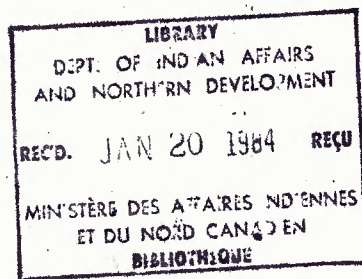
November 23 - 24, 1976

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**TELEPHONE**

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Samuel J. Patterson

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TIMMINS, Ontario.  
November 23; 1976.

*To All Participants,  
Band Local Government Workshop,  
Senator Motel, Timmins,  
November 23-26, 1976.*

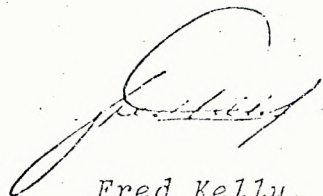
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I am pleased that you were a participant at this Band Local Government Workshop attended by Band and Departmental staff of the Sudbury and James Bay Districts along with representatives of Grand Council Treaty #9.

From the conversations, I have had with the training team and my own personal involvement in Tuesday's session I am optimistic that the momentum that has been generated and the positive attitudes that were evident will prove to be a significant step in the development of a sound band local government.

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

Meegwetch!



Fred Kelly,  
Regional Director  
General,  
Ontario Region.

## PARTICIPANTS

### JAMES BAY BANDS

Ignace Gull - *Band Administrator, Attawapiskat*  
Michael Gull - *Band Administrator - Minisk*  
Mathew Sutherland - *Band Administrator - Moose Factory*  
Sinclair Trapper - *Band Administrator - Moose Factory*  
Archie Wesley - *Band Administrator - Kashechewan*

### JAMES BAY DISTRICT OFFICE

Dave Allan - *District Supervisor*  
Gordon Bruyere - *Local Government Advisor*  
John Donnelly - *District Superintendent Education*  
Bruce Hatch - *Economic Development Advisor*  
John Nakoge - *Local Government Advisor*  
Pat Pellow - *District Superintendent Local Government*

### RESOURCE PEOPLE & TRAINING TEAM

Elmer Darrick - *Assistant Regional Director Local Gov't (Dec. 1)*  
Bill Garand - *A/Assistant Regional Director Local Government*  
Fred Kelly - *Regional Director General*  
Carol Mc Glashan - *Senior Stenographer, Lakehead District*  
Fred McLeod - *Regional Band Training Facilitator*  
Dan Patterson - *Regional Band & Staff Training Co-ordinator*  
Phyl Stewart - *Human Resources Administrator*  
Wally Walcer - *Regional Superintendent, Continuing Education*

### SAULT STE. MARIE SERVICE CENTRE

Dorothy Lawrence - *Office Manager*  
Alec Wallenius - *Construction Supervisor*

### SIOUX LOOKOUT DISTRICT OFFICE

Ray Graham - *Residence Administrator*  
Tanya Gregory - *Financial Clerk*

### SUDBURY BANDS

James Mc Gregor - *Chief, White Fish River*  
Nicole Restoule - *Band Administrator, Dokis*  
Levi Southwind - *Band Administrator, Spanish River*

## SUDBURY DISTRICT OFFICE

Aime Dimatteo - District Superintendent Finance & Administration  
Leslie Dokis - Local Government Advisor  
Don Fisher - Local Government Advisor, Manitoulin  
Vern Gran - District Manager  
Ron Grossutti - Band Financial Advisor  
Karen Lees - Local Government Secretary  
Peter Mah - District Planner  
Mary Malkin - Social Services Administrator  
Walter Mc Kinnon - A/Assistant Manager Economic Development  
Eric Mulligan - District Construction Supervisor  
Lynda Palmero - Secretary to District Manager  
Bashir A. Shad - District Superintendent of Education  
Gail Shawbonquit - Local Government Clerk  
Merv Smith - Economic Development Officer  
Howard Fanjoy - District Lands Administrator

## TREATY #9

Bill Nothing - Assistant Manager, Economic & Community Development  
Beatrice Shawanda - Director - Treaty 9 Native Leadership Training Centre  
Pegi Trowsse - Administrative Assistant  
Les Louttit - Housing Officer Treaty 9

## UNION OF ONTARIO INDIANS

Camil Chilbou - Chief Missauga Band and Vice President of  
Union of Ontario Indians



# BAND LOCAL GOVERNMENT WORKSHOP

## SUDBURY AND JAMES BAY DISTRICTS

TIMMINS, ONTARIO

NOVEMBER 23 - 26, 1976

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District Manager Sudbury District and District Supervisor, James Bay District welcomed the participants.

The managers stressed the opportunity the workshop is affording staff and band representatives to examine issues and solve problems together in a relatively stress-free environment.

Emphasis was placed on the importance of the Cabinet document on Government-Indian relationships and the continuing need to implement the joint consultation approach at all levels.

The Training Team was introduced:

*Wally Walcer - Regional Superintendent of  
Continuing Education*

*Dan Patterson - Regional Co-ordinator of  
Band/Staff Training*

*Fred McLeod - Regional Band Training  
Facilitator*

*Carol Mc Glashan - Senior Stenographer,  
Lakehead District*

*Phyl Stewart - Human Resources Administrator*

It was announced that participants who contributed and attended all sessions would be awarded Bureau of Staff Development and Training Certificates.

It was also announced that a Handbook is being produced providing process, content and highlight records of all the material, ideas and plans generated by the group. Each participant is to receive a copy of the Handbook on the last day of the workshop.

### PLANNING

This workshop did not just happen by chance. A great deal of planning went into its production. A planning group of seventeen staff, and band staff, and the training team held a planning day in Sudbury on October 7, 1976 under the direction of Dr. Harvey Silver, Senior Manager Consultant, Bureau of Staff Development and Training. This date formed the basis of the workshop plan.

## STRUCTURE OF THE WORKSHOP

Participants were told that those expecting a lecture format would be disappointed. The workshop is about learning, not about teaching. A learning community is to be established with participants sharing ideas from their own experience and building on these ideas.

## PURPOSE OF THE WORKSHOP

The purpose of the workshop is to develop a definition of band local government as perceived by the participants, themselves and how to make it more effective.

## PARTICIPANTS SHARE

### WHY THEY ARE ATTENDING THE WORKSHOP

#### LESLIE DOKIS

- L.G.A.
- increase my knowledge and skills to hopefully help me to better help the Indian people whom I serve

#### AIME DIMATTEO

- District Superintendent Finance & Administration
- gain further knowledge on present day needs of the Indian people we serve
- to study ways and means of providing services
- give advice on financial operation

#### DOROTHY LAWRENCE

- Office Manager, Sault Ste. Marie Service Centre
- to learn our role in the future of local government to the Bands and how we at the service centre can improve in implementing all departmental policies

#### NICOLE RESTOULE

- Band Administrator, Dokis
- I'm here to learn what local government is all about and in which way I can help my band from what I learn at this workshop

ERIC H. MULLIGAN

- District Construction Supervisor
- participation - to learn local government administration as it applies to Indian Bands and IAB staff

MICHAEL GULL

- Band Administrator
- I'm here to hear what is going to be said about local government. Was not informed much about the meeting, but I am here now

BILL GARAND

- A/Assistant Regional Director Local Government
- Objective - to share views on Local Government

BRUCE HATCH

- Economic Development Advisor
- objective - To (hopefully) interact with staff of differing backgrounds in order to expand understanding and knowledge of local government (at a basic, simple, grass-roots level)

J. DONNELLY

- District Superintendent of Education
- Objective - to gain insight into the directions of local government in the Region, and the roles of the various programs in the process

DAVE ALLAN

- District Supervisor James Bay
- to obtain training and an understanding of local government as it relates to Indian Affairs
- to obtain a better understanding of problems in development of local government as seen by Indian people



ALEC WALLENIOUS

- Construction Supervisor
- a) to learn the direction DIAND will be taking in the future
- b) to learn the effect of local government concept, municipal inception - shaping of L.G. structure

MATTHEW SUTHERLAND

- Band Administrator, Fort Albany
- Objective - learn more about Band Administration

HOWARD FANJOY

- District Land Administrator
- To listen to the policies being thought out for progress towards Band Local Government and participate where possible to put forth my knowledge of Indian Bands and their importance in the process of local government

PETER S. MAH

- District Planner
- To get a broader perspective of Indian lifestyle, general goals, desires, values in order to facilitate planning by and for the Indian people - (We can't help, if we don't first understand the general situation)

IGNACE GULL

- Band Administrator
- I am here to learn more about local government, learn the needs of my community

LYNDA PALMERO

- Secretary to District Manager
- I am here to take minutes and to benefit from whatever knowledge I gain through this group experience

KAREN LEES

- Local Government Secretary
- To take minutes of the conference, and to learn more of Local Government

GAIL SHAWBONQUIT

- Local Government Clerk
- to learn more about Local Government
- how to be of more assistance to the Bands
- how local government affects bands

TANYA GREGORY

- Financial Clerk
- have always been interested in band training and asked to attend course to obtain knowledge to help along the lines I'm interested in. Want to apply for next LGA opening in District

GORDON BRUYERE

- Local Government Advisor
- I am at this workshop to gain knowledge as to how my job relates to fellow employees, supervisors and Indian Bands. Share my views and problems

VERN GRAN

- District Manager, Sudbury
- I am here to receive and provide information on Band Local Government

RAY GRAHAM

- Residence Director, Pelican Lake Student Residence, Sioux Lookout
- to observe, participate, communicate and learn and
- broaden my knowledge of our Dept. programs on local government

DONALD FISHER

- Local Government Advisor, Manitoulin
- to improve my knowledge on the structure of local government

PAT PELLOW

- Manage Community Affairs Program - James Bay
- District Superintendent Local Government
- Purpose - to explore and find solutions to problems in local government using experience and expertise of other DIA staff and Band staff
  - to offer ideas and experience to others that I have gained

SINCLAIR TRAPPER

- Moose Factory Band Administrator
- Objective - to study and learn local Indian government set up, different people to contact on various matters concerning Indian Bands, to get involved with Department

BASHIR SHAD

- District Superintendent of Education
- Objective - to learn and share experiences with others on Local Government

JAMES MC GREGOR

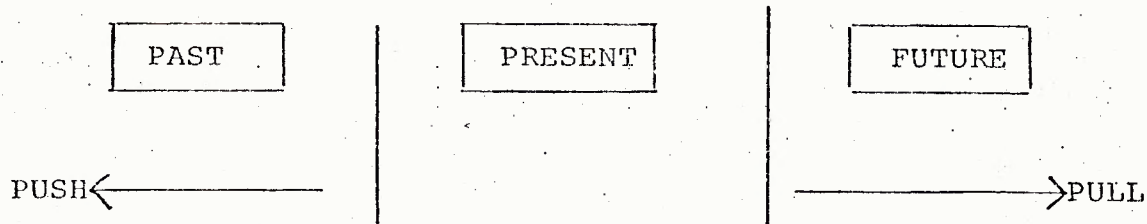
- Chief
- To participate in LGA Workshop. Hopefully to get input in this workshop. My work is working and at times have to make decisions for my reserve. I believe it is part of my work to make these decisions, offer counselling with Council

ARCHIE WESLEY

- Band Administrator
- Objectives - to study, learn local government

From the responses of the group about why they were attending the workshop, it was apparent that everyone wanted change - they were not satisfied with things as they are now.

### The Notion of Change



The notion was presented to the group that those who are waiting for the return of the "good old days", hoping for the return of the past are being pushed downwards. That the present and future have just as much influence over one - and if one wishes to shape one's future it is necessary to build on the learnings of the past and plan towards the future. In this way one may gain increasing control over wants in one's life, and environment.

### BEHAVIOUR IN A WORKSHOP

The group was then asked to examine the things they could do to ensure a successful workshop, and to list those things which would be a hindrance to a successful workshop.

#### GROUP 1

What can we do to make this a good workshop?

1. Show up on time
2. Speak out - opinions
3. Communicate
4. Participate
5. Treat people like adults
6. Be positive
7. Share your ideas
8. Become involved
9. Relax - be yourself
10. Socialize - mix (your choice)

What could we do to make this a poor workshop?

1. Be negative
2. Don't listen to L.G.A.'s ideas about their roles
3. Interruption of speaker before subject "aired"
4. Lack of enthusiasm
5. Not bring out role of L.G.A.
6. No follow up

7. No coffee or breaks
8. No individual problems
9. Discussion not completed before 7

#### GROUP 2

What can we do to make this a good workshop?

1. Participate - ideas, presentation, etc.
2. Attend all sessions
3. Punctuality
4. Give your ideas freely
5. Listen
6. Group etiquette
7. Flexibility/open-mindedness
8. Informal (don't pull rank)
9. Eliminate redundant ideas
10. Enthusiasm - no dull faces

What could we do to make this a poor workshop?

1. Interrupting
2. Negative attitude
3. No mixing of groups (mixture of experiences - Locality, etc., emphasis)
4. Not sharing ideas
6. No follow up - conclusions - action plan

#### GROUP 3

What can we do to make this a good workshop?

1. Attendance - be on time all the time
2. Participation
3. Acceptance of change
4. Acceptance of other views (objectivity)
5. Organization
6. Candid and honest approach - constructive criticism
7. Mix of area people

What could we do to make this a poor workshop?

1. Poor attitude
2. Dominance by one person or group
3. Subjectivity - personal
4. Inflexible agenda
5. Poorly organized workshop eg. materials



GROUP 4

What can we do to make this a good workshop?

1. Everyone participates
2. Equal time (speaking)
3. Be on time
4. Sharing not dominating
5. No speeches
6. Mixing with participants
7. Comfortable and congenial atmosphere
8. Positive attitude
9. Breaks on time
10. Flexibility - not structured
11. Clear objective
12. Frank discussion

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# EVOLUTION OF THE BAND LOCAL GOVERNMENT WORKSHOPS IN THE ONTARIO REGION

1. October '75

Initial meeting in Regional Office, identification of needs by Band and Departmental staff as a basis for developing a workshop for Local Government Advisors

2. January '76

Second workshop comprised of L.G.A.'s, Economic Development Advisors, Band Financial Advisors, District Managers and Program Managers - help to refine the objectives of a training program. This group felt that training should go beyond the L.G.A.'s to include band and departmental staff who are involved in the band local government process

3. March '76

The Regional Executive Committee met for a one day seminar to identify the components of the training program and to set the criteria to evaluate the effectiveness of the training. Mandate given to the Regional Training Team to conduct 3 major training sessions at three different locations in the Region during 1976/77.

4. June '76

First workshop at Lakehead University - Band and Departmental staff of the Sioux Lookout, Nakina and Lakehead Districts.

5. October '76

Planning meeting in Sudbury October 6 to identify needs in the area of band local government as a basis for developing a workshop for Sudbury and James Bay Bands and Departmental staff.

Planning meeting held in Kenora for same purpose (Oct 13)

6. November '76

The second workshop held at the Fort Frances Student Residence for Bands and Departmental staff of the Kenora-Fort Frances Districts.

Third workshop at Timmins for band and departmental staff of the Sudbury-James Bay Districts.

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## EVALUATION

Evaluation is an essential part of the process of an effective training program. To what extent did it meet the needs that were identified by the participants? How well did the training succeed in producing the desired change?

One way of determining whether the training session was effective is through the use of a questionnaire. At the end of the three and a half day training session participants are asked to evaluate the workshop experience by filling out a series of questions on the effectiveness of the session.

To enable the participants to share in their knowledge of the results expected, the questionnaire was distributed at the beginning of the workshop, discussed and agreed upon by all the participants. In essence the participants were developing their learning goals for the workshop.

## CONTINUATION OF CLIMATE BUILDING

At the beginning of a workshop it is necessary to build a climate that will enable the participants to work successfully towards achievement of learning. Participants examine and experience issues, the facilitators provide the theoretical base for the practical exercises. There is a sharing of all the processes and their implications.

Past experience has demonstrated that through this process of combining theory and practical experiences, by the end of the 4th day the participants have the practical know how to take fresh approaches back on the job. The degree to which the job momentum carries on is dependent upon the follow up.

## REGIONAL DIRECTOR GENERAL - FRED KELLY

The Regional Director General demonstrated his support of Band Local Government by giving the keynote address on the opening day of the workshop. He indicated that he would like to see more of this type of joint staff and band staff training with increased numbers of band representatives involved.

## MANDATE OF DEPARTMENT

- Trustee responsibility; guarantor of special status such as treaties and Indian lands
- Funding source
- Co-ordinating government services to Indian people
- Pool of resources including financial, engineering and architectural

## CONSULTATION

Mr. Kelly referred to the Cabinet paper on the approach to Government-Indian relationships and indicated that he wants to know how the Districts are carrying out the intent of joint consultation.

Up to now consultation has been viewed by the Department as a case of what can the Department do for you, approach. In his view, this does not go far enough. Indian people should be involved, that is, participate at all levels in decisions that affect them and their future.

autonomy/responsibility  
↑  
joint management - how should we do it  
↑  
joint planning - what should we do  
↑  
consultation - participation

## 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 Sudbury and James Bay Districts.

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

### GROUP 1

1. Loyalties - how are you going to share?
2. Decentralization of programs - role of LGA compared to CDW
3. Can we use welfare funds for WOP needs when needs are identified by Bands? - Future years capital - are there any extra funds available? Where is it coming from?
4. Housing - where is DIA heading? (finalize)

### GROUP 2

1. Does DIA offer choice of lifestyles to Indians - does local government give individuals freedom of choice at the band level?
2. What will happen to small reserves? What is scope of program?

3. Housing - sporadic development with reference to servicing - can it be justified?
4. What processes can we use to involve actively the individual community member?
5. How will you co-ordinate various programs (within and without DIA) in order to deliver local government services?

GROUP 3

1. Attend opening of school at Attawapiskat
2. More visits to Northern area - band level
3. a) what is our Region's man year situation? with local government there is an identified need for more  
b) Do you see a need to hire more qualified Indian people?
4. a) What is your feeling on the James Bay amalgamation concerning future band needs and services required?  
b) What incentive to stay can be offered to staff working in the north?
4. What is the Department's position concerning the Reed Paper controversy?

GROUP 4

1. What is our approach to Bands concerning D Circulars re Administration dollars?
2. What is your concept of Local Government as Regional Director General?
3. What is the Regional picture in respect to bands achieving autonomy under this concept?
4. How is decentralization going to benefit James Bay?
5. How soon is the new Indian Housing policy going to be implemented? What stage is it at?
6. What steps are being taken in regards to small bands to implement local government?
7. Why is Economic Development still lowest priority - financially?



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 & Northern Affairs,  
55 St. Clair Avenue East,  
TORONTO, Ontario M4T 2P8*

The panel responded to the major questions and issues presented by the group in a very frank and open exchange, demonstrating the sharing principle that is being emphasized throughout the workshop.

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#### PROGRAM IMPACT ON BAND LOCAL GOVERNMENT

There are 3 main departmental programs that impact on Band Local Government - Economic Development, Local Government Services and Education. Other services include Planning, Finance & Administration, Personnel and Engineering.

This portion of the session focused on the role of the Local Government Advisor and its function.

The following paper reflects the content:

## LOCAL GOVERNMENT

LOCAL GOVERNMENT SIMPLY MEANS LOCAL CONTROL OF LOCAL MATTERS AND SHOULD NOT BE CONSIDERED ONLY TO BE LOCAL ADMINISTRATION OF GOVERNMENT PROGRAMS.

THE LOCAL GOVERNMENT ADVISORS' ROLE SHOULD, THEREFORE, NOT BE LOOKED AT SOLELY AS A PERSON RESPONSIBLE FOR DELIVERING DEPARTMENTAL PROGRAMS, EVEN THOUGH IT IS TRUE THAT THE LOCAL GOVERNMENT ADVISOR WILL BE VERY MUCH INVOLVED IN THE DELIVERY OF SOME PROGRAMS, ESPECIALLY IN THE FIELD OF LOCAL GOVERNMENT WHERE DECISIONS AND PRIORITY SETTINGS ARE REQUIRED AT THE BAND LEVEL. THE LOCAL GOVERNMENT ADVISORS' ROLE MUST BE TO PROVIDE THE BANDS WITH THE INFORMATION REQUIRED THAT WILL ENABLE THE BANDS TO ACHIEVE THEIR GOAL OF CONTROLLING MATTERS PERTAINING TO THEIR RESERVES.

THE LOCAL GOVERNMENT ADVISORS' ROLE SHOULD BE TO ASSIST THE BAND IN: -

1. SETTING THEIR PRIORITIES
2. IDENTIFYING THE AVAILABLE HUMAN AND FINANCIAL RESOURCES TO CARRY OUT PROJECT
3. THE DEVELOPMENT OF BY-LAWS TO ENABLE THE BAND COUNCIL TO GOVERN THEIR RESERVE
4. THE SHORT AND LONG TERM PLANNING OF THEIR RESERVE WHICH SHOULD INCLUDE LAND USE AND CAPITAL EXPENDITURES.
5. STRENGTHENING THEIR LOCAL ADMINISTRATION UNITS

I FEEL IT IS IMPORTANT FOR THE LOCAL GOVERNMENT ADVISORS TO BEAR IN MIND WHEN DEALING WITH BANDS THAT THE FORM OF BAND LOCAL GOVERNMENT ADOPTED WILL NOT BE UNIFORM, BUT WILL VARY BETWEEN BANDS AS THEIR FORM OF GOVERNMENT SHOULD BE DESIGNED TO ENABLE THE BANDS TO MEET THEIR SPECIFIC OBJECTIVES IDENTIFIED FOR THEIR RESERVES.

THE LOCAL GOVERNMENT ADVISOR SHOULD LISTEN TO THE BAND COUNCIL, PROVIDING THEM WITH INFORMATION TO ASSIST IN ACHIEVING THEIR GOALS, AND SHOULD ALWAYS BE CONSCIOUS OF NOT BECOMING A CRUTCH TO THE BAND WHERE THEY WOULD BE TOTALLY DEPENDENT ON HIM.

E.W. Garand  
November 1, 1976

Growth of Local Government

In 1965 Walpole Island Band started administering programs under the Grants to Bands Program with a \$5,000 grant from the Department and \$86,000 in Band Funds. A few Bands, including Six Nations, had been administering their band revenue funds for several years and were getting Provincial subsidy for Welfare. In 1966 four Bands in the Region administered Capital Housing programs with a total budget of \$101,500.

By 1972-73, 84 Bands were administering four hundred and fifty-nine programs (391 O & M, 68 Capital). The total funds administered by the Bands was over \$8½ million. Total Band staff was 203.

Last year 1975-76, 89 Bands administered 963 O & M programs plus capital with a total Band staff of 286 total contributions were \$11,400,000 plus Capital programs valued \$4,300,000 for a total contribution of \$15,900,000. With Bands funds and Provincial contributions the total would come to over \$20,000,000. 61 Bands were administered 44% of the Region's 1975-76 Capital budget involving all types of Community Improvement project on reserves. It is expected that this fiscal year this percentage will have risen to over 50%.

Highlights

A good start has been made towards staffing Local Government Adviser positions. 21 out of the planned total of 23 for the fiscal year are now staffed. 7 of these by native people. Training programs are being developed that will provide joint training to both Local Government Advisers and to Band Administrators with input expected from the trainees from both groups.

In 1965, after negotiations with the Provincial Department of Highways, an agreement was reached to share-cost the construction and maintenance of roads on Reserves on a 50/50 basis. The Province also agreed to provide an 80% subsidy on bridge construction. This was the first agreement of its kind in Canada. With Provincial involvement, this program has greatly assisted bands in upgrading reserve roads.



The Federal-Provincial Welfare Agreement was enacted in 1966 ensuring the same standard of Social Services to Indian people that are available to non-Indians in Ontario. By organizing a series of workshops and through co-ordination with the Province, we have improved the skills of Welfare Administrators on the Reserve. Presently 77 Bands are administering the Social Assistance program under the authority of this Agreement. There are 16 Day Care Centres operating on Reserves providing services to preschoolers and working mothers under the Day Nurseries Act. Another 3 Day Care Centres are expected to go into operation during 1976-77. Most of the Indian Bands have Homemakers Services available to them under General Welfare Assistance Act.

12 Native Alcohol Abuse projects have gone into operation since the inception of this Program in 1975. The nature of these projects vary from individual counselling to Community workshops, seminars and organizing AA groups on Reserves. It is interesting to note that Ontario Region is considered to be the leader in developing innovative program in the field of Alcohol and Drug Abuse. An evaluation will be conducted before the end of the 3rd year to assess the effectiveness of the program.

The Federal-Provincial Policing Agreement signed last spring is developing well with 31 Bands having accepted the program and 50 constables on duty. 34 Band constables have or are being trained at the Ontario Police College where the standing of the Bands' candidates has been excellent. 27 have been given orientation courses by the OPP; two have completed supervisory courses at Aylmer. 13 are equipped with police cruisers and 6 with special vehicles and boats. Three Band Constables have been commended for their conduct in difficult situations; a high number considering the total number and the length of time this program has been running.

In 1974 a per capita formula for distribution of appropriation capital funds was developed and put into effect in the 1975-76 fiscal year. This formula has been accepted by most Bands and although it has only been in operation for one year, has proved successful. The need for developing a formula was obvious when Bands planning forecasts for funding community facilities on reserves were approximately four times greater than our capital allocation, therefore, an equitable distribution system was necessary.



to arrive at the formula, Bands were divided into 3 areas. Area 1 was used as a base for distribution with a 20% increase for Area 2 and 40% increase for Area 3. The cost of transportation of materials as well as economic conditions were taken into account in designating the areas. A similar formula is being developed for the allocation of the operation and maintenance budget, taking into consideration the Bands ability to pay.

In the past few years, Band Councils have put an emphasis on construction of recreational facilities on reserves to provide a focal point in the community and thus to help prevent social problems. The Department policy of cost sharing such projects with the Province has encouraged Bands in planning, costing and seeking other sources of funding before approaching the Department for a contribution.

The Region presently has an agreement with Ontario Hydro whereby the Department provides 100% capital cost of installing diesel electric plants in isolated Northern Reserves and Ontario Hydro installs and operates the system. Hydro also collects the user fees in the Northern isolated communities. Past method has been to use diesel engines to generate power. We are presently investigating wind and hydro power to generate electricity. There are presently 20 Indian communities without power in Northern Ontario and cost of providing this utility is in the neighbourhood of \$10,000,000. At our present budget level it will take approximately 10 years to have all Indian communities in the Province electrified.

Band staff training is viewed as an essential ingredient in the successful implementation of Local Government. This growing recognition of the need for greatly stepped up training for Bands particulars in the areas of management, leadership and Band Administration has resulted in an increased budget for Band Staff Training (1975-76, \$273,000) and the establishment of a full-time position in the Local Government section of a Regional Band Training Adviser.

In addition to the Band Training that is provided through the Band Staff Training budget (Activity 2650), training is being done on an ongoing basis by Local Government Advisors and Band Financial Advisors.

## The Future

The Core Funding provided by the Department has assisted Bands in funding the administration of their day to day business. By providing additional training in the field of program and financial management to Chiefs, Band Councillors and Band staff. Bands should be able to administer all of the programs that are funded by the Department and outside agencies for the benefit of their Band members.

Due to the lack of present employment opportunities on Indian reserves, Indian people have to be dependent on social assistance for food and shelter. In this connection Bands in the Ontario Region are being encouraged to integrate funds from all resources in order to utilize all available human and financial resources and thus create programs which will reduce dependence on Welfare. Two Band work programs are being tried on pilot project basis in Kenora area this year, with a possibility of extending this program to a further four or five Bands. During the next ten years, employment opportunities on Indian Reserves should increase substantially thus making them financially independent communities and therefore able-bodied individuals would no longer be dependent on government social assistance.

Housing and infrastructure on reserves require substantial upgrading in the next few years. A new housing program is presently being designed for implementation in 1977/78 to provide Bands with a better opportunity to meet housing and related Water and Sanitation requirements. The present maximum subsidy of \$10,000 per house is insufficient to construct a minimum standard dwelling and with no additional funds, the results are unfinished houses, poor quality housing and general frustration. The approval of a new housing policy with funding from CMHC is an immediate requirement. However, in non-Indian communities, housing projects are managed by trained and qualified personnel and if we are to expect Band Housing Authorities to meet with any success in the delivery of CMHC projects, training is an immediate priority. The four associations in Ontario are presently in the process of forming a Regional Indian Housing Council funded

through our Department. There has been \$100,000 provided for the administration of this council to be divided amongst the four associations. At present the Region is funding training for three housing coordinators in the Kenora area with some involvement from CMHC and the Kenora Native Housing Authority.

#### Fire Protection:

There is a need for fire protection training on reserves. In non-Indian communities training is given by the Provincial Fire Marshall's Office. As they have the expertise, we have approached the Province to have training extended to Indian reserves, with the Department providing the funding. We now have a man on staff with Engineering and Architecture. Our first approach seemed acceptable and it was hoped to have training under way in 1975-76. The Province is now showing some reluctance to continue the negotiations. The reason given is that with a freeze in man years, they do not have the personnel available. We intend to continue our efforts and it is hoped to make progress in this fiscal year. Many Bands are concerned with the availability of fire insurance.

#### Water and Sanitation

Water and Sanitation is another problem facing the Region. Due to the high costs involved in providing water and sanitation, it is difficult for Band Councils to fund major projects from their capital allotment. In order to assist them in funding, the Region provides a subsidy on water and sanitation from Regional capital. This takes the form of providing:

70% of the cost of water intakes, treatment plants, pumping stations, reservoirs and sewage treatment plants.

50% of the cost of major water distribution systems and sewer collection systems.

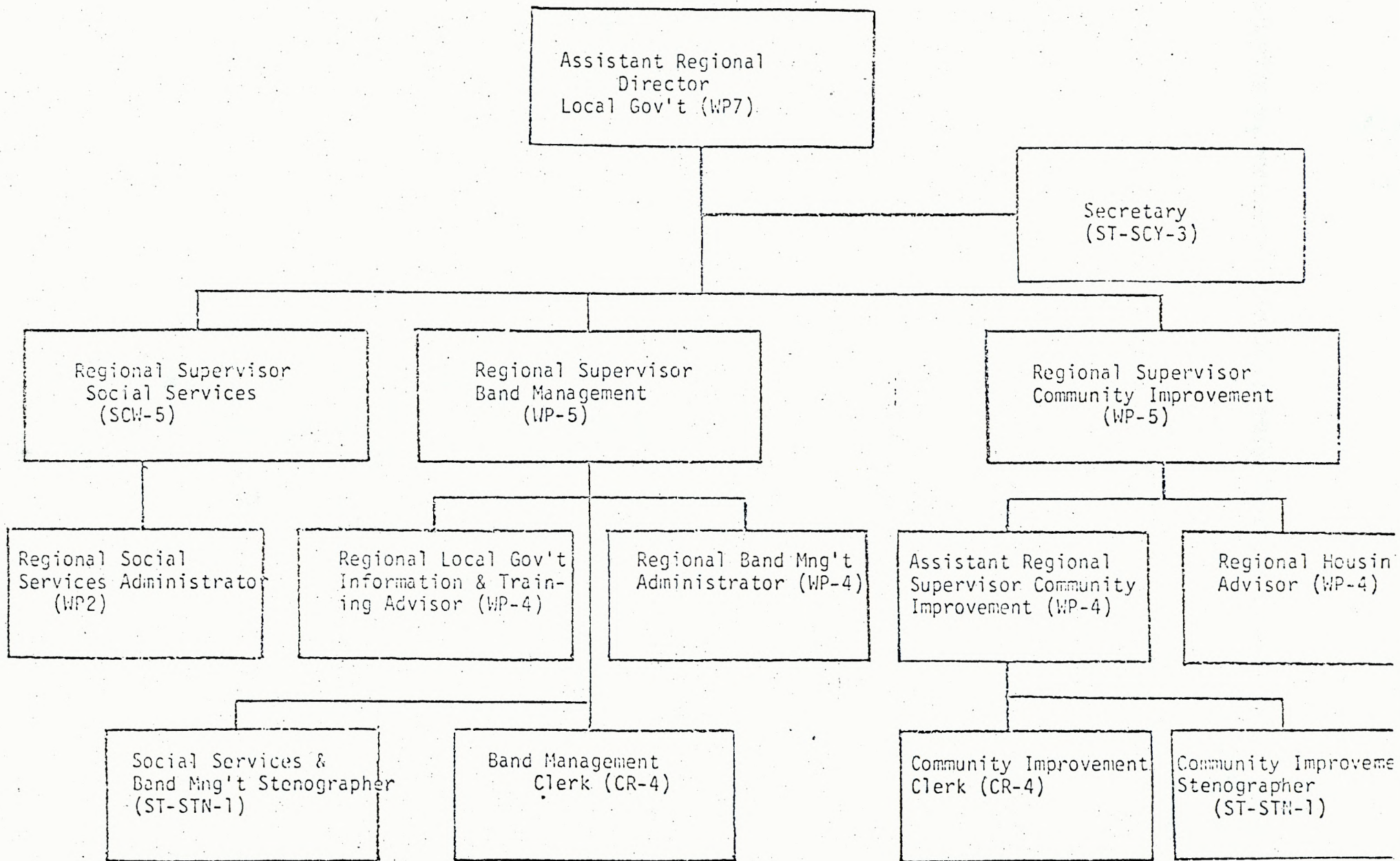
30% on the cost of wells, septic and water delivery or sewage collection vehicles.

Costs of operating systems is also high and as users fees for service

charged by Bands may not recover costs we will establishing an O & M subsidy to meet the shortfall. We can foresee further difficulties in funding water and sanitation facilities to keep pace with the construction of housing when a CMHC housing program is established.



# Local Government



## REVIEW OF DAY 1

Some of the concerns of day 1 were reviewed:

- integration of Sioux Lookout staff in groups
- adjustment of seating arrangements
- mention of debriefing sessions in the evening  
Pat Pellow and Eric Mulligan volunteered as participants  
at large to debrief the day's session along with District  
Managers and the Training Team
- luncheon arrangements clarified
- feedback to participants about the quality of ideas  
generated on Day 1 - good -
- Evening session announced
- now getting into the working end of developing the local  
ideas about what Band local government is all about

\* \* \* \* \*



## COMPONENTS OF LOCAL GOVERNMENT

What Band Local Government means to Bands and Staff of the Sudbury District - together with Bands and Staff of the James Bay District and representatives from Treaty #9 and Union of Ontario Indians.

All behaviour is meaningful, nothing happens by accident. Behaviour is at five levels, as indicated on the Autonomy-Responsibility chart

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

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

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.

## NEED TO SET A FRAMEWORK

Band Local Government has a framework which includes the Indian Act and the various program circulars and guidelines. A simple exercise in which participants were asked to place 12, one inch lines on a sheet of paper demonstrated this fact. Although everyone had the same piece of paper the various responses demonstrated that there are endless options inside the framework. The framework is merely a parameter. Inside the parameter individuals have the freedom to create, innovate and solve problems. What one makes of this freedom is based on one's ability and skill in using knowledge, common sense and planning to solve problems and create a community environment that meets the need of the community.

Four mixed groups were asked to list the essential components of band local government. These components, it was indicated, would tend to reflect their ideas of band local government as it relates to the appropriate communities.

## RESPONSE FROM THE POINT OF VIEW OF THE 4 GROUPS - COMPONENTS OF LOCAL GOVERNMENT

### GROUP A

1. Communication

2. Understanding
3. Training
4. Learning
5. Knowledge
6. Participation
7. Leadership (responsibility)
8. Experience
9. Administration

GROUP B

1. Leadership
2. Human and financial resources
3. Training - (exposure to others)
4. Active participation with electorate
5. Motivation - desire for change
6. Sense of responsibility
7. Goals and objectives
8. Experience
9. Co-operation
10. Pragmatic legislation and policy
11. Sense of pride
12. Local regulations and policies
13. Flexibility to meet local needs
14. Awareness

GROUP C

1. Leadership
2. Over-all participation
3. Confidence
4. Training
5. Ambition and desire
6. Experience and
7. Knowledge
8. Guidelines and legislation
9. Funding
10. Planning
11. Action
12. Competent staff
13. Facilities
14. Access to expertise
15. Co-ordination
16. Long term commitment and belief
17. Credibility
18. Appropriate to each community
19. Goal
20. Continuity

GROUP D

1. Terms of reference
2. Process and time
3. Resources
4. Identification - recognition as an individual within a band or community
5. Where are we at? Where do we want to go?  
stimulus for change (present Situation) (Future aspirations)
6. Leadership
7. Support from community
8. Objectivity
9. Training and funding, admin. facilities
10. Identification of achievable objectives (reinforcement)
11. Liaison within band and outside communities
12. Organization
13. Adaptability
14. Co-operation
15. Advise, consultation
16. Initiative, desire
17. Ambition
18. Experience
19. Motivation
20. Understanding
21. Communication

While the words used in the 4 groups presentations were slightly different essentially the components were similar, giving participants a common understanding of the perception of Band Local Government in which to build for the rest of the workshop.

\* \* \* \* \*

The same four groups which developed the components of band local government were asked to list 6 to 8 major functions of one of the following:

- A. Chief and Council
- B. Associations
- C. District Office
- D. Regional Office

They were then asked to relate these functions to band local government and indicate whether the functions helped or hindered the facilitation of local government.

#### GROUP A

##### CHIEF AND COUNCIL

###### Help

1. Leadership (aggressive)
2. Willingness to participate
3. Understanding
4. Motivation and Communication
5. Responsibility to electorate
6. Effective use of Resources (planning)

###### Hinder

1. Lack of knowledge as to role of Chief and Council
2. Lack of leadership
3. Poor participation
4. Lack of Council support

#### GROUP B

##### ASSOCIATIONS

###### Help

1. Responsible leadership
2. Training
3. Program development
4. Process and legislation
5. Awareness
6. Diversity of approach
7. Effective representation of Bands
8. Identify financial and human resources

###### Hinder

1. Abuse of power
2. Negative attitude

3. Credibility gap
4. Lack of communication
5. Interference in internal affairs of Bands

### GROUP C

#### DISTRICT OFFICE

##### Help

1. Training
  - a) Workshops on Reserves
  - b) Training-on-the-Job
  - c) Team approach
  - d) Co-ordination of DIA and Associations
  - e) Flexibility to conform to need of reserves
2. Consultation - before and during - follow up
3. Resources - dollars, expertise, DIA, Associations, other, human
4. Organization guidelines etc.
5. Changing role of DIA

##### Hinder

1. Imposition - "selling"
2. Lack of follow up
3. Poor listeners
4. Crisis oriented

### GROUP D

#### REGIONAL OFFICE

##### Help

1. Assistance:
  - a) funding
  - b) understanding
  - c) direction
  - d) manpower
  - e) expertise
  - f) support
  - g) communication (direct)
  - h) responsibility
2. Improvement of Regional Office function:
  - a) elimination of excessive paperwork
  - b) better communication
  - c) speed up process
  - d) greater decentralization of regional authority
  - e) decentralization of training (field expertise)
  - f) support innovation by the Districts and Bands (new ideas)
  - g) simplification of Directives and clearer interpretation
  - h) more flexibility



The ideas developed by the groups concerning the major functions of the four organizations that have an influence on local government were the result of the thinking and experiences of the groups.

Band local government is an idea, a program, a movement as well as a form of democratic government.

As it is an idea it starts in peoples' minds and is demonstrated in their behaviour, that is, what they say and what they do.

Victor Hugo at the time of the French Revolution made a statement that has proved true down through the years.

*"There is nothing so powerful as an  
idea has reached its time."*

Band local government is an idea that has reached its time. This is a powerful concept.

There are things that each of these organizations do that help band local government and some things that hinder.

It is also true that these four groups are interdependent in some of the things they do and this has an influence on band local government.

To the degree that these four groups work together towards local government has a great influence over the facilitating of band local government.

The Regional Director General in his keynote address charted the path for effectiveness of the relationships of these four groups to work towards local government when he presented the Autonomy/Responsibility chart for government-Indian relationship.

autonomy/responsibility  
↑  
joint management  
↑  
joint planning  
↑  
consultation

\* \* \* \* \*



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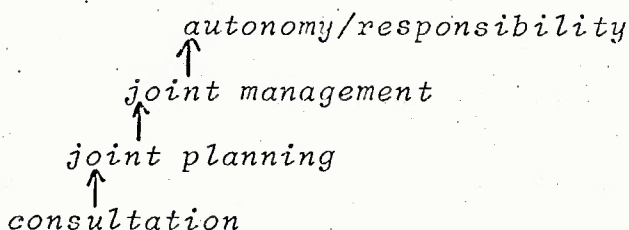
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\* \* \* \* \*

A VIEW OF BAND LOCAL GOVERNMENT,  
BOB CONNELLY, DIRECTOR GENERAL PROGRAM DEVELOPMENT - OTTAWA

(tape)

Vern Gran introduced a 30 minute tape by Bob Connelly, an overview of Band Local Government.

The Band Council was identified as a level of Government, duly elected by law with powers to legislate, to authorize the expenditure of money and to administer programs of its own or to contract with other parties to act as their agent.

He stated that people do not derive the right to govern themselves from any special grant or authority from the Federal Government, but rather from their historic beginnings as a self-governing people.

At the conclusion Connelly's presentation, it was pointed out that most of the ingredients that Bob Connelly had identified as components of band local government had been generated by the groups that morning.

THE CABINET PAPER ON  
APPROACH TO GOVERNMENT-INDIAN RELATIONSHIP

The recent Cabinet paper on the Approach to Government-Indian Relationships provides a broad framework in which to develop the Government-Indian relationship in future by shaping policies and programs jointly, and to rationalize and stimulate policies and activities that have been emerging in recent years. Only by developing a joint approach will a real partnership evolve in which the Indian people will be assured that they are participating with some sense of equality.

The workshop provides a unique situation where, participants, Chiefs, Band Staff, Indian Association representatives and departmental staff have an opportunity to discuss together the effects of the policy. In essence by jointly participating at this workshop we were implementing the policy.

The participants were asked to break into the 4 groups and discuss the highlights of the Connelly tape and the effect of the Cabinet policy as it relates to the band local government process.

The following questions were used as a guide to group discussions:

1. Comment on the highlights of the Connelly tape. How it relates to the data that groups generated this morning.
2. In what ways are we implementing part of the Cabinet policy as it related to the Band Local Government process - what changes in our approach will be required in the future?

#### GROUP A

1. *Comment on the highlights of the Connelly tape ...*

- stressed individuality
- very well related to our own highlights this AM
- local government will assist to strengthen all related levels of government ties towards the aspiration of native peoples

2. *In what ways are we implementing part of the Cabinet policy ...*

- improved relations by joint training sessions such as this
- by learning, listening and advising instead of doing
- identifying changes within DIAND staff, we are all L.G.A.'s
- Bands identifying needs, DIAND assisting by advising.

#### Future

- more native involvement
- safeguards to ensure rights
- more emphasis on total education
- more professional staff at District level

#### GROUP B

1. *Comment on the highlights of the Connelly tape ...*

- Definition of local government is Flexibility
- Individual is important
- accountability to people not department
- protects individual's rights
- establish own priorities
- establish their identity within Canadian society
- rights of management
- same level of autonomy as municipalities
- framework of regulations and policy
- motivation

2. *In what ways are we implementing part of the Cabinet policy ...*

- paternalism given way to self-determination
- special rights and privileges recognized
- consultation at national, provincial and local level in formulating relationship and policies
- involvement of bands, association and department in workshops
- band staff training - improve management skills
- transfer of programs
- accountability for actions

*Changes in approach ...*

- freedom of choice
- supportive and advisory role
- joint participation
- flexibility of response
- freedom to establish own priorities
- transfer of authority
- no paternalism
- sense of equality
- working in partnership

GROUP C

1. *Comment on the highlights of the Connelly tape ...*

- idea is not new (1965)
- implementation is only in the beginning stages
- definite transfer of power, responsibility, authority
- end of paternalism
- accountability to D.I.A. and Band members
- outright transfer - today such transfers have been made eg. policing, infra-structure
- needed changes in Indian Act
- safeguard the rights of the individual
- changing role of D.I.A.
- Band Councils are legal entities (decision up to courts)
- "Creditor beware"

2. *In what ways are we implementing part of the Cabinet policy ...*

- present meetings and discussions between Indian people, D.I.A., and Associations working in the same vein to interpret local government as it applies to each individual Reserve
- actual transfer of power now taking place

GROUP D

1. *Comment on the highlights of the Connelly tape ...*

- policing
- Bands are at various stages of local government
- rights of individuals are protected
- The Doing Role of the Department will disappear
- Band Council responsibility and accountable to band members
- opportunity to engage other Consultants or Expertise as they require
- Band Council is a distinct level of Government with legal status
- nerve centre of local government is at the Band
- power is transferred to the general membership and exercised through the elected Band Council
- Relates directly



- Joint Planning - Budgets
  - 1) advisory services
  - 2) workshops
  - 3) consultation with Bands and Associations is on-going
  - 4) transfer of programs to Bands
  - 5) Negotiations with other government departments - joint - roads, school boards, policing, housing, welfare, municipalities

*Changes in approach ...*

- Doer role decline and advisory increase
- strive for more flexibility
- strive between bands and D.I.A.N.D. and Associations to build up trust mutually
- improve personal relationship
- positive approach
- the department to be receptive to change
- improve our listening ability

\* \* \* \* \*

## RESOURCES AVAILABLE TO HELP REACH YOUR GOALS

The importance of a community to be able to identify its needs was discussed. A prerequisite for local government is the ability of the community to identify their needs as they see them. There are many ways a community can go about this. Ask members of the community, observe, questionnaire, are but a few. It is necessary to identify needs before you look at resources.

## BRAINSTORMING AS A TECHNIQUE FOR RESOURCE IDENTIFICATION

The use of brainstorming as a technique to generate ideas or identify resources was demonstrated. The facilitator asked participants to list as many uses they could think of that a drinking glass could have. All ideas were recorded. It was obvious that the groups ideas exceeded the contribution of the individual.

The creativity of brainstorming was vividly demonstrated as numerous ideas were identified. In brainstorming it is important for the group to quickly list as many ideas as possible on the subject without evaluating these ideas with the group.

Once all the ideas have been generated the next step is to critically evaluate and prioritize. It was suggested that this approach would be a highly useful tool for use by both district and band staff.

Participants were divided into 4 groups for two exercises on the subject. They were asked to consider the following:

1. A) List as many needs as they can about their community  
B) Select the 10 most urgent
2. A) Brainstorm available resources...  
What do we have to do the job?  
B) Select those resources that will help to satisfy these needs.

The following ideas were recorded.

### GROUP 1

#### Needs

1. Employment
2. Housing and Electricity
3. Fire Prevention
4. Water & Sanitation



GROUP 3

Needs

1. Water
2. Infrastructure
3. Roads
4. Sewer
5. Homemaker club
6. Employment
7. Training
8. Recreation
9. Bridge, docks
10. Enterprises
11. Laundromat
12. L.C.B.O.
13. Family Councillor
14. Education
15. Electrification
16. Truck
17. Reforestation
18. Drug and Alcoholism Addiction program
19. Housing
20. Hotel
21. Bakery
22. Fire hydrants
23. Mechanics
24. Accountants
25. Dog catchers
26. Health clinics
27. Hospitals
28. Group homes
29. Old age homes
30. Day care
31. Handicrafts
32. Hockey Club
33. Factories
34. Fire department
35. Goose camp
36. Youth camp
37. Church
38. Youth Centre
39. Jail
40. Fred M. Memorial
41. Shopping Centre
42. Planning
43. Human
44. Teaching
45. Engineering
46. Expertise
47. Equipment
48. Money
49. Materials
50. Medical Plans
51. Legal Plans
52. Social Councillor
53. Oil

54. Luncheon
55. Steel
56. Mill
57. Tourism
58. Limestone
59. Literature
60. Pipes
61. Fishing
62. Trapping
63. Shopping Centres
64. Ski-doo
65. Airport
66. Recreation

#### Resources

1. Local contribution - loans - Banks,  
grants, DIA, Indian Culture Branch,  
Wintario - Sports & Recreation  
foundations - DREE  
CMHC, Min. Social Services,  
National Health & Welfare, LIP
2. Private - consultants, engineers, design, architecture,  
accountants, A.A., Social, Health, Councillors, Doctors
3. Local Community
4. Local suppliers

#### GROUP 4

##### Needs

1. Housing
2. Water & Sanitation
3. Roads
4. Schools
5. Funds
6. Recreation facilities
7. Policing
8. Employment - jobs
9. Addressing alcohol abuse
10. Medical care
11. Band staff training
12. Training facilities
13. School absenteeism
14. Shopping facilities
15. Factionalism
16. Community pride
17. Effective leadership
18. Cultural ed.
19. Effective committees
20. Economic development
21. Environmental protection
22. Identity
23. Language barrier
24. Discrimination

25. Specific training programs
26. Child care centres
27. Homemakers
28. Legal Aide
29. MP's and MPP's
30. Media
31. Chamber of commerce
32. Communication systems

#### Resources

1. I.A.B.
2. I.C.S.
3. I.E.D.F.
4. Wintario
5. A.R.D.A.
6. D.R.E.E.
7. C.M.H.C.
8. O.H.C.
9. C.M.C.
10. Fund raising
11. Band funds
12. Banks
13. M.T.C.
14. M.O.E.
15. O.P.P.
16. N.N.A.A.P.
17. Associations
18. Consultants and Advisors
19. M.N.R.
20. Counselling
21. Min. of Ed.
22. N.H.W.
23. Indian people
24. Private individuals
25. Local leadership
26. Cultural centres

#### A TOTAL COMMUNITY APPROACH (slide presentation)

The development of a community should be undertaken from a total community approach. It is important to consider the social, spiritual, cultural, political, educational and Economic aspects of the community in its development. This idea was illustrated by a sound-slide presentation on the subject.

\* \* \* \* \*

## EVENING SESSION

The group was divided into 2 sections. Section 1 had the experience of doing the Project Planning exercise and Group 2 did the Desert Survival exercise.

## DESERT SURVIVAL

A test of survival not as an individual but as a group.

Using the process of Synergy (the skill and knowledge of the group) to solve an unfamiliar problem reflected on the group behaviours that were established by the group on the first morning of the workshop.

Three small groups were established to do the exercise:

Facilitators shared with the group some of the comments on group behaviours observed.

- *"A person had the right answer but no-one listened"*
- *Some group leaders had problems keeping leadership*
- *Listening skills were sometimes thrown out the window.*

In the two groups that reported their score, one group scored 38, whereas the average individual score on the exercise was 63.

A very concrete example of how a group can function better than as individuals.

Though this was a constructed exercise it certainly can have real meaning in real life situations such as staff meetings, Band Council meetings and Committee meetings.

Concepts developed:

1. Learning can be fun
2. The power of group participation

## PROJECT PLANNING

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

### COMPONENTS OF MANAGEMENT

#### Effective Management Decisions

Effective management behaviour

= Q *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.



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 at the Band Local Government Workshop, Senator Hotel, Timmins, Ontario, November 23-26, 1976.

	GROUP 1	GROUP 2
Average Individual Score	66.5	75.5
Team Score	54	54
Gain Score	12.5	20.5
Lowest (Best) Score	33	44
Number of Individuals' Scores lower than team score	1	1

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 Synergetics

Robert Boduch, M.B.A.

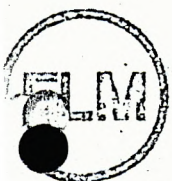
Janice Brown

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
Find qualified people to fill positions					
Measure progress toward and/or deviation from the Project's goals					
Identify & analyze the various job tasks necessary to implement the Project					
Develop strategies (priorities, sequence, timing of major steps)					
Develop possible alternative courses of action					
Arrange appropriate consequences for individual performance					
Assign responsibility/accountability/authority					
Set Project objectives (Desired Results)					
Train & develop personnel for new responsibilities/authority					
Review and analyze the facts of current Project situation					
Refresh qualifications for positions					
Take corrective action on Project (cycle Project plans)					
Coordinate on-going activities					
Determine the allocation of resources (including budget, facilities, etc.)					
Measure individual performance against performance objectives, standards					
Identify the negative consequences of each course of action					
Develop individual performance objectives which are mutually agreeable to the individual & his/her manager					
Define scope of relationships, responsibilities & authority of positions					
Decide on basic course of action					
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.



and insert the scores under your team's number

**Step 6—Average Individual Score**  
 Add up 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 Figures based on 117 participants (22 teams)

**Step 6**  
 Average Individual Score ..... 59.6  
 On Winning Teams ..... 59.5  
 On 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  
 On Winning Teams ..... 31.0  
 On Losing Teams ..... 8.8

**Step 9**  
 Average Best Score On Team ..... 37.5  
 On Winning Team ..... 28.5  
 On Losing Team ..... 53.5

**Step 10**  
 Percentage of Individuals Lower  
 than Team Score ..... 17%  
 On Winning Teams ..... 10%  
 On Losing Teams ..... 38%

Percent of teams scoring  
 better than the best  
 individual on the team ..... 31%

#### Suggested Readings

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7. Odiorne, George S., *Management by Objectives: A System of Managerial Leadership*, New York: Pitman, 1965.
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#### 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  
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THURSDAY - DAY 3

Participants were reminded in the guidelines they, themselves set up on day 1 that leadership should be shared so that everyone would have an opportunity to make a presentation to the total group.

The events of day 2 were reviewed. It was noted that the group generated very good material throughout the day right through to the end of the evening session when the issues they were dealing with were not simple they handled them well, demonstrated a high level of energy and seemed to be having a lot of fun as well.

Chief Jim Mc Gregor and Chief Camille Chilbou volunteered to join the managers to debrief with the Training Team.

WHO IS THE LOCAL GOVERNMENT ADVISOR?

On the basis of the groups' definition of what local government is about four groups examined the Local Government Advisor under the following headings:

1. What kind of a person should he/she be
2. What skills and knowledge does he/she require
3. Things he/she should do
4. Things he/she should not do

GROUP 1

What kind of a person should he/she be?

1. Flexible
2. Ambitious
3. Open-minded
4. Determined
5. Organized
6. Industrious
7. Self-disciplined
8. Self starter
9. Sober
10. Sociable
11. Integrity
12. Out going
13. Mature
14. Be able to Communicate
15. Good listener
16. Efficient

What skills and knowledge does he/she require

1. Communication
2. Planning
3. Know local situation
4. Financial

5. Technical know how
6. Know various programs
7. Research skills
8. Teaching skills
9. Know people he serves
10. Government structures and their programs
11. Indian Act
12. Know language and culture

Things he/she should do

1. Strive to improve
2. Visit communities on a regular basis
3. Honest and direct
4. Be on time
5. Strive to be an advisor
6. Have regular meetings with other programs
7. Liaison with Association members in his area
8. Report back promptly
9. Spend adequate time in community
10. Be involved in training at community level
11. Keep up to date
12. Set an example

Things he/she should not do

1. Do not speak with forked tongue
2. Do not work in isolation from other programs
3. Do not ignore Chief, Council and people
4. Do not have a superior attitude
5. Do not have an inferior attitude
6. Do not assume people know what you are talking about
7. Never leave before all issues have been dissolved
8. Do not make commitments for other staff
9. Do not become involved in band politics

GROUP 2

What kind of a person should he/she be

1. Dynamic
2. Pleasant
3. Sociable
4. Flexible
5. Understanding
6. Patient
7. Honest
8. Well informed - knowledgeable
9. Ability to communicate
10. Sense of humour
11. To be able to relate
12. Leadership qualities
13. Healthy
14. Good listener

15. Sense of responsibility
16. Sensitive to needs of Bands
17. Credibility
18. Cheerful

What skills and knowledge does he/she require

1. Tactful
2. Flexibility
3. Knowledge of local government
4. Information on all programs
5. Knowledge of Indian Act
6. Knowledge of local band situation and needs
7. Knowledge of national programs
8. Communication
9. Patience
10. Good listener
11. Understanding
12. Knowledge of social funding

Things he/she should do

1. Communicate
2. Create confidence
3. Accept challenge
4. Act as adviser - instructive
5. Have a good working relationship with co-workers
6. Ability to socialize
7. Prompt
8. Be able to relate himself to the situation

Things he/she should not do

1. Force decisions
2. Paternalistic
3. False promises
4. Should not be too aggressive
5. Should not become involved in band politics (unless asked)
6. Spread himself too thin between bands
7. Should not discredit fellow workers

GROUP 3

What kind of a person should he/she be

1. Open-minded
2. Intelligent- be respectful of the people he's working with
3. Good listener
4. Common sense
5. Worker
6. Alert
7. Understanding of Indian people
8. Understand department role etc.

9. Preferably native
10. Personable
11. Desire - ambition - assist people
12. Reciprocal - ability to compensate

What skills and knowledge does he/she require

1. must be punctual/dependable
2. must be self-starter
3. must be curious

Things he/she should do

1. General knowledge of department programs - operations
2. communication skills, capability to work with interpreter
3. Good knowledge of outside resources
4. Ability to be accepted by people (establish rapport)
5. Good knowledge of structure of responsible government
6. Good knowledge of funding limitations
7. Skill to advise people not do for them
8. Should have ideas - creative
9. Should be a facilitator
10. Listen to the people
11. Must advise not do
12. Possess current knowledge of programs - outside resources
13. Respond positively to requests for advice and assistance
14. Follow-up essential
15. Put forward feasible ideas
16. Must not undersell department - colleagues (reflects self)
17. Ability to analyse and plan, consult etc.
18. Be available
19. Don't evade issues that he/ she doesn't agree with or can't handle - able and willing to ask for expertise - part of a team
20. Should exercise desire to ensure that every community is a model one - 'buy' into community aspirations working with

Things he/she should not do

1. Should not impose self
2. Should not mislead people (false promises)
3. Should not wait for invitation for help
4. Should never be negative
5. Should never talk down to others
6. Should never possess superior idea of self
7. Should not lose business approach
8. Shouldn't display lack of self-control
9. Shouldn't dominate situation
10. Should not be 'yes man'

GROUP .4

What kind of a person should he/she be

1. Mature

2. Understanding
3. Accept constructive criticism
4. Sociable - emphasis on north
5. Good listener
6. Receptive to ideas - change
7. Honest -  $\frac{1}{2}$  promises - leave things hanging
8. Open-minded

What skills and knowledge does he/she require

1. Good listener
2. Know acts and regulations in regard to I.R.'s
3. Good knowledge of department and association policies
4. Be able to relate to people
5. Ability to identify community needs
6. knowledge of all resources available to satisfy these needs
7. Ability to communicate
8. Ability to co-ordinate
9. Ability to motivate but not impose
10. Knowledge of all programs available to bands

What things should he/she do

1. Get to know the people he/she is working with
2. Culture - beliefs - goals
3. Continue learning process (new legislation etc)
4. Understand department internal structure
5. Get to know staff in other programs and associations - human resources
6. Have mobility

What things should he/she not do

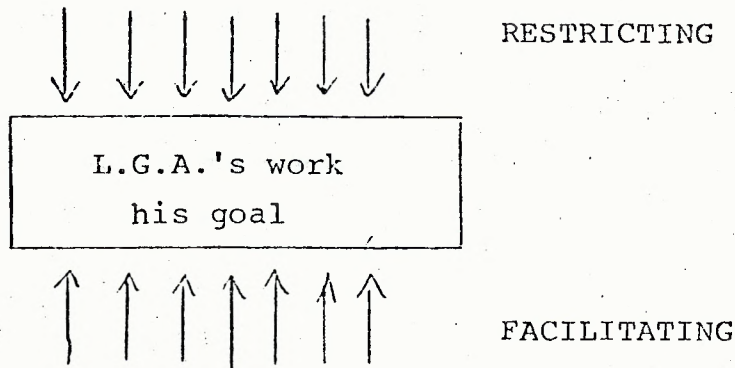
1. Not get overloaded in paperwork
2. Do not get emotionally involved
3. Try to impose fixed ideas
4. Retaliation for criticism

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After answering the question who is the local government adviser, the groups were asked to examine the major facilitating forces and restricting forces that impact on the local government advisor.

#### A FORCE FIELD ANALYSIS APPROACH



If both the facilitating forces and the restricting forces are equal - The L.G.A. is stuck - he can't achieve his goal in the L.G. process.

What can we do to assist L.G.A. to reach his goal.

1. Add facilitating forces  
i.e. help from other programs
2. Take away restricting force  
i.e. relieve him of heavy paperwork

There is more merit in taking away a restricting force than adding facilitating force.

Note - Make sure the restricting force is not imaginary

#### WHAT CAN REGIONAL OFFICE DO TO ASSIST THE L.G.A.

1. obtain the funds
2. help develop policies concerning local government
3. Improve lines of communication
4. Field level visits
5. Joint participation
6. Decentralize as many functions as possible

#### To hinder

1. Not being involved at local level
2. make statements without knowledge of local situation
3. begin programs without informing local level
4. Slowness in responding to requests
5. Over-riding district offices
6. Consider local staff when organizing meetings, etc.

GROUP 1

District Office

To Help

1. Develop team approach
2. Consider local aspirations when hiring staff
3. Field support
4. Develop rapport with other organizations - departments etc.
5. Office Organization

To Hinder

1. Making commitments for L.G.A.
2. Isolate programs
3. Power-tripping
4. Being satisfied with status quo
5. Failure to be organized
6. Critize others

Band Office

To Help

1. Co-operation
2. Try to see LGA point of view
3. Accept change (support new ideas)
4. Start meetings on time
5. Understand financial situation
6. Organize meetings

To Hinder

1. Cancellation of meetings without notice
2. Be crisis-oriented
3. Be disorganized
4. Fail to support LGA in common tasks
5. Continually go over LGA to office

Associations

To Help

1. liaison with LGA's
2. Provision of support training for bands
3. Develop and support new ideas
4. Establish good rapport
5. Communicate

To Hinder

1. Shoot down ideas

2. Put LGA on the spot
3. Isolate associations
4. Refuse to share resources

## GROUP 2

### Regional Office

#### To Help

1. Provide financial and human resources that are regional
2. reinforce what the district is trying to do for the LGA
3. Directives be written so that everyone can understand (even the LGA)
4. Other literature be translated into Cree and Ojibway
5. Respect LGA's position insofar as contacting the Bands directly.

### District Office

#### To Help

1. Give the LGA total support (encourage him)
2. Pass on all kinds of information to keep him up to date
3. Give him a realistic work load
4. Ask for monthly reports
5. Allow adequate travel funds
6. Keep a line of communication open between LGA, District, Headquarters and Associations
7. Make LGA feel that he has a responsible job - he's part of the team
8. Recognize good work and aid in sorting out any problems
9. Ensure that all information that goes out to the Bands, goes to the LGA as well

### Bands

#### To Help

1. They can identify and prioritize their needs - what their expectations are
2. Co-operate and work with the LGA's
3. Make the LGA's feel accepted in the community
4. Understand the role of the LGA
5. They can indicate their own measure of participation in proposed projects
6. Acquaint the LGA with the feelings of the people
7. Elect a competent Band Council
8. Bands could invite LGA's to meetings to bring them up to date on other projects
9. Inform LGA of contact with District and Regional offices

## Associations

### To Help

1. co-operate with LGA's
2. Share ideas and information
3. Invite LGA's to meetings with the Bands
4. Invite LGA's to their own meetings
5. Co-operate with District office in translating materials

## GROUP 3

### Regional Office

#### To Help

1. Eliminate paperwork (reduce)
2. Make information available
- 3. Clear, concise directives
4. Better listeners
5. Field visits
6. Helpful - flexible
7. No false commitments
8. Decentralization
9. Lead time (policies, visits etc.)

### District Office

#### To Help

1. Reduce paperwork
2. Promote reserve visits
3. Flexibility
4. Awareness of LGA role
5. Provide support through District human resources
6. Provide support in field
7. Involvement in planning and budgetary process

## Bands

#### To Help

1. Effort to understand program
2. Involvement
3. Make themselves available
4. Listen
5. Draw ideas from people
6. Represent interests of electorate
7. Follow through on LGA work
8. Provide information on problems
9. Avoid drawing into politics

## Associations

### To Help

1. Communicate - exchange information on activities
2. Avoid unnecessary criticism of LGA
3. Don't destroy credibility
4. Apply team work
5. Provide information on Reserve issues
6. Avoid political fights
7. Interact socially

## GROUP 4

### Regional Office

#### To Help

1. Funding - man years
2. Support
3. Communicate - (policies, programs etc)
4. Continued training sessions
5. Recognition
6. Work through proper channels

#### To Hinder

1. Lack of funding

### District Office

#### To Help

1. Communicate
2. Direction - consultation
3. Support and understanding
4. Professional support
5. Leadership
6. Give constructive criticism
7. Pass on information- policy changes etc.

## Bands

### To Help

1. Communication
2. Support
3. Their criticisms, ideas, suggestions, etc.
4. Co-operation
5. Keeping appointments
6. Be on time
7. Human Resources
8. Chief and Council's ability to make wishes - needs of Band members known



9. Identify problems and needs
10. Identify program objectives
11. Extend invitation to LGA to attend meetings
12. Adaptability to change

#### Associations

1. Exchange of common interest and goals
2. Assist in program development
3. Communication
4. Identify over all objectives
5. Identify social funding and expertise
6. Constructive criticism
7. Work with - not against
8. Consultation

#### PROGRAM ORIENTATION

##### Role of the Education Program in the Band Local Government Process

Panel discussion - Bashir Shad - Superintendent of Education, Sudbury  
John Donnelly - Supt. of Education, James Bay

##### Role of the Economic Development Program in the Band Local Government process

Discussion led by Walter Mc Kinnon - Superintendent of  
Economic Development, Sudbury

At the end of the discussion on Economic Development and Education participants received a 15 page report on a review of program development in the Ontario Region for use as a reference

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"D" Circulars

CASE HISTORY APPROACH TO LEARNING

Throughout the workshop members were participating in experiential learning.

Working through case problems using the "D" Circular guidelines to find solutions tends to enable the individual to internalize the information. In this way the content of the circulars and the problem solving process are learned for future use.

Two groups were formed, James Bay District staff and Band staff and Sudbury District staff and Band staff.

Each worked through case histories relative to their particular areas:

- 1) Restate the problem simply
- 2) Discuss the issues(s) in the group
- 3) Record the part or parts of the "D" Circulars that apply to the solution
- 4) outline solution

CASE NO. 1

Old age couple residing just off reserve. Income is only old age pension, home is old and desperately in need of repair. Province says that included with pension are funds to upkeep home, Chief and Council refuse to assist as couple are not band members of local band. Winter is approaching, what do we do?

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- a) Where do we get funds to repair house?
  - b) Unable to identify
  - c) Approach with couple's band member and investigate couple's financial practices - if renovation funds included, advise couple on proper budgeting - if not, see couple's band for assistance, or other agencies - perhaps a move is required.
-

CASE NO. 2

Chief suspends employee with some justification. Council disagrees with Chief and withdraws suspension. Chief approaches D.I.A.N.D. and insists that they take action, Chief is advised as to his powers and that of Council. Chief locks up office and all business is halted. Welfare records etc. are in building. Many members press for D.I.A.N.D. to take action. What do we do?

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- a) Band administration halted (Chief has exceeded authority)
  - b) D-1
  - c) Meet with Chief & Council to resolve problem and recommence operations
-

CASE NO. 3

I was approached by a young woman concerning the devastating condition of her home on the reserve. This woman is married, has six young children and an alcoholic husband. The family is on welfare.

This woman has made her request for housing repairs both to the Chief and Council and to the welfare administrator, both parties refused assistance.

Further, this woman stated that her husband refused to send her children to school due to their living conditions and the fact that the children had no beds, no proper clothing.

What is the solution?

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- a) Rights of individuals (wife & kids) not being recognized by Chief & Council and Welfare Aide who refuse to act in responsible manner
  - b) D-1 and Indian Act
  - c) Meet with Chief & Council (Welfare Aide) and remind them of their obligation to individual band members
    - rehabilitation for husband
    - basic amenities provided by Council - failing that by Department
-



CASE NO. 5

As a result of internal conflict, the Band Administrator for the "Y" Band has been fired by Chief and Council. The open position is advertised for immediate filling and a new Administrator is taken on staff. Not long after commencing her duties, the Administrator resigns from her position citing internal conflict with other staff as the reason. The Chief is reluctant to loose this employee. After investigating the situation, he finds that the bookkeeper is responsible for the above conflict which involved pay scales.

In the meantime, the Band bookkeeper is delegated the responsibility of managing the office.

The Chief, therefore decides to fire the employee. Council, however is reluctant to do so.

Shortly after this, the Department is requested by the Chief to review the books and records of the Band. While doing so, the Department is asked by the Chief to advise him of their findings that he may use as reasons to legitimately fire the bookkeeper. The investigation reveals that the books have been inadequately kept.

What advice should the Department offer?

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Conflict - Chief and Council  
Adequate bookkeeping system  
D-1 Accounting systems

Solutions

Meeting with total Council and Chief.  
Explain findings of investigation  
Seek solution from Council  
Offer advice  
Council's choice of auditor identified if admin. was efficient  
Resolve pay issue by setting up personnel regulations as set out in District Office

Following findings:

Consider rehiring of Band Administrator if found efficient  
Consider firing bookkeeper or offer training  
L.G.A. should work with or assist in setting up training  
as requested

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CASE NO. 6

A band member's house burns down. Besides the loss of the house he loses the few possessions he had, namely an old vintage cook stove, an ancient washing machine and a few old pans and dishes.

The Department builds him a new house. He then demands that the Department provide a new electric stove, washer and dryer, a full set of dishes, an assortment of expensive pots and pans, new clothing for all the family, although no clothing was lost in the fire. He threatens that he will bring in his local member of parliament and also have him write the Minister of Indian Affairs if you don't give him all he asks. What would you do in this situation?

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Replacement of house - hold goods due to fire

Special assistance \$500 could apply

Application to appeal board

Poss. Band funds

Council should set priority for housing

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### SHARING OF SIX PIECES OF ADVICE

The participants were offered the unique opportunity of sharing advice with each other in the interests of further improving their working relationships.

Four groups were formed for the task:

- James Bay area band representatives
- James Bay District Staff
- Sudbury area bands and Association representatives
- Sudbury District Staff

### SUDBURY BANDS ADVICE TO DISTRICT STAFF

1. Be on time and sober
2. Release any information as soon as you get it and when its requested (doesn't have to be requested all the time)
3. Feel free to advise
4. Totally support Indian Band proposals
5. Spend more time with smaller bands
6. Verbal agreements should not be made unless they can be followed through
7. More in-depth consultation

### DISTRICT OFFICE ADVICE TO SUDBURY BANDS

1. Formulate goals and objectives for each program
2. When a joint meeting is called to discuss a certain program, or project, it can only be valuable when everyone attends
3. Formulate committees for each program to advise and provide the necessary information to the Band Councils for them to make the decisions.
4. Suggest that Bands, when possible, give advance notice to the District when they require attendance of the District staff
5. Establish a proper line of communication (written if possible)
6. Set up agendas for meetings to conserve time for both the Band and the Department
7. Identify Band staff training needs and management training for the Band leaders well in advance to the District Office to organize human, and financial resources

### JAMES BAY DISTRICT OFFICE ADVICE TO JAMES BAY BANDS

1. Official interpreting - for Chief and Council between Department personnel and interpretation of correspondence

2. More Chief and Council meetings
3. Both Band and Staff are in a learning process, and it would take a while before accomplishment
4. Develop, function and effective office practises
5. Form committees to handle specified programs (ex. housing - welfare)
6. Be confident to handle their own programs and their ideas

JAMES BAY BANDS' ADVICE TO  
JAMES BAY DISTRICT OFFICE

1. Advise communities of visits
2. Advise purpose of visit, so we can be prepared on matters
3. Visits should be longer, so that more can be accomplished.
4. Staff should inform the Bands of holidays or a lengthy absence
5. Visits should be made to Albany as well as to Kask.
6. Act on requests
7. Put government papers into simple English as well as translate different papers, as determined by bands
8. Keep people better informed on programs, policies, etc.

The advice exchanged between the groups did not relate to financial matters but rather to matters of human relations. With understanding, appreciation of the others' situation it would be possible to carry out the advice. It was emphasized, however, that in order to carry out the things suggested each group would have to go at least 50% of the way.

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F R I D A Y - DAY 4

REVIEW OF DAY 3

Participants demonstrated that they were able and eager to work productively in the small groups and in the large group maximizing the planning and problem solving techniques they had learned. They experienced satisfaction in dealing with increasingly more difficult tasks. Spirits were positive and participants were not only elated but confident.

It was announced that the Recreation Committee had prepared skits to be held during the lunch hour and had arranged a final dinner for all participants at the London Cafe.

By the beginning of day 3 a learning community had been well-established.

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## ACTION PLANS

### IF IT IS TO BE IT IS UP TO ME

The 10 word sentence contains a powerful challenge.

Participants formed into groups to prepare action plans to be carried out back in the workplace.

## SUDBURY DISTRICT

### Continue to Do

1. Continue Band and staff training programs
2. To provide support services and advice to Bands
3. Continue to support Band objectives in developing local government
4. Continue to provide information to bands about available resources
5. Communicate effectively
6. Good rapport with Bands, Associations, etc.
7. Change

### Start Doing

1. Set up training program for District Staff in local government and Band development
2. Offer more workshops at band level
3. Reduce paperwork for L.G.A.'s
4. Offer the team approach
5. Concentrating on smaller bands
6. Improve our service to Bands
7. Listen more closely to Bands
8. Improving ourselves in respect to our own professional development to provide better service

### Stop Doing

1. Stop talking and start listening
2. Stop planning in isolation (team approach)
3. Stop being paternal
4. Stop downgrading your co-workers
5. Stop being inflexible

## SUDBURY AREA BAND REPRESENTATIVES

### Start Doing

1. Attend more workshops - other staff should attend and also other interested people
2. Share handbook with Band Council
3. Practice what is learned
4. List new material needed
5. Start serious community planning
6. Start reaching the people you're serving
7. Start program evaluation

Stop Doing

1. Don't start projects without adequate planning & research  
- HOW? WHO? WHEN? WHERE? WHY?

JAMES BAY DISTRICT STAFF  
AND BAND REPRESENTATIVES

Continue to Do

1. Communication process
2. Band staff training
3. Express unique District needs to Region
4. Program transfer to Bands
5. Development of local government

Start to Do

1. Social counsellor programs
  - A) Band identifies potential counsellors
  - B) DIA - Bands
  - C) January 3, 1977
2. Economic Development Committees
  - A) Band identifies potential members/DIA training
  - B) DIA, BED program
3. More extensive Band training
  - A) DIA - Band workshops
  - B) DIA and Treaty 9
  - C) January /77
4. LGA Training (Region, District)
  - A) Formal - informal staff and Band sessions
  - B) LGA's - Program Managers - Bands
  - C) January /77
5. Develop program priorities in consultation with Bands .
6. Increase Reserve visits
7. Provide Department Circulars etc. to Bands in Cree
  - A) Hire translator/typist
  - B) A S A P
8. Keep Bands informed of District Office developments

Stop Doing

1. Drinking "all night"
2. Smoking in helicopters
3. Short visits to Reserves and visits without prior notice
4. Making promises that cannot be kept
5. Accepting status quo.

## FINANCE AND BAND LOCAL GOVERNMENT

At the Sudbury Planning meeting on October 6, 1976 the Planning Group stressed the need for staff and bands to have a knowledge of budgeting, forecasting and auditing.

Aime Dimatteo - District Superintendent of Finance & Administration with the assistance of Ron Grossutti, Finance Officer examined their own particular community needs for the Sudbury and James Bay Districts and made a presentation to the group.

### 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.
-

CLOSING REMARKS

The action plans created are a road map for the carrying out of a successful band local government program. The issue now is whether each one cares enough or whether each wants it badly enough to make it happen.

The technology is there. The responsibility now rests with the members of the group to shape the future.

Poem by eleven year old girl:

*God gave us two ends with a  
connecting link*

*One to sit on the other to think*

*Use whichever one you choose*

*Heads you win, tails you lose*

\* \* \* \* \*

BAND LOCAL GOVERNMENT TRAINING WORKSHOP

TIMMINS, ONTARIO

November 23 - 24, 1976.

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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) To administer Programs and policies still under national control
- b) Act more as an adviser rather than a doer
- c) Have good communication - at all levels
- d) keep up-to-date on needs and goal of local bands
- e) assist them in achieving their goals and relating to Canadian society as a whole

- a) providing information and advice
- b) getting to know the people - personalities - culture, needs.
- c) listening to band members and other staff
- d) problem solving
- e) spending 80% of his time working on reserves and constructively "doing".

- a) providing information to the bands
- b) resolving problems and meeting bands needs in respect of all programs, exploring all resources available
- c) communicate effectively
- d) should advise bands not interfere in Bands operations
- e) identify all resources to the band to help them achieve their goals and objectives

- a) plan a course of action with his immediate supervisor
- b) become acquainted with chiefs and councils in his area of responsibility
- c) meet the band members on all the reserves in his area of responsibility
- d) arrange for this type of training seminars in these a/n areas
- e) assist the bands and councils in identification of their needs and advise on implementation of programs

- a) giving advise and direction
- b) closely associating himself with Indian bands
- c)
- d) keeping abreast with changing policy
- e)

- a) get to know the bands they are working with (Council-Electorate) in regards to their cultural, religious beliefs and goals
- b) assist these bands in determining their needs in respect to self determination or local government
- c) assist these bands in planning ways of fulfilling these needs in regards to financial and human resources
- d) assist the bands in motivating but not imposing ideas to have action started to fulfill their needs
- e) continues communication between bands and associations in follow-up of the bands wishes in their strive to self-determination.



- a) improving
  - b) involve more
  - c) determined
  - d) except
  - e) shore
- 
- a) finding out what the bands express as their needs
  - b) acquainting them with resources that can meet their needs
  - c) improve personal relationships with band councils
  - d) increase his knowledge of all program areas
  - e) advise bands on constant basis of new developments
- 
- a) listening to bands to better understand their needs, operational methods and possible process weaknesses
  - b) facilitating process of decision making by offering advice, providing resource material and resource people within the Department and other agencies, private sector
  - c) provide or offer development training to facilitate local government knowledge and skills to the band
  - d) by providing a major monitoring or evaluation role of delivery of Dept. services to Bands.
  - e)
- 
- a) communicating at the local level
  - b) become aware of the peoples needs
  - c) become more objective
  - d) .....
  - e) .....
- 
- a) working very closely with bands
  - b) advising where possible to help solve problems
  - c) communicating
  - d) understanding
  - e) be a teamworker
- 
- a) listening to the wishes and aspirations of the bands
  - b) advising other program people of way they can assist in the L.G.A. Program
  - c) sharing with bands information to assist them in attaining their goals.
  - d) be on time for meetings
  - e) use team approach at all times
- 
- a) meeting with the band a lot (for communication)
  - b) advising freely
  - c) reporting as soon as possible to his superior
  - d) listening closely to everything Bands have to say.
  - e)
- 
- a) advising more than doing
  - b) emphasis on band training at band level
  - c) plan a course of action to improve local government to the bands
  - d) communicate and become involved in all programs within the department and other
  - e) assist

- a) should spend more time with bands
- b) get to know goals and objectives of band
- c) good understanding of all government programs
- d) assist band in solving problems
- e)
  
- a) listening to peoples hopes and frustrations
- b) identify needs of a community
- c) communicating with bands and fellow workers
- d) realize what is there - not something you would like to see
- e) seeking funds for bands
  
- a) educating or relating principles of local government to band government
- b) identifying needs and resources to fill needs
- c) acting or liaison between bands and department
- d) introducing innovative ideas to Chief and council
- e) follow-up or performance of all departments within D.I.A. and their agencies
  
- a) more frequent visits with reserves big or small, L.G.A. and staff
- b) team approach
- c) positive attempts to work with band councils
- d) good community planning on all reserves
- e) should be very informative
  
- a) advising and assisting bands to be self-sufficient
- b) working closely with bands as liaison between them and departments
- c) exchanging ideas and encouraging band on good ideas
- d) providing general knowledge in all fields, referring to specialists when required
- e) assisting bands to obtain available programs and funds as required by the individual bands

## Question 2.

Describe how your work does or could relate to some of the 5 points.

## Advisory role

Communication of ideas and advising of available resources for funding professional services, human resources etc.

Systematic visits to reserves and by being observant and a good listener to what they are doing or saying

My work involves all 5 of the above points daily.

- a) directing staff
- b) working on reserves with Indian people
- c) solving problems in office and on reserves

In respect of above I am deeply involved with all those responsibilities and in that respect I am an L.G.A.

As a technical advisor with a number of years experience in the 3 branch programs I can assist the L.G.A. and bands with planning, design, engineering and construction

In the construction aspect of my position I see more and more involvement by band people in the execution of community affairs projects.

My work as an adviser in the planning and use of their lands makes them aware of the importance of the land in regard to future housing, recreational needs etc., and emphasis in planning and zoning of these lands. Emphasis on being careful in letting out large right-of-ways in respect to dividing their lands re - residential. The revenue derived from leasing has greatly assisted some bands in their strive for local government.

To communicate with band members and council.  
Understanding with my work, so I be available to relate to band level, and district level

My work relates to all five points.

By providing all of the above in assisting the L.G.A. in operationalizing the L.G.A. program - be it expertise in my specialty area (planning), provide resource material, contacts and participating in a District Band Development Training Team.

By communicating with childrens parents to ensure that they are fully aware of their childs progress in and out of school.

Be more readily available  
try to improve on my knowledge  
be flexible

-

-

Get involved in planning a course of action for offering of workshops to Bands especially in area of finance. Go to the band level more often to ascertain their needs.

Take the time to meet with people and council - understand local situation - by study - working and understanding

As a Local Government Clerk my job has a direct relationship to Local Government. Assist the L.G.A. in alleviating paper work. Have all up-to-date information at his finger tips. Make him aware of any pertinent info. able to communicate with the bands.

Many of my duties overlap the duties of the L.G.A. because of the intrinsic involvement with Chief and Council and Band staff.

Frequent visits with L.G.A. - staff would enable us to familiarize local problems - plans. Tea approach means that bands work closely with District staff - expert community planners from District office would help communities spend program dollars completely for bands benefit and progress. Well informed bands is something that is needed throughout the land.

Providing financial and administration knowledge to L.G.A.'s. Providing available information to L.G.A.'s pertaining to project underway with band.

## Question 3.

When I talk about local government what I really mean is ....

The manner in which the community is governed the manner in which the people mobilize themselves within the community. The mean in which the people have their ideas and need fulfilled.

The ability to look after local needs of community

Band having control over its own affairs - Autonomy on the basis of or similar to municipal government

That the Band chiefs and councils with the co-operation of their band members will govern their own affairs.

Branch people will fill an advisory role only.

Government by the Indian people through their elected officials.

Self-determination - my right to manage and live my own life subject to laws which I am required to abide by on an equal basis with my fellow Canadians.

Band members, Chief & Council, District level and Regional Level.

local control of local affairs

Effective, responsible control, decision making, action by the Band in all areas which will strive to achieve their known goals, objective and individual approach

Participants - at all levels Band & chief council District Level - Region level

Band business at Band level.

Government for the people by the people - People working together to a common goal to improve their community and ...

Native people taking over government on their reserves

Local administration of all Government Programs

Local control of own affairs

Government of the people - the Indian people. The right of the individual to determine his own destiny at the pace he wants. Individual rights.

Chief and Council as elected representatives of Band performing functions of municipal government.

People being able to decide for themselves. Running their own show, tapping all resources available, and making it work, to their own satisfaction, doing it right.

An elected group of people governing a community trying to achieve what the majority want, with funds available.



## Question 4.

Three things I have done to help this seminar along are:

- a) Contributed in group sessions
- b) acted as reporter
- c) contributed to workshop sessions
  
- a) participated
- b) attended all sessions
- c) socialized
  
- a) participated actively
- b) given my views freely
- c) generated constructive discussion
  
- a) been punctual )
- b) listened ) participated
- c) talked )
  
- a) attended all sessions
- b) participated in group discussions
- c)
  
- a) attend all sessions - workshops
- b) participated in most discussions
- c) socialized with all participants
  
- a) participate
- b) communicate
- c) listen
  
- a) participate
- b) provide information
- c) attend all sessions on time
  
- a) participate
- b) create informal, pleasant and interesting settings
- c) listen
  
- a) participate
- b) become aware of other peoples .....
- c) feelings and outlines to guide L.G.
  
- a) participated
- b) contributed
- c) shared views and learned
  
- a) have attended all sessions
- b) participated in all discussion groups
- c) outlined to group goals of my program as it related to Local Government Advisers.
  
- a) participate
- b)
- c)
  
- a) listen
- b) participate
- c) absorb



- a) participate
  - b) be on time
  - c) speak out to issue being discussed
- 
- a) participate
  - b) good listener - tried to be
  - c) socialized - mixed with people not only the staff, the teams organizations but the Indian people that were in attendance
- 
- a) participate in group sessions actively
  - b) relate role of my particular position
  - c) keep a positive attitude at all times
- 
- a) participated
  - b) cooperated
  - c) I was able to pass on information that I personally experienced.
- 
- a) participated in discussions and listened
  - b) contributed some ideas
  - c) attended regularly

## Question 5 -

Three things I think I can personally do to build on what has happened here are:

- a) put to use extra knowledge learned
  - b) prioritize objectives
  - c) act more in role of adviser
- 
- a) spend more time informally training LGA's on staff
  - b) resolve some of 'beefs' presented by Band staff
  - c) keep commitments made re things to start doing
- 
- a) go back to my office and motivate my staff
  - b) visits bands and develop L.G. according to their aspiration
  - c) consider myself as L.G.A.
- 
- a) explain my own branch function to the L.G.A.
  - b) make periodic visits to reserves with L.G.A.
  - c) outline the importance of the L.G.A. to my immediate associates in the Branch and other Government departments.
- 
- a) provide guidance to bands on community affairs programs they may wish to administer
  - b) assist in any aspects of local government which are associated with my position and with the bands.
  - c)
- 
- a) insist on follow-up group session ideas
  - b) communicate happenings ideas with course participants
  - c)
- 
- a) confidence
  - b) determined
  - c) willingness
- 
- a) conduct a similar workshop locally.
  - b) promote the partnership concept with bands
  - c) free staff to spend more time with bands

- a) work on action plan based on team approach
- b) obtain commitment
- c) facilitate process and act (implement)
- a) become more aware of local situation
- b) be willing to listen, discuss and participate
- c)
- a) apply ideas to my work
- b) share views
- c) be honest
- a) relate the knowledge gained to other staff
- b) engage in more active team approach in planning
- c) improve my program delivery
- a) discuss what I learned here to other people that wasn't present
- b) use what I have learned
- c)
- a) communicate with other staff to learn and help to implement all courses of action as a team.
- b) continue good rapport with staff and bands to assist in developing local government in our area
- c)
- a) implement what has been discussed
- b) pass knowledge gained to other staff
- c) assist L.G.A. by better understanding of his role
- a) ensure that when we leave here we don't leave the knowledge and experiences here. Bring it back to the staff and the band.
- b) Express my opinions more openly. Let fellow workers know what I am thinking and feeling.
- c)
- a) use knowledge acquired to perform duties better
- b) observe and learn from on-the-job experiences.
- c) relate my experience to local government members.
- a) I will be able to communicate better with my people and government personell
- b) I will be a better planner
- c) I will be more knowledgeable on local government, thus enabling me to be a better leader
- a) share information concerning L.G.A.'s role
- b) be more supportive of L.G.A.s.
- c) get more involved in L.G.A. dealings

6. List a few of the unanswered questions or concerns you still have regarding carrying out of the local government programs.

---

How to implement some of the ideas at the band level.  
Making Local Government actually work at Band level.

1. How our potentially paternalistic policies can give way to more realistic as bands have identified them.
2. How we can improve our financial forecasting and budgeting.

Is this just another new approach to an age old question or are we going to have a real sincere follow up - hopefully not just another C.D.W. exercise.

Guidance to bands for establishing by-laws essential to proper government?  
Grass roots guidelines to assist bands in initiating L.G. concept

Capable and sufficient staff to cover work area -  
If sufficient L.G.A. staff to cover this area other programs may lack.

Everyone should be prompt at workshop

My concern is - will staff and band members apply what they have learned when back on the job.

Delivery of Band Development training to Bands.  
Continual total team approach.

--

--

--

--

I would like better direction from expertise within district staff as I am become more involved in band training, budgeting, interpretation to Bands of directives, circulars.

--

- 1) What is going to happen after we leave this seminar
- 2) Who is

My concerns are of a hypothetical nature. There will be no resolution until the entire approach to Indians and from Indians changes.

--

Still feel a new L.G.A. should be given a thorough course in finances and different Departmental regulations regarding housing, welfare etc. so he can be more efficient in the field.

7. Would you recommend this workshop to other people?

who all office personel at band level  
why because of group participation and ideas generated  
when now  
where

## Question No. 7 - continued

who Chief and Council  
why They must understand the program to help us put it in motion  
when January - February  
where Timmins

who Band employees - leaders - co-workers  
why excellent learning experience - participating  
when right away  
where in consultation with Bands & staff

who to all branch field staff and band members  
why because we all in one way or another provide an L.G.A. service to bands  
when immediately (if not sooner)  
where in their own districts

yes

who Band staff  
why to improve communication and understanding between government personal and bands  
when a.s.p.  
where Sudbury district

yes - (with changes)

who Band Staff  
why in most case band staff lack sufficient training to carry out their duties  
when immediately  
where North Bay

who band level  
why relationship would be understanding  
when over a year  
where reserves, or centrely

certainly

who other Department staff and band staff that missed this workshop  
why because it provided a realistic learning situation  
when January or February 1977  
where Sudbury

who Bands - Council, Band Staff, Committees and General Public  
(Band Members) -

why so that they can identify and articulate their needs, desires and  
approach and so they all can foster team approach internally and  
with resource people such as department, other department, private  
sector. Because tomorrows band leaders are drawn from band  
membership (election every 2 years)

when now

where on reserve

who some of my fellow employees

why to broaden their knowledge

when as soon as possible

where a convenient location - to all concerned

who bands and councils

why for information

when whenever available

where immediate area

who all field staff

why to improve team approach

when as soon as possible - so that a uniform approach to all  
bands can be made.

where at district

Yes

who Department staff, band staff

why brings Bands and Department closer together and you get a better  
understanding of each

when

where

who other staff e.g., Education Counsellor, B.F.A. (our area)  
Band Staff L.G.A.

why to become involved in the whole picture of our joint role in  
local government

when next workshop

where -



who other staff  
 why so that they understand local government and position of LGA.  
 when  
 where

who to all Bands staff at office  
 why it is a good learning process  
 when as soon as possible  
 where Sudbury Office, Reserve

who especially members of local governments  
 why reasons are obvious  
 when A.S.A.P.  
 where locations central to districts  
 how treat these people with deference due to elected representatives

yes

who My people, other Chiefs and Organization Leaders  
 why because Local Government concept is new  
 when as soon as interested Groups can be informed and organized  
 where the most central location where accomodation and communications are ideal.

who council members  
 why so they have a better understanding of L.G.A. and don't treat him as a jo-boy.  
 when soon as possible  
 where all districts

Question No. 8.

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

---

- a) ideas that were discussed
  - b) what I am doing - so that co-workers will know whats going on
  - c) utilize their services more
- 
- a) where we are going as result of this workshop
  - b) their goals and mine, anticipating some changes as a result of this workshop
  - c) have L.G.A.'s fit into the other programs in our office.

- a) clear concept of Local Government
  - b) Involvement - participate and communicate
  - c) We can, and will do to assist bands to develop L.G.
- 
- a) the new role of the branch
  - b) the need for this kind of training for all I.A.B. staff
  - c) implementation of the AIN training is an urgent matter
- 
- a) our changing role and our requirement to implement immediate visions, firstly in our thinking and consequently in our actions as they relate to our present and future position with the Indian bands - more simply the acceptance of new concepts
  - b)
  - c)
- 
- a) planning
  - b) implementing planning and programming
  - c) establishing trust and co-operation at Band level
- 
- a) team work
  - b) relationship
  - c) understanding
- 
- a) team approach (district, bands, associations, others)
  - b) listening to bands and really hearing of their needs
  - c) more effort and time with bands
- 
- a) action plan for district
  - b)
  - c)
- 
- a) the sense of true meaning of L.G.A.
  - b) Fred Kelly remarks as more native people at the Regional and District level
  - c)
- 
- a) honest discussion
  - b) I am learning
  - c) I am human
- 
- a) improvement of service to bands - better consultation and involvement in planning with bands and assoc
  - b)
  - c)
- 
- a) the whole workshop
  - b)
  - c)
- 
- a) present what took place - summary to the staff in service centre
  - b) what we can do to improve and become personally involved in the local government process as it applies to us and bands
  - c) try to emphasize the importance of local government to bands
- 
- a) Local Government at any level
  - b) role of L.G.A.
  - c) role of all staff in development or local government

- a) what L.Gov't is. How it relates to their jobs
  - b) the thoughts and concerns of the people I talked with
  - c) Are you interested in getting involved because I can help? But you got to want it.
- 
- a) results of workshop in my view
  - b) importance of Local Government in overall approach
  - c) Importance of cooperation with L.G.A.
- 
- a) community development
  - b) economic development
  - c) funding
- 
- a) L.G.A.'s role
  - b) value of workshop
  - c) changes being made within Department.

## Question No. 9.

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

---

- a) helped me to grow
  - b) to share more with fellow workers and band level
  - c) helped me to look more at a team approach
- 
- a) has made me more aware of problems L.G.A.'s will be faced with
  - b) Has allowed me to get to know our band administrator in an informal setting.
  - c)
- 
- a) growth - tremendous
  - b) How much we can do to train and assist
  - c) Work in cooperation with Bands, Association and co-worker as a team
- 
- a) it made me take a look at me
  - b) it made me take a look at my associates
  - c) and it made me take a look at our joint responsibilities
- 
- a) increased knowledge of a L.G.A. role
  - b) exposure to new concepts
  - c) sharing of common situations
- 
- a) emphasis on listening
  - b) 1+1+1=7 (group sessions prove out)
  - c) co-ordination between association and bands
- 
- a) leadership
  - b) to communicate ...
  - c) work
- 
- a) as a refresher course
  - b) I developed new ideas
  - c) I learned a lot more about the bands in our District from the bands themselves.

- a) learned group process in decision making
- b) gained more knowledge of L.G.A. program
- c) gained more knowledge of need of team approach to decision making
  
- a) it has given me a truer picture of the L.G. situation as it is today what it was in the past and what it is anticipated it will be in the future.
- b)
- c)
  
- a) has given me a better understanding
- b) views of people in general
- c) improved my learning process
  
- a) self analysis
- b)
- c)
  
- a) I learned a lot more of L.G.
- b) Understand more of what Indian Affairs is all about
- c)
  
- a) I learned to communicate and how I can apply and get more involved in my job.
- b) To listen
- c)
  
- a) understand how to develop local government at reserve level
- b)
- c)
  
- a) identify what is needed - change
- b) made it aware to people that if there is going to be a change we have to get the Bands involved
- c)
  
- a) educated me in facets of local government as policy sees it
- b) introduced me to many new faces
- c) taught me lessons in group dynamics
  
- a) informative (in many ways)
- b) it will make me a more positive thinker
- c) it has given me more confidence. I do not feel tied down or trapped any more
  
- a) more aware of communication problem.
- b) more aware of Department's goal
- c) better understanding of problems on both sides.

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

- a) the enthusiasm generated
  - b) the total group participation
  - c) chance to get to know co-workers and Band representation
- 
- a) the workshop method
  - b) ideas and information generated
  - c) working together with DIA Treaty 9 and Band staff
- 
- a) learning by doing
  - b) team approach
  - c) complete involvement of all partners concerned
- 
- a) learning that we have a new challenge
  - b) learning that we are prepared to tackle this challenge as a team
  - c) and just plain learning
- 
- a) the group participation and desert survival exercise
  - b) meeting our new Director General
  - c) benefit of increased knowledge - e.g., role of L.G.A.s, Band responsibilities, new concepts
- 
- a) participation by all delegates
  - b) delegates willing to motivate, create interest with or without facilitators
  - c) conveniences
- 
- a) the material that was presented
  - b) Spokemans' or Spokeladies
  - c) Determination
- 
- a) Well run (excellent course directors)
  - b) Good and lively participation
  - c) Down-to-earth discussion between Band and Department staff
- 
- a) content
  - b) VTR presentation of group process
  - c) informal atmosphere
- 
- a) the approach and the direction of the course
  - b) the opportunity to share experience in small group participation
  - c)
- 
- a) group involvement
  - b) honesty
  - c) informality
- 
- a)
  - b)
  - c)
- 
- a) group discussions
  - b) informality of the workshop
  - c)



- a) friendship
- b) total participation
- c) thorough insight in the local government
  
- a) involvement of all attending
- b) exchange of good information
- c)
  
- a) participation of all the delegates
- b) the definite ideas that were expressed
- c)
  
- a) brainstorming sessions in small groups
- b) survival course
- c) format of workshop
  
- a) being able to work with and getting along with total strangers
- b) I liked to hear other people's ideas
- c) I was glad to know that my problems are identical to others and that there is a solution
  
- a) group discussions
- b) mixture of groups
- c) learnt something

What things turned you off in this seminar?

-

The first day - too much talking not enough action.

Nothing!!!

None

-

Lack of socializing by training team and the push,push,push attitude

-

-

-

very little any course as life has it highs and lows. Generally a good course with many highs.

time elements - structure

-

time limit

?

-

Too many staff from our office, thought we could have limited ourselves

lack of facilities for recreation and length of sessions - I am very tired

nothing really did, except 4-5 a.m. alarms.

Had the definite impression from RD's speech DIAND's staff will eventually be all Indians whether qualified or not - could have misunderstood.

## Question 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.

There should be a better flow of ideas and joint participation

We have gotten to know them as people and will have a better working relationship

Different - more insight and power of team work

The fact that bands associations and branch people involved should give us an awareness that we now have a new relationship to each other

I feel there will be a closer working relationship as a result of departmental staff outlook change and the reflection this will have on Indian bands.

Ideas will not change overnight in relationship to Bands much more understanding in role between Department and Association communication between Department and Association established

I believe a close relationship

Relationships will improve because I believe more effort will be made on both sides to:

- 1) understand each other better
- 2) work and plan as a team
- 3) further develop local government

Relationship will be the same if we do not bring a similar seminar to local bands at which time it will change (Improve)

It will depend on the follow up i.e. the #12 & 13/ Because of the native involvement at this course it should improve.

Better understanding of our role as a person.

Department staff should relate better with bands as a result of seminar.

-

-

This will ....on approach taken by all staff. Hopefully approach will change.

There should be a definite change in the relationship between Band members and departments.

If this program is going to work we have to get total involvement of the Indian people. The Indian people have to really want this Program in order for it to succeed. The DIA have I firmly hope see that Bands want a change. Realize that we have to change our attitudes.

I can't foresee any appreciable change - with proper application our advisory function may increase and action decrease

I do believe that the relationship between Band and Government personnel will improve.

Should have more patience with one another and work better together.

Question No. 12.

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

On going training for all personel as we should all be acting in this role to the same degree.

Local Government people in Region should be involved in all areas as they will know in what direction we are going

More sophisticated modules

Open workshop training seminars of this kind - on reserves

On-going training

Band staff when identified, when interested and needs put forth.

More workshops

- 1) more travel funds to permit staff to make more frequent visits to bands
- 2) Transfer of B.F.A.s to Districts
- 3) a few more man years

Same as No. eleven but geared to the language and comprehension levels of people.

Continue training at the Local Band Level. A better understanding of other staff as they relate to the L.G. position. This will depend again on the individuals.

Unlimited

Training at Band level

Training brought to Band level.

Should develop workshop for band, chief and council so that they understand local government any assistance we can give

- workshop with Indian people leaders and membership in general

as mentioned, further education of Band Governments

at the Band level - more on the job training

District level - more experts. Good advisors people that understand the Native People's of any given area.

more training of Band staff

Question No. 13

Advice you would offer to other people regarding this program.  
I would suggest that . . . .

---

to get involved

they attend - and become involved

be involved and get in it is bloody exciting

be punctual - listen and learn - talk - participate

they attempt to become involved in these training sessions whenever the opportunity is available

other people? utilize this program where possible to develop brain storming ideas and listening processes

The ones that are invited should stay from day one to very last day of the workshop

you attend such a workshop and go prepared to participate but do not monopolize discussions.

they request seminar, follow-up on request and then participate

District set up their own mini workshop so that the knowledge gained here can be fully interpreted at the chief and council level.

if you're interested in improving on your knowledge and personality attend a similar session

suggest that all field staff take this training

-

-

Come prepared to work hard

all take a positive approach to Local Government how it affects me and you a staff, how it affects band members, Chief & Council and organizations. Take a look at what is happening now and relate it to what's going to happen tomorrow.

attempt to stay fresh



Question not clear but if it is about workshop - I would advise anyone to attend. If it Local Government I would say that it is more in the right direction. It's good and that it can work.

Attend, and if you can't always participate vocally than listen

Question No. 14

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

-

A follow up in 3-4 months so we can examine our roles and achievements.

Carry on fellows you have done an excellent job in eliciting potential abilities and providing opportunities to learn from group experiences

This is the most valuable training seminar - of many that I have attended since joining I.A.B.

It clearly outlined my new role as a member of the Department.

I very much appreciate the opportunity of having been invited to attend.

I feel the training seminar was too structured and flexibility should have allowed 10-15 minutes per day for a group de-briefing rather than a couple of people being asked to sit in on the de-briefing. You were only getting two delegates opinion which is totally against the synergy process which you emphasized throughout the training seminar.

The team I noted work as a team. In workshop I believe this is very important.

a very worthwhile exercise for all concerned.

-

it was a darn good course. Lectures were to the point and relevant to the situation. Its good to see that we utilise our own expertise rather than going into the private sector.

A good workshop but more open-mindedness on facilitators is needed. Do not restrict time for discussions.

-

-

Didnt finish because I really didnt have time to think.

-

-

-

Further analysis or study of this workshop should provide me with information that should help me to be a better informed leader.

Good experience