REPORT ON THE TRAINING NEEDS ANALYSIS PERFORMED IN THE ECONOMIC DEVELOPMENT SECTOR OF THE DEPARTMENT OF INDIAN AFFAIRS & NORTHERN DEVELOPMENT

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INTRODUCTION

Economic Development Sector of Indian Affairs and Northern Development required an in-depth training needs analysis as follow-up to the study previously performed in light of CAEDS implementation.

Consultations Suzanne Côté (CSC) was asked to execute this study. It consisted of three distinct parts:

- Skills and knowledge profiles for three specific job groupings within the sector
- Knowledge profiles for headquarters administrative units
- Workshops for managers on using the profiles to define individual training needs

This report presents the profiles, the documents used in the managers' workshop and a number of recommendations.

METHODOLOGY

1. SKILLS AND KNOWLEDGE PROFILES

The skills profiles were developed according to a methodology called "DACUM" which is an acronym for Develop A CurriculUM. This method calls for a three day intensive work session involving members of the group being studied and a facilitator. The group members come to consensus on each of the skills and knowledge item they identify. They use their own vocabulary and ensure that every idea is clear and specific. The role of the facilitator is to guide the process and lead the group to consensus.

It was decided by the Department to develop skills and knowledge profiles for the following groups within Economic Development Sector.

Administrative Services : ST-SCY's, CR's and AS's in EcDev

Community Economic Development Services: the officers in the regions and at headquarters who work with clients to implement the CAEDS strategy

Direct Services: the officers in the regions and at headquarters who continue to offer direct services to clients

There is often a certain confusion concerning the distinction between "skill" and "knowledge". A **skill** is an "ability to perform an activity or a task". **Knowledge** refers to information. Skill and knowledge are sometimes independent and sometime interrelated. An example of a skill is the ability to walk. The knowledge that one picks up the right foot, brings it forward and places it down while raising the left foot , etc.. has no impact on a person's ability to walk. Walking is a "pure" skill: knowledge is not needed to excel in it. However, knowledge of the mechanics of walking is extremely useful, even essential to a health professional whose work entails retraining others in this ability.

2. KNOWLEDGE PROFILES FOR ADMINISTRATIVE UNITS AT HEADQUARTERS

Headquarters directorates in ECDEV defined their own knowledge requirements. The following HQ administrative units were then guided through the process to formulate their own knowledge profile:

Commercial Development
Community Economic Development
Economic Policy and Analysis
Labour Force Development
Planning and Systems
Policy Coordination and Communication
Resource Development

~~The Taxation group chose not to participate in this exercise.~~

3. WORKSHOP FOR MANAGERS

Two workshops were held in HQ to enable managers to learn a technique for using the skills and knowledge profiles to identify training needs for individual employees. There are plans to offer these workshops to regional managers also. The documents developed by *CSC* for this workshop are in the section entitled "Identifying Individual Training Needs" under Tab 4.

COMMON NEEDS

This section presents the general findings of this study and a number of recommendations for next steps. The skills and knowledge profiles of individual groups are presented in later sections.

COMMON NEEDS - SKILLS

The two professional skills profiles have certain common points. (Table A) The general area of competence called *Management* in the Direct Services Profile lists the same or similar skills listed in the *Liaison* and *Communication* areas in the other profile. Both have an area called *Advocacy* . In the Community Economic Development Services skills profile, three areas *(Planning and Evaluation, Administration* and Self-Development*)* have an echo in the area titled *Administration* in the other profile. The remaining general areas of competence are particular to each group.

Table A Similar skills requirements by general areas of competence

	Direct Services	Community Economic Development Services
General Area of Competence	F Management	C Liaison D Communication
	A Advocacy & Research	B Advocacy
	H Administration	E Planning & Evaluation F Administration G Self Development

COMMON NEEDS - KNOWLEDGE

There are significant areas of common needs apparent in the knowledge profiles. The following areas are identified (in these words or in synonyms) by all groups:

Table B Common knowledge requirements

Legislation, Regulations, Guidelines, etc.

First Nations*
the knowledge of the organization of Indian, Inuit and Innu peoples, their culture, aspirations, needs, etc.

Work Environment
the knowledge of the federal and provincial bureaucracies, of DIAND, of related organizations and their workings, etc.

Administrative writing

Computer usage and capabilities

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* There have been a number of discussions between CSC and the Departmental project managers concerning terminology. Groups variously referred to their clients as "Indians", "natives", "First Nations","Aboriginal peoples", "Indians and Inuit", "Indians Inuit and Innu". It was decided in the interest of brevity to use the word "Indian" in the profiles to refer to clients, that being the most common oral practice and to include a note to ensure that readers understand that it also includes Inuit and Innu. The only exception is the knowledge category "First Nations" because it is broader and includes knowledge of institutions which may not fit in the other label. We find this terminological morass quite uncomfortable and confusing as do most DIAND employees. We recommend that the Department make a formal decision on the appropriate terminology and communicate it widely to staff, clients and related organizations.

RECOMMENDATIONS

TRAINING

1. It is recommended that the following subject areas be covered in specially designed in-house* training programs:

SUBJECT AREA	PARTICIPANTS	TRAINING MODES
Meeting organization and management	Administrative Services Direct Services Community Economic Development Services	Briefings Workbooks / checklists On-job training
Communications	All groups	Workshops Modelling / mentoring On-job training
Advocacy	Direct Services Community Economic Development Services	Readings Workshops Modelling On-job-training
Planning & Evaluation	Direct Services Community Economic Development Services	Workshops Readings Modelling On-job-training
CED principles and skills	Community Economic Development Services	Workshops Readings On-job-training
Lending & Loan Management	Direct Services	Briefings Manuals On-job-training
First Nations	All groups	Interaction with clients Workshops Readings Modelling On-job-training
Administrative Writing	All groups	On-job-training Workshops Manuals
Work Environment	All groups	Orientation packages Readings Mentoring Postmortem discussions

* "In house" will sometimes mean the Economic Development Sector and sometime DIAND.

2. It is recommended that manuals containing the legislation, guidelines and regulations relevant to each administrative unit be visibly and easily available for consultation at any time. In addition to the original texts , the manuals would be an effective training tool if they also included short summaries of the laws, regulations and guidelines. These summaries would describe the purpose, the responsibilities and the general focus in plain language .

3. It is recommended that the Economic Development sector make arrangements with Legal Services for regular and short verbal briefings on relevant court decisions including information such as:

   - Background of case
   - Decision
   - Implications on present activities

4. It is recommended that the training plans include various modes of training rather than only classroom sessions.

5. It is recommended that time for learning computer software packages and their capabilities be considered training time and included in the budget. This implies more time than classroom sessions on a specific software: it includes the actual learning time afterward.

6. It is recommended that all managers and supervisors be trained in the technique of identifying individual training needs.

ORGANIZATION DEVELOPMENT

7. It is recommended that the distinction between Direct Services and Community Economic Development Services be discussed between regional and headquarters staff.

8. It is recommended that the job titles of the officers in Community Economic Development Services be the same across the country.

9. It is recommended that the series of forms which the administrative group needs to know and to be able to use be examined with a view to reducing the number so as to curtail paper burden.

10. It is recommended that DIAND decide on the appropriate terminology for refferring to its clients and that it inform all interested parties.

DEPARTMENT OF INDIAN AFFAIRS & NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT BRANCH

INDIVIDUAL TRAINING NEEDS IDENTIFICATION

A WORKSHOP FOR MANAGERS

FEBRUARY 14, 1991

OBJECTIVE: To become familiar with a process for effectively identifying individual training needs.

RATIONALE: Managers are being asked to define their employees' training and development needs on a yearly basis. However, they find themselves without a framework upon which to base their assessment. As a result, the training needs are often more related to the PSC course catalogue than to the real requirements of the individual.

To remedy this situation skills and knowledge profiles for various groups have been developed within ECDEV. These can now be individualized and weighted to each job.

METHODOLOGY: The skills and knowledge profiles will be presented. A method for weighing each item so that it reflects a specific job will be demonstrated and practiced. In addition, participants will learn a method for applying the profiles to an individual staff member and to define that person's training needs.

OUTPUT: Each manager will leave the workshop with a knowledge profile and a skills profile to be adapted to each specific job and to each individual as well as a method for doing so.

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METHODOLOGY FOR IDENTIFYING INDIVIDUAL TRAINING NEEDS

1. Read through the profile rating each skill/knowledge with respect to **importance** to the job

A	Mandatory	essential to performing the basic job
B	Desirable	higher level skill or knowledge which would lead to stronger performance
C	Discretionary	nice to know or to be able to do
X	Irrelevant	does not apply to this job

2. Rate each (A , B, or C) skill/knowledge with the **degree** required to do the job

I	Elementary	basic level of knowledge or skill to perform the job
II	Intermediate	secondary level of knowledge or skill
III	Superior	in-depth knowledge and skilled expertise

3. Assess the individual's **performance** of each skill or depth of knowledge. Begin with all the "A" skill or knowledge, continue with the "B's" and then the "C".

1	Can perform some parts of the skill satisfactorily and has some knowledge but requires close supervision and instruction
2	Can perform this skill satisfactorily and has sufficient knowledge but requires some supervision or instruction
3	Can perform this skill with expertise and has an in-depth knowledge . Is able to function without supervision or instruction.

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4. Identify the skills/knowledge which have a high **priority** for improvement:

P1 Important and urgent (must be addressed this year)
P2 Important but can wait until a later time

5. List the priority items on the "Individual Training Plan worksheet" and plan training activities for each one.

Types of Training

There are many ways to deliver training, only two of which involve classroom sessions. Nor is the classroom approach always the best way to learn. Some training modes are:

- short courses
- long-term formal classroom courses
- special assignments or projects
- job rotation
- mentoring
- reading
- research
- self-directed learning with various aids: video, audio, workbooks, etc.
- on-the-job coaching
- trial and error
- networking with colleagues from other organizations

6. The coordination of these training activities results in the "individual training plan".

NOTE: For this process to be effective, it must be a joint and common effort by the manager and the individual employee concerned. Otherwise, it has a strong potential for becom,ing a paper exercise with no particular significance or relation to reality.

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INDIVIDUAL TRAINING NEEDS IDENTIFICATION

Name **Date**

Skill / Knowledge	Degree	Performance	Training plan	Priority

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HOW TO CONSULT THE SKILLS PROFILES

Each skills profile is composed of a number of "general areas of competence" to which are attached certain skills. The skills are stated in active voice and one must mentally precede the statement of each skill with the phrase "one must be able to...". Each profile is presented in two formats: as a list and as a chart. Naturally the formats present identical information but some persons may prefer working with one rather than the other.

To prevent repetition , each skill is listed only once in the profile under the general area to which it applies the most. This is not to be construed to mean that the skill is only applicable to the area under which it is listed.

Under each general area, the skills are divided into three general levels of complexity. The most complex bear the higher numbers and, in the chart format, are usually on the right. The least complex bear the lower numbers and are on the left. The others skills are in the centre and bear the middle-range numbers. There is no chronological sequence or priority rating to the skills presentation.

ADMINISTRATIVE SERVICES

This Administrative Services profile reflects the skills and knowledge required of secretaries, clerks and AS's in the Economic Development Sector. It has been referred to as "ADMINISTRATIVE SERVICES" because that terminology was found to be best suited to the groups of jobs concerned. It does not refer to a specific work unit such as Planning and Systems. ~~Rather it is understood that there are SCY's, CR's and AS's in all units.~~

The skills profile is composed of 9 general areas and 129 discreet skills. The general areas of competence in this profile are:

- Office Management
- Administrative Operations
- Interpersonal Skills
- Supervision
- Finance
- Meeting Coordination
- Personnel
- Office Automation
- Materiel Management

The knowledge profile is composed of 5 general areas and an addendum listing the forms which members of this group must know.

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT - ADMINISTRATIVE SERVICES

SKILLS PROFILE

To provide clerical, secretarial and administrative services, one must be able to...

A Office Management

A1 Maintain manuals and reference materials
A2 Apply security regulations
A3 Ensure translation
A4 Research
A5 Ensure follow-up
A6 Manage time
A7 Summarize
A8 Access information quickly
A9 Maintain BF system
A10 Plan
A11 Organize social activities
A12 Develop office manual
A13 Advise staff on policy and guidelines
A14 Establish priorities

B Administrative Operations

B1 Take messages
B2 Log mail
B3 Screen calls
B4 Type
B5 Take shorthand
B6 Format documents
B7 Make appointments
B8 Maintain filing system
B9 Establish filing system
B10 Route mail
B11 Use office equipment
B12 Write letters
B13 Proofread
B14 Redirect Callers
B15 Coordinate calendar

C Interpersonal Skills

C1 Apply appropriate telephone manners
C2 Solicit donations
C3 Maintain sense of humour
C4 Work independently
C5 Liaise
C6 Cooperate
C7 Apply common sense
C8 Maintain contacts
C9 Demonstrate patience
C10 Establish contacts
C11 Deal with all levels of staff
C12 Use discretion
C13 Deal with multiple demands
C14 Demonstrate assertiveness
C15 Handle difficult situations
C16 Work under pressure
C17 Deal with native persons
C18 Handle stress
C19 Listen
C20 Adapt to change
C21 Demonstrate tact
C22 Respond to abuse / rudeness
C23 Handle conflict

D Supervision

D1 Hold staff meetings
D2 Assign tasks
D3 Train subordinate staff
D4 Provide functional direction
D5 Praise
D6 Advise staff on career planning
D7 Instill confidence
D8 Be a mentor
D9 Establish goals
D10 Motivate
D11 Prepare PREA's
D12 Delegate
D13 Discipline subordinate staff

E Finance

E1 Process service contracts
E2 Verify Documentation
E3 Obtain budget projections
E4 Do budget transfers
E5 Process financial documents
E6 Act as custodian of funds
E7 Act as pay master
E8 Prepare documentation
E9 Use transfer payment management system
E10 Ensure accuracy
E11 Record financial transactions
E12 Monitor PY utilization
E13 Prepare various reports
E14 Respond to financial inquiries
E15 Identify anomalies
E16 Monitor financial situation
E17 Participate budget allotment process
E18 Reconcile books to budget control system
E19 Apply bookkeeping principles
E20 Process funding arrangements

F Meeting Coordination

F1 Arrange transportation
F2 Arrange meeting rooms
F3 Invite participants
F4 Book accommodation
F5 Arrange for refreshments
F6 Coordinate travel
F7 Coordinate preparation of meeting material
F8 Coordinate agenda items

G Personnel

G1 Keep track of leave
G2 Prepare letters of offer / rejection
G3 Coordinate PREA exercise
G4 Act as contact for personnel
G5 Develop training plan
G6 Update organizational charts
G7 Administer tests
G8 Screen applications
G9 Process staffing actions
G10 Conduct interviews
G11 Write job descriptions
G12 Develop rating guides
G13 Develop statement of qualifications

H Office Automation

H1 Consult computer manuals
H2 Maintain a diskette inventory
H3 Use document tracking system
H4 Use electronic mail
H5 Use local area network
H6 Use word processing software
H7 Test computer programs
H8 Use spreadsheets software
H9 Use graphics software
H10 Ensure compatibility
H11 Suggest systems modifications
H12 Operate data base
H13 Adapt to new equipment

I Materiel Management

I 1 Maintain forms inventory
I 2 Prepare documentation for purchasing
I 3 Arrange for repairs of furniture and office equipment
I 4 Arrange for telephone service
I 5 Arrange for disposal of furniture
I 6 Arrange for electrical requirements
I 7 Obtain quotes
I 8 Take inventory
I 9 Prepare files for archives
I 10 Prepare floor plans

DEPARTEMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT BRANCH

ADMINISTRATIVE SERVICES SKILLS PROFILE

To provide clerical, secretarial and administrative services, one must be able to...

A	OFFICE MANAGEMENT	Maintain manuals and reference materials A1	Apply security regulations A2	Ensure translation A3	Research A4	Ensure follow-up A5	Manage time A6	Summarize A7	Access information quickly A8	Maintain BF system A9	Plan A10	Organize social activities A11	Develop office manual A12	Advise staff on policy and guidelines A13	Advise staff on policy and guidelines A14	
B	ADMINISTRATIVE OPERATIONS	Take messages B1	Log mail B2	Screen calls B3	Type B4	Take shorthand B5	Format documents B6	Make appointments B7	Maintain filing system B8	Establish filing system B9	Route mail B10	Use office equipment B11	Write letters B12	Proofread B13	Redirect Callers B14	Coordinate calendar B15
C	INTERPERSONAL SKILLS	Apply appropriate telephone manners C1	Solicit donations C2	Maintain sencse of humour C3	Work independently C4	Liaise C5	Cooperate C6	Apply common sense C7	Maintain contacts C8	Demonstrate assertiveness C9	Establish contacts C10	Deal with all levels of staff C11	Use discretion C12	Deal with multiple demands C13	Demonstrate assertiveness C14	Handle difficult situations C15
		Work under pressure C16	Deal with native persons C17	Handle difficult situations C18	Listen C19	Adapt to change C20	Demonstrate tact C21	Respond to abuse / rudeness C22	Handle conflict C23							
D	SUPERVISION	Hold staff meetings D1	Assign tasks D2	Train subordinate staff D3	Provide functional direction D4	Praise D5	Advise staff on career planning D6	Instill confidence D7	Be a mentor D8	Establish goals D9	Motivate D10	Prepare PREA's D11	Delegate D12	Discipline subordinate staff D13		
E	FINANCE	Process service contracts E1	Verify documentation E2	Obtain budjet projections E3	Do budget transfers E4	Process financial documents E5	Act as custodian of funds E6	Act as pay master E7	Prepare documentation E8	Use transfer payment management system E9	Ensure accuracy E10	Record financial transactions E11	Monitor PY utilization E12	Prepare various reports E13	Respond to financial inquiries E14	Identify anomalies E15
		Monitor financial situation E16	Participate in budget allotment process E17	Reconcile books to budget control system E18	Apply bookkeeping principles E19	Process funding arrangements E20										
F	MEETING COORDINATION	Arrange transportation F1	Arrange meeting rooms F2	Invite participants F3	Book accommodation F4	Arrange for refreshments F5	Coordinate travel F6	Coordinate preparation of meeting material F7	Coordinate agenda items F8							
G	PERSONNEL	Keep track of leave G1	Prepare letters of offer / rejection G2	Coordinate PREA exercice G3	Act as contact for personnel G4	Develop training plan G5	Update organizational charts G6	Administer tests G7	Screen applications G8	Process staffing actions G9	Conduct interviews G10	Write job descriptions G11	Develop rating guides G12	Develop statement of qualifications G13		
H	OFFICE AUTOMATION	Consult computer manuals H1	Maintain a diskette inventory H2	Use document tracking system H3	Use electronic mail H4	Use local area network H5	Use word processing software H6	Test computer programs H7	Use spreadsheets software H8	Use graphics software H9	Ensure comptability H10	Suggest systems modifications H11	Operate data base H12	Adapt to new equipment H13		
I	MATERIEL MANAGEMENT	Maintain forms inventory I 1	Prepare documentation for purchasing I 2	Arrange for repairs of furniture and office equipment I 3	Arrange for telephone service I 4	Arrange for disposal of furniture I 5	Arrange for electrical requirements I 6	Obtain quotes I 7	Take inventory I 8	Prepare files for archives I 9	Prepare floor plans I 10					

Administrative Services

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT - ADMINISTRATIVE SERVICES*

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATION AND GUIDELINES

Indian Act
Financial Administration Act
TB, PSC and DSS directives and guidelines
Financial signing authorities
Security rules re:EDP

2. WORK ENVIRONMENT

Mandate of DIAND
DIAND programs
- regulations and guidelines
- roles & responsibilities

Program Terms and conditions
TB authorities
Funding vehicles
Resource allocation methods
Management regime
Native Organizations
Government system
The boss's priorities
Acronyms
CAEDS policy and initiatives

3. FINANCIAL ADMINISTRATION

Financial activity process
- Budgets
- Commitments
- Invoice process
- expenditure recording process
- reconciling methods
- report formats

Program evaluation & audit
Planning & resource allocation process
- government
- DIAND
- sector

Resource allocation methodologies

4. OFFICE MANAGEMENT

Personnel management
- Staffing
- Training
- Classification

Current PY usage
Procurement
- EDP
- Goods
- Services
  - temporary help

Accommodation management processes
Local Area Networks
- standards
- concepts
- administrative principles

Hardware / software compatibilities
- printer compatibilities

E-Mail
Ministerial tracking system
Installation procedures
Records management system
Project management principles

5. GENERAL

Sources of information
Computer terminology
Training information sources
Where to find reference manuals
- pertaining to other programs in the department
- training, contracts, relocation

Grammar and spelling
Communication networks
- formal and informal

Various software and hardware
DOS

* This profile concerns ST-SCY's, CR's and AS's in the Economic Development Sector

FORMS

Application for employment
Application for leave
Airline charter
Authorization / cheque release
Budget input
Budget transfers
Business card order
Central records
Check requisition
Commitment certificates
Compensatory leave
Conference approval
Courier requisitions
Data base input
Delegation of financial signing authority
Dental care
Direct deposit
Hospitality claims
Journal vouchers
Internal requisitions
Letter of direction of payment
Loan security
Pay lists
Petty cash
Physician's certificate
Printing requisitions
Registration documents A to J
Registration schedules 1 to 6
Request for cheque pick-up
Service contract request
Staffing request
Taxi chits
Temporary agency request
Training application and authorization
Transfer payment management system action request
Travel authority and expense claim
Travel exception
Variance report
Vehicle user & request/ authority for private use of departmental vehicles
Workers' compensation

* This profile concerns ST-SCY's, CR's and AS's in the Economic Development Sector

DIRECT SERVICES

It was presumed that the "Direct services" function was quite distinct from any other in the sector. This is not quite the case. The delineation between Community Economic Development Services and Direct Services is not as clear-cut in the regions as it is at HQ. It appears that officers attached to Direct Services in in the field are often quite involved in CEDO development. Headquarters staff state that the regional officers do not comprehend clearly the distinction between the two. Regional staff state that a strict delineation is impossible because of circumstances. Communications are not clear.

A related issue is the sense that the Direct Services function is to be curtailed and staff members are confused about the development of training for a "disappearing" function. However, if these concerns can be dealt with, an in-house training program for "Direct Services Officers" should include the following:

Business and Economics
Loan Management
Lending
Economic Development
Access to Resources
Environmental Assessment Review Process
Management
Advocacy
Research
Communication Skills

DEPARTMENT OF INDIAN AND NORTHERN AFFAIRS

ECONOMIC DEVELOPMENT - DIRECT SERVICES

SKILLS PROFILE

To provide direct services, one must be able to...

A Advocacy & Research

A1 Identify barriers to development
A2 Identify sources of funding
A3 Conduct surveys
A4 Identify opportunities
A5 Identify Indian* interests
A6 Stay abreast of Indian businesses
A7 Communicate successes
A8 Defend project
A9 Sell project
A10 Promote opportunities
A11 Negotiate with partners/bands
A12 Ensure constituent support
A13 Coordinate CAEDS partners
A14 Interface with other programs & departments
A15 Interface with Provincial/Territorial governments
A16 Represent Indian interests
A17 Assess opportunities
A18 Research commercial development

B Development

B1 Explain corporate structures
B2 Review annual reports
B3 Assess organizational structure
B4 Assist in community development
B5 Respect cultural differences
B6 Advise on assessment of business plans
B7 Provide linkage to CAEDS
B8 Assist in policy & procedures development
B9 Assist in assessing operational plans
B10 Assess political will
B11 Assess political support
B12 Teach
B13 Train
B14 Assist in development of performance indicators
B15 Develop entrepreneurship
B16 Provide business advice

C Lending

C1 Conduct credit investigation
C2 Prepare loan agreement
C3 Assess ownership structure
C4 Prepare security documents
C5 Analyse financial package
C6 Assess loan repayment capability
C7 Assess management strategy
C8 Assess management capability
C9 Assess market study
C10 Analyse financial statement and forecast
C11 Assess joint venture partners
C12 Assess applicants
C13 Assess business environment
C14 Assess political climate
C15 Say "no"

D Access to Resources

D1 Explain Provincial /Territorial legislation
D2 Prepare submissions
D3 Issue leases & permits
D4 Analyse memoranda of agreement
D5 Negotiate opportunities for Indian
D6 Negotiate commercial transactions
D7 Negotiate leases, permits & royalties
D8 Develop memoranda of agreement
D9 Motivate clients

E Environmental Assessment Review

E1 Sensitize clients to environmental issues
E2 Train CEDO's in environment procedures
E3 Direct Environmental Assessment Review Process
E4 Obtain expert opinion
E5 Identify appropriate criteria
E6 Perform site investigation
E7 Recruit consultants
E8 Ensure implementation of mitigation measures
E9 Define responsibility for EARP
E10 Estimate cost of EARP
E11 Establish terms of reference
E12 Determine potential environmental impact

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* For the purposes of this document only, the term "Indian" is deemed to include Indian, Inuit and Innu.

F	Management
F1	Organize meetings
F2	Work with consultants
F3	Coordinate
F4	Give directions
F5	Manage consultants
F6	Manage meetings
F7	Prepare presentations
F8	Make presentations
F9	Provide counselling
F10	Write effectively
F11	Consult clients
F12	Communicate
F13	Listen
F14	Do cost benefit analysis
F15	Influence clients
F16	Work within government system
F17	Manage projects
F18	Map power centres
F19	Participate in working groups
F20	Obtain consensus
F21	Work under pressure
F22	Resolve crises

G	Loan Management
G1	Monitor loan payments
G2	Assess claims for loss
G3	Maintain loan accounting system
G4	Perform site visits
G5	Obtain legal opinions
G6	Prepare debt deletions
G7	Evaluate securities
G8	Assess debt deletions
G9	Assess compromise settlements
G10	Participate in developing loan accounting systems
G11	Convince Department of Justice officials
G12	Negotiate repayment
G13	Contract administration of portfolios
G14	Sell portfolios
G15	Perform operational review
G16	Negotiate access to collateral
G17	Realize on securities
G18	Negotiate compromise settlement

H	Administration
H1	Use word processing software
H2	Use graphics software
H3	Use computerized data base
H4	Use spreadsheet software
H5	Respond to inquiries
H6	Assist in preparation of financial management plan
H7	Review department financial audits
H8	Review band/CEDO audits
H9	Perform operational reviews
H10	Assess policy
H11	Prepare plan of action
H12	Prepare reports
H13	Implement procedures
H14	Analyse reports
H15	Respond to parliamentary questions
H16	Prepare documents
H17	Prepare briefing cards
H18	Prepare briefing notes
H19	Develop policies and procedures
H20	Interpret legislation
H21	Anticipate parliamentary questions
H22	Draft orders-in-council
H23	Make recommendations
H24	Write TB submissions

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT — ECONOMIC DEVELOPMENT BRANCH — DIRECT SERVICES — SKILLS PROFILE

To provide direct services, one must be able tto...

ADVOCACY& RESEARCH	Identify barriers to development A1	Identify sources of funding A2	Conduct surveys A3	Identify opportunities A4	Identify indian* interests A5	Stay abreast of Indian businesses A6	Communicate successes A7	Defend project A8	Sell project A9	Promote opportunities A10	Negotiate with partners / band A11	Ensure consumer support A12	Coordinate CAEDS partners A13	Interface with other programs & departments A14	Interface with Provincial / Territorial governments A15	Represent Indian interests A16	Assess opportunities A17	Research commercial development A18
DEVELOPMENT	Explain corporate structures B1	Review annual reports B2	Assess organizational structure B3	Assist in community development B4	Respect cultural differences B5	Advise on assessment of business plans B6	Provide linkage to CAEDS B7	Assist in policy and procedures development B8	Assist in assessing operational plans B9	Assess political will B10	Assess political support B11	Teach B12	Train B13	Assist in development of performance indicators B14	Develop entrepreneurship B15	Provide business advice B16		
LENDING	Conduct credit investigation C1	Prepare loan agreement C2	Assess ownership structure C3	Prepare security documents C4	Analyse financial package C5	Assess loan repayment capability C6	Assess management strategy C7	Assess management capability C8	Assess market study C9	Analyse financial statement and forecast C10	Assess joint venture partners C11	Assess applicants C12	Assess business environment C13	Assess political climate C14	Say "no" C15			
ACCESS TO RESOURCES	Explain Provincial / Territorial legislation D1	Prepare submissions D2	Issue leases & permits D3	Analyse memoranda of agreement D4	Negotiate opportunities for indians D5	Negotiate commercial transactions D6	Negotiate leases, permits & royalties D7	Develop memoranda of agreement D8	Motivate clients D9									
ENVIRONMENTAL ASSESSMENT REVIEW	Sensitize clients to environmental issues E1	Train CEDO's in environmental procedures E2	Direct Environmental Assessment Review Process E3	Obtain expert opinion E4	Identify appropriate criteria E5	Perform site investigation E6	Recruit consultants E7	Ensure implementation of mitigation measures E8	Define responsibility for EARP E9	Estimate cost of EARP E10	Establish terms of reference E11	Determine potential environmental impact E12						
MANAGEMENT	Organize meetings F1	Work with consultants F2	Coordinate F3	Give direction F4	Manage consultants F5	Manage meetings F6	Prepare presentations F7	Make presentations F8	Provide counselling F9	Write effectively F10	Consult clients F11	Communicate F12	Liaise F13	Do cost benefit analysis F14	Influence clients F15	Work within government system F16	Manage projects F17	Map power centres F18
	Participate in working groups F19	Obtain consensus F20	Work under pressure F21	Resolve crises F22														
LOAN MANAGEMENT	Monitor loan payments G1	Assess claims for loss G2	Maintain loan accounting system G3	Perform site visits G4	Obtain legal opinions G5	Prepare debt deferrals G6	Evaluate securities G7	Assess debt deferrals G8	Assess compromise settlements G9	Participate in developing loan accounting system G10	Convince Department of Justice officials G11	Negotiate repayment G12	Contract administration of portfolios G13	Sell portfolios G14	Perform operational review G15	Negotiate access to collateral G16	Realize on securities G17	Negotiate compromise settlement G18
ADMINISTRATION	Use word processing software H1	Use graphics software H2	Use computerized data base H3	Use spreadsheet software H4	Respond to inquiries H5	Assist in preparation of financial management plans H6	Review departmental financial audits H7	Review band / CEDO audits H8	Perform operational reviews H9	Assess policy H10	Prepare plans of action H11	Prepare reports H12	Implement procedures H13	Analyse reports H14	Respond to parliamentary questions H15	Prepare documents H16	Prepare briefing cards H17	Prepare briefing notes H18
	Develop policies and procedures H19	Interpret legislation H20	Anticipate parliamentary questions H21	Draft orders-in-council H22	Make recommendations H23	Write TB submissions H24												

DIRECT SERVICES — DIRECT SERVICES

* For the purposes of this document only, the term "Indian" is deemed to include Indian, Inuit and Innu

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT - DIRECT SERVICES

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATIONS, REGULATIONS AND GUIDELINES

Security requirements for laws
Indian mining regulations
Indian oil and gas regulations
Indian timber regulations
Taxation (legislation, issues, etc)
Resource Access Negotiations (RAN)
    policies and standards
Legal precedents
Provincial legislation of the following resources:
    agriculture
    forestry
    mining
    fisheries
    tourism
Commercial law
Indian Act
Central agencies regulations
Loan orders-Direct/guarantee (legislation)
Memoranda of agreement ie:
    forestry
    fisheries
    tourism
Indian Economic Development Fund (IEDF)
    Regulations
Basic law- Commercial law
Treaty Land Entitlement
Financial Administration Act
Signing authorities
Staff Relations Act
Environmental assessment review process
Collection procedures and laws
Respective treaties
Indian referendum regulations
Indian Band by-law process

2. BUSINESS AND ECONOMICS

Accounting
Provincial/National economy
Board of Directors functions
    (legal responsibilities etc.)
Business structures (proprietorships,
    joint ventures, etc.)
Business practices
Sustainable development principles
Bonding - Tendering - Bidding
Financial analysis

2. BUSINESS AND ECONOMICS (cont'd)

Marketing assessment
Economics
Community economic development
Types of guarantees
Types of financing
Program funding allocations and management regime
Cost / Benefit Analysis
Contribution terms and conditions
    - flexible transfer payments
    - alternative funding arrangements
Job related employment and training initiatives
Tribal Council funding formula
License (permits) ie:
    mining
    forestry
    tourism
    sand and gravel
Employment opportunities
Statutory and fiduciary responsibilities

3. WORK ENVIRONMENT

Political environment
Indian cultures' aspirations, barriers etc.
Other Department programs
Provincial programs
Private sector activity (economy)
Performance indicators
New products
Existing Community Economic Development
Organizations, ie:
    Saskatchewan Indian Agricultural
    Program (SIAP)
    tribal councils
    bands
DIAND - structure, programs, mandate, mission
Indian Oil and Gas Canada - structure
Land designation (reserve status)
Federal Government Funding Process
Regional development opportunities

4. GENERAL

Project management
Computer hardware and software
Large scale projects
Technological change

COMMUNITY ECONOMIC DEVELOPMENT SERVICES

It was a specific and difficult task to develop a title for this group because the job titles are so varied across the country. It is recommended that a consistent job title be defined such as CED Advisor or CAEDS Advisor.

A training program for this group should be developed consisting of several different modules on specific knowledge or skill areas and lasting only a few days each. Individual training needs could be identified and managers can direct employees to such and such modules. Some knowledge and skill areas should be expected of employees as they are hired, some are learned on the job without particular training, some require more formal instruction.

The following subject areas are recommended for a general training program for this group:

Community Economic Development
Organization Development
First Nations: knowledge and communication skills
Professional/Technical Development
Advocacy
Liaison
Planning and Evaluation

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

COMMUNITY ECONOMIC DEVELOPMENT SERVICES

SKILLS PROFILE

To assist in organizational capacity development, one must be able to...

A Professional/Technical Development

A1 Provide opinions
A2 Assist in selection of human resources
A3 Deliver training
A4 Analyse requests
A5 Advise on strategy
A6 Advise on financial management
A7 Advise on organizational structure
A8 Advise on CED principles
A9 Propose CED approaches
A10 Respond to various needs
A11 Negotiate funding agreement
A12 Negotiate memoranda of agreement
A13 Participate in the development of training
A14 Evaluate training
A15 Propose scenarios
A16 Identify options
A17 Involve others
A18 Empower others

B Advocacy

B1 Promote Indian* interests
B2 Explain Indian interests
B3 Work with the media
B4 Identify issues
B5 Build on-going relationships
B6 Defend Indian interests
B7 Influence others
B8 Build consensus
B9 Solve problems
B10 Build trust
B11 Obtain a clear mandate

C Liaison

C1 Organize conferences and work sessions
C2 Organize agendas
C3 Chair meetings
C4 Exercise authority
C5 Coordinate
C6 Network
C7 Interpret policy
C8 Work with partners
C9 Take initiative
C10 Lead
C11 Compromise
C12 Obtain commitment
C13 Facilitate work sessions
C14 Establish common ground
C15 Act as information broker
C16 Discover hidden agendas
C17 Work within political environments
C18 Work with Indian political scene
C19 Work in cross-cultural situations

D Communication

D1 Select communication tools
D2 Prepare presentations
D3 Make presentations
D3 Develop communication plans
D4 Get to the point
D5 Take the fuzz out of the system
D6 Report
D7 Write succinctly
D8 Say "no"
D9 Exchange ideas and feelings
D10 Deal with silence
D11 Provide feedback
D12 Accept feedback
D13 Read audience
D14 Listen
D15 Adapt communications to listener

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E	**Planning and Evaluation**
E1	Develop action plans/steps
E2	Gather information
E3	Assess operational plan
E4	Forecast
E5	Define criteria
E6	Analyse information
E7	Monitor results
E8	Make recommendations
E9	Assist in training needs analysis
E10	Define goals
E11	Develop scenarios
E12	Work within committees

F	**Administration**
F1	Follow procedures
F2	Manage budgets
F3	Negotiate contracts
F4	Handle new technology
F5	Use computers
F6	Manage time
F7	Manage people
F8	Work with consultants

G	**Self Development**
G1	Work with little supervision
G2	Keep up to date
G3	Cope with change
G4	Follow through
G5	Make decisions
G6	Adapt to environment
G7	Demonstrate confidence
G8	Deal with stress
G9	Assess oneself

FEBRUARY 1991

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT BRANCH

COMMUNITY ECONOMIC DEVELOPMENT SERVICES

SKILLS PROFILE

To assist in organizational capacity development, one must be able to...

PROFESSIONAL/ TECHNICAL DEVELOPMENT	Provide opinion A1	Assist in selection of human resources A2	Deliver training A3	Analyse requests A4	Advise on strategy A5	Advise on financial management A6	Advise on organizational structure A7	Advise on CED principles A8	Propose CED approaches A9	Respond to various needs A10	Negotiate funding agreement A11	Negotiate memoranda of agreement A12	Participate in the development of training A13	Evaluate training A14	Propose scenarios A15	Identify options A16	Involve others A17	Empower others A18	
ADVOCACY	Promote Indian* interests B1	Explain Indian interests B2	Work with the media B3	Identify issues B4	Build on-going relationships B5	Defend Indian interests B6	Influence others B7	Build consensus B8	Solve problems B9	Build trust B10	Obtain a clear mandate B11								
LIAISON	Organize conferences and work sessions C1	Organize agendas C2	Chair meetings C3	Exercise authority C4	Coordinate C5	Network C6	Interpret policy C7	Work with partners C8	Take initiative C9	Lead C10	Compromise C11	Obtain commitment C12	Facilitate work sessions C13	Establish common ground C14	Act as information broker C15	Discover hidden agendas C16	Work within political environments C17	Work with Indian political scene C18	Work in cross-cultural situations C19
COMMUNICATION	Select communication tools D1	Prepare presentations D2	Make presentations D3	Get to the point D4	Take the fuzz out of the system D5	Report D6	Write succinctly D7	Say "no" D8	Exchange ideas and feelings D9	Deal with silence D10	Provide feedback D11	Accept feedback D12	Read audience D13	Listen D14	Adapt communications to listener D15				
PLANNING AND EVALUATION	Develop action plan/strategy E1	Gather information E2	Assess operational plan E3	Forecast E4	Define criteria E5	Analyse information E6	Monitor results E7	Make recommendations E8	Assist in training needs analysis E9	Define goals E10	Develop scenarios E11	Work within committees E12							
ADMINISTRATION	Follow procedures F1	Manage budgets F2	Negotiate contracts F3	Handle new technology F4	Use computers F5	Manage time F6	Manage people F7	Work with consultants F8											
SELF DEVELOPMENT	Work with little supervision G1	Keep up to date G2	Cope with change G3	Follow through G4	Make decisions G5	Adapt to environment G6	Demonstrate confidence G7	Deal with stress G8	Assess oneself G9										

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DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

COMMUNITY ECONOMIC DEVELOPMENT SERVICES

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATION, REGULATIONS AND GUIDELINES

Indian act
Canadian Human Rights Act
Employment Equity Act
Financial Administration Act
Tax laws: Bill C115
James Bay Agreement
Cree-Naskapi Act
Environmental legislation and acts
Supreme Court decisions
    Sparrow
    Rafferty
Bill C 31
Treasury Board guidelines
Federal and Provincial jurisdiction
Forest and wildlife management legislation
Treaty domain
Government policy and procedures
CEIC
    guidelines for aboriginal programming
    Canadian Job Strategy
ISTC program guidelines
Contributions CFA, FTP and AFA process
Memoranda of understanding (MOU) between DIAND and other government departments
Various ECDEV operating policies:
- funding of sectorial development corporations
- funding of CEDO's

2. ECONOMIC DEVELOPMENT

Development interventions
Local, regional and national economic climate
Basic principles and tools of planning
Accounting and financial management
Employment trends: national and provincial
Funding vehicles with DIAND (AFA, CFA, Self-government)
Types of DIAND payments

2. ECONOMIC DEVELOPMENT (cont'd)

Statistical analysis
Theory of community economic development
Business plan analysis
Principles of budgeting
Economics
Basic principles of marketing
Start up programs for small businesses (assistance)
Business expansion programs
Business improvement loans
Small business venture capital program
Human resource development planning practices
First Peoples Fund
Industrial Adjustment Service
Organizations
e.g. Aboriginal credit corporations
    Aboriginal development corporations
    Federal Business Development Bank
    Canadian Executive Services Overseas
    Business development centres
    Community future offices
Chambers of commerce
Indian and Inuit business internship program
Indian management assistance programs

3. ORGANIZATION DEVELOPMENT

Organizations and individuals':
    issues, concerns, needs, goals, ways of working, values, strengths and weaknesses
Theory and framework for organizations
Planning techniques
Project management system and procedures
Administrative systems
How organizations develop, function, change
Organizational theories
Training consultants
Organizational design and development
Evaluation techniques

4. FIRST NATIONS

Implications of Indian land claims
First nations aims and objectives
Treaties 8 and 11
Differences between Indian and Inuit cultures
Implications of Indian and Inuit court decisions
Cross cultural knowledge
Resource people and organizations
Native languages
Indian and Inuit issues and concerns
Indian and Inuit organizational structures
- Tribal Council
- Band
- Union
- Sectorial institutions
- ACC's
- Training Institutions
Protocol
Socio-economic conditions

5. WORK ENVIRONMENT

DIAND structure and lines of authority
mission statement
administrative process
contracting process
Programs & policies
Management regimes
Policies and procedures;
Other players and their roles
Federal government
How the bureaucracy works
Planning system
Other governments' programs and services
Personnel management (PREA's, unions, etc.)
Environmental Assessment Review Process
CAEDS strategy: - partners
- program components
Indian and Inuit political organization/background
Federal government esp. ISTC , CEIC
EDA agreements
Economic and political trends of the region
Economic and employment priorities unique to each region
Western diversification program
Training institutions' programs

6. GENERAL

Standards of correspondence
Briefing notes
Capacity of various computer programs and their functions
Statistical analysis
Data collection evaluation
Collective agreements
Rules for administrative writing in English and French
Sources of information

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT - COMMERCIAL DEVELOPMENT

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATIONS, REGULATIONS, POLICIES AND GUIDELINES

Indian Act
Bank Act & regulations
Indian mining regulations
Indian oil and gas regulations
Indian timber regulations
Taxation (legislation, issues, etc)
Resource Access Negotiations (RAN)
    policies and standards
Legal precedents
Comprehensive claim process and legislation
Cree-Naskapi Act
Self-Government legislation
Commercial aspects of federal,
    provincial, & municipal legislation
Procurement review policy - ISTC / TB
Canadian Annual Procurement Strategy (CAPS)
Band Governance
    - land bylaws
    - process
Commercial law
Central agencies guidelines
Loan orders-Direct/guarantee (legislation)
Indian Economic Development Fund (IEDF) and
    Eskimo Loan Fund operating guidelines
Financial Administration Act
Signing authorities
Environmental assessment and review process
Collection procedures and laws
Land Regimes
Federal/Provincial regional development
    agreements re small business
Comprehensive Claims

2. COMMERCIAL DEVELOPMENT

Accounting and auditing
Provincial, national & regional economies and
    demographics
Board of Directors
    functions
    roles & responsibilities, etc.
Business legal structures
  e.g. sole proprietorship
    corporations
    partnerships

2. COMMERCIAL DEVELOPMENT (Cont'd)

Business development options
Bonding
Tendering
Bidding
Licensing
Business planning
Business assessment
    financial
    viability
    technical
    marketing
    management
    environmental
Business Financing options
  e.g. tax incentives
    venture capital
    leasing
    debt financing
    equity financing
Public financing
  e.g. municipal bonds
Demographics
Economic principles - micro
    - macro
Community economic development
Sustainable development principles
Types of guarantees/ securities
  e.g. Franchising
    joint ventures
    industrial parks
Cost / Benefit Analysis
Contribution agreements (terms and conditions)
Comprehensive Funding Arrangements -
    - contributions
    - flexible transfer payments
    - alternative funding arrangements
Business / commercial opportunities
Statutory and fiduciary responsibilities
Regional development opportunities
Land administration
Banking administration

3. WORK ENVIRONMENT

Political environment
Management regime
DIAND Program funding allocations
Other Department programs
CEIC programs / ISTC programs
Other Federal programs
Provincial programs
Private sector activity (economy)
Performance indicators
New products & technology
DIAND - structure, programs, mandate, mission
Federal Government Policy and Funding Process
Central agency processes

4. FIRST NATIONS

Indian & Inuit conditions, cultures, aspirations, barriers etc.
Land designation (reserve status)

5. GENERAL

Policy/procedure writing process
Project management
Computer hardware and software
Large scale projects
Technological change
Statistical techniques
Computer analysis techniques
System development
Training techniques
Ministerial correspondence /Q & A/ briefing note standards & process

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

COMMUNITY ECONOMIC DEVELOPMENT DIRECTORATE

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATION, REGULATIONS AND GUIDELINES

Indian act
CAEDS Strategy
Canadian Human Rights Act
Employment Equity Act
Financial Administration Act
Tax laws
James Bay Agreement
Cree-Naskapi Act
Environmental legislation and acts
Legal issues such as Sparrow
Rafferty
Sioui
Laws such as Bill C 31
Bill C21
Bill C115
Sechelt Act
Treasury Board guidelines
Federal and Provincial jurisdiction
Treaty domain
Government policy and procedures
CEIC
guidelines for aboriginal programming
Pathways process
Community Futures
Canadian Job Strategy
ISTC/AEP program guidelines
Contributions: FTP, CFA & AFA processes
Memoranda of understanding (MOU) between DIAND and other government departments
Federal/provincial agreements: EDA's
MOU's
Various ECDEV operating policies

2. COMMUNITY ECONOMIC DEVELOPMENT

Development interventions
Regional & national economic climate and trends
Basic principles and tools of planning
Accounting and financial management
Employment trends: national and provincial
Funding vehicles with DIAND (AFA, CFA, Self-government)
Types of DIAND payments
Statistical analysis

2. COMMUNITY ECONOMIC DEVELOPMENT (cont'd)

Theory and principles of community economic development
Business cycle
Business plan preparation and analysis
Principles of budgeting
Marketing principles
Assistance programs
Industrial Adjustment Service
Business community
Organizations
e.g. Aboriginal credit corporations
Aboriginal development corporations
Federal Business Development Bank
C.A.S.E.
Canadian Executive Services Overseas
C.C.N.B.
Heritage Canada
Economic Council of Canada
Community Crossroads
Entrepreneurship Institute of Canada
Funding organizations & institutions
Advisory and support services

3. ORGANIZATION DEVELOPMENT

Human resource development planning practices
Project management
Administrative systems
How organizations develop, function, change
Organizational principles & theories,
e.g.: issues, concerns, needs, goals
ways of working
values
strengths and weaknesses
Theory and framework for organizations
How organizations develop, function, change
Organizational design and development
Audit and evaluation techniques
Motivational theories
Strategic planning
Management theory
Management of consultants
System development
Performance measurement tools

4. FIRST NATIONS

Indian land claims
Specific claims
Comprehensive claims
First nations aims, objectives and aspirations
Treaties
Indian and Inuit political organization/background
First Nations' Protocol
Indian, Inuit and Innu cultures
Values
Implications of Indian and Inuit court decisions
Broad cultural barriers
Barriers to business development
Resource people and organizations
Native languages
Indian and Inuit issues and concerns
Indian, Inuit and Innu organizational structures
Socio-economic conditions

5. WORK ENVIRONMENT

DIAND
- organizational structure
- mission
- administrative process
- contracting process
- policies and procedures
- program structure
- management regimes

Federal government
- Structure
- Program and approval process
- Planning system

Human Resources management
(PREA's, unions, etc.)
Other governments' programs and services

5. WORK ENVIRONMENT (cont'd)

Central Agencies processes
How the bureaucracy works
Environmental Assessment Review Process
CAEDS strategy: - partners
- program components
Capacity building / CED
- program
- tools
- materials
- organizations

Land regimes
Land leasing/designation

6. GENERAL

Standards of administrative writing
e.g. Cabinet documents
- Briefing notes
- TB Submissions
- Aide-mémoire
- Q & A
- Dockets

Capacity of various computer software and their functions
Analytical techniques (computer)
Training techniques
Statistical analysis
Data collection & evaluation
Collective agreements
Sources of information

DEPARTMENT OF INDIAN AND NORTHERN AFFAIRS

ECONOMIC DEVELOPMENT - ECONOMIC POLICY ANALYSIS

KNOWLEDGE PROFILE

One must have knowledge such as:

1. ACADEMIC KNOWLEDGE

Principles of economic theory
Computer literacy
- e.g. Word Perfect
  - Lotus
  - D-Base
  - Statistical Analysis System
  - Harvard Graphics

Data analysis

2. KNOWLEDGE OF NATIVE ECONOMIC AND EMPLOYMENT SITUATION

Education
Employment and earning
Industry profile of employment
Transfer payment dependency
On-reserve economic activity and spending pattern
Community Futures

3. GOVERNMENT POLICY & PROGRAMS FOR INDIANS

Key Government Policies
Existing key government programs (Federal/provincial) affecting Aboriginal population

4. GOVERNMENT OPERATIONS

Machinery of Government
- PMO
- Cabinet Documents
- Main Estimates
- Expenditure Review Committee
- PCO

Current focus / objectives of government
Functionning of DIAND

5. INDIAN LEGAL ISSUES

Indian Act
Royalty regimes
Legal aspects of land claim settlements
Jay Treaty
Broader interpretation and implications of recent Supreme Court decisions
- e.g. Sparrow
  - Guérin

6. OTHER LEGISLATIONS AND REGULATIONS

Employment Equity Act
Environment Legislation

7. SOCIO-ECONOMIC ISSUES

Social structures
Historical perspectives within Canadian system

8. ECONOMIC DEVELOPMENTS

Economic priorities for Indians
Economic barriers
Economic climate
ACCs - Aboriginal Capital Corporations
Business prospects
Taxation and fiscal regimes

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
ECONOMIC DEVELOPMENT - LABOUR FORCE DEVELOPMENT
KNOWLEDGE PROFILE

A. CORE KNOWLEDGE

"*Core Knowledge* refers to those elements that could be considered necessary not only to do jobs in this group, but also to operate at a middle or senior management position in government. Thus, the core knowledge is both essential in this area and transferable to other areas."*

1. JURISDICTIONS

- i.e. federal / provincial / territorial responsibilities

2. ORGANIZATION OF THE GOVERNMENT OF CANADA

- responsibilities and roles of departments
- responsibilities of central agencies
- financial and program accountability mechanisms
- how accountability is achieved
  - e.g. Deputy Ministers contracts
    Estimates process
    evaluations
    audits

3. MACHINERY / PROCESS OF GOVERNMENT

- Bureaucracy
  - Cabinet paper system
  - Cabinet committees and responsibilities
  - support for Cabinet committees
  - Treasury Board authorization process
- Government side
  - Roles of standing committees
  - legislative committees

4. PROCESS FOR PROVIDING ADVICE TO MINISTERS AND SENIOR OFFICIALS

- briefing notes
- correspondence
- preparation for Question Period

5. PROJECT MANAGEMENT

- TB Administration Policy
- Financial Administration Act
- contracting

B. SPECIFIC KNOWLEDGE

"*Specific Knowledge* is specific first of all to jobs in DIAND (Knowledge of Department Knowledge of Clients) then to all jobs in the sector (i.e. Sector Knowledge and Interface plus Knowledge of the Department and Knowledge of Clients); and finally to what (for the current fiscal year) we have been calling "Labour Force Development" (Interface Labour Market / Labour Force)." *

1. KNOWLEDGE OF DEPARTMENT

- legislative base: source and content of DIAND's mandate
- mission statement
- organizations (IIAP; NAP)
- sector responsibilities and roles
- importance to Economic Development Sector
- funding mechanisms and procedures:
  - AFA
  - FTP
  - contributions
  - contracts

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* Quoted from an internal memorandum signed by Margaret ~~Mitchell~~ and dated Januray 28, 1991.
Mitchell

B. SPECIFIC KNOWLEDGE (cont'd)

2. KNOWLEDGE OF CLIENTS

- cross-cultural awareness
- key aboriginal representative organizations and their memberships
- organization of Indian and Inuit governing / administration structures
  - e.g. bands,
    tribal councils
    sectorial institutions
- socio-economic conditions, especially related to labour force participation
- issues of key concern to clients
  - e.g. self-government
    treaty land entitlement
    division of NWT

3. SECTOR KNOWLEDGE

- objectives of economic development
- sector priorities
- work plans
- responsibilities of organizational units
- region vs headquarters responsibilities and roles
- CAEDS:
  - partners
  - program components
  - CEDO mandate and funding

4. INTERFACE

- federal departments with specific responsibility for DIAND clients
  - e.g. CEIC
    ISTC
    PSC
- provincial governments: aboriginal priorities and plans
  - e.g. Ontario
- Non-governmental organizations
  - e.g. CCNB
    CESO
    CANDO

5. LABOUR MARKET / LABOUR FORCE

- Employment Equity Act and related regulations
  - e.g. Federal Contractors Program
- EIC's "pathways to Success" and its impact on aboriginal labour force participation
- other EIC programs
  - e.g. Native Outreach
- Census of Canada: analysis and presentation of data
- regional and national economic and employment trends

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT - PLANNING & SYSTEMS

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATION AND GUIDELINES

Indian Act
Financial Administration Act
TB, PSC and DSS directives and guidelines
Financial signing authorities
Security rules re:EDP

2. WORK ENVIRONMENT

Mandate of DIAND
DIAND programs
    regulations and guidelines
    roles & responsibilities
Program Terms and conditions
TB authorities
Funding vehicles
Resource allocation methods
Management regime
Native Organizations
Government system
The boss's priorities
Acronyms
CAEDS policy and initiatives

3. PLANNING / RESOURCE CONTROL

Financial activity process
    Budgets
    Commitments
    Invoice process
    expenditure recording process
    reconciling methods
    report formats
Program evaluation & audit
Planning & resource allocation process
    government
    DIAND
    sector
Resource allocation methodologies
Personnel management
    staffing
    training
    classification
Current PY usage

3. PLANNING / RESOURCE CONTROL (cont'd)

Procurement
    EDP
    Goods
    Services
        - temporary help
Accomodation managment processes

4. SYSTEMS

Local Area Networks
    standards
    concepts
    administrative principles
Hardware / software compatibilities
    printer compatibilities
E-Mail
Ministerial tracking system
Installation procedures
Records management system
Project management principles
Computer programming
Technical writing principles
Systems development methodologies
PC operation & basic maintenance
Security & housekeeping procedures for computer usage
Procurement process
Products in market place
Economic Development Resource products
Existing systems

5. GENERAL

Sources of information
Computer terminology
Training information sources
Where to find reference manuals
    - pertaining to other programs in the department
    - training, contracts, relocation
Grammar and spelling
Communication networks
    -formal and informal
Various software and hardware
DOS

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT - POLICY COORDINATION & COMMUNICATION

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATION, REGULATIONS AND GUIDELINES

Indian act
Significance of :
- Tax laws: Bill C115
- James Bay Agreement
- Cree-Naskapi Act
- Supreme Court decisions:
  - Sparrow
  - Rafferty
  - Sioui
- Bill C 31

Federal and Provincial jurisdiction
- Divison & responsibilities of the Constitution

Government policy and procedures
Taxation issues
Memoranda of understanding (MOU) between DIAND and other government departments
Various ECDEV operating policies:
- funding of sectoral development corporations
- funding of CEDO's

2. ECONOMIC DEVELOPMENT

Local, regional and national economic climate
Employment trends: national and provincial
Basic principles & tools of planning
Funding vehicles with DIAND (AFA, CFA, Self-government)
*Theory of community economic development[1]
Economic development theory
*Resource development practices
Basic principles of marketing
*Business expansion programs
*Business improvement loans
*Small business venture capital program
*Human resource development planning practices
*First Peoples Fund
*Industrial adjustment service

2. ECONOMIC DEVELOPMENT (cont'd)

Aboriginal capital corporations
Aboriginal development corporations
*Federal Business Development Bank
*Canadian Executive Services Overseas
*Business development centres and community future offices
*Indian management assistance programs
*Chambers of commerce
*Indian and Inuit business internship program

3. FIRST NATIONS

Implications of Indian land claims
First nations aims and objectives
*Treaties 8 and 11
Differences between Indian and Inuit cultures
Implications of Indian and Inuit court decisions
Cross cultural knowledge
Resource people and organizations
Indian and Inuit issues and concerns
Indian and Inuit organizational structures
- Tribal Council
- Band
- Union
- Sectoral institutions
- ACC's
- Training Institutions

Socio-economic conditions
History of Aborigina economic development

4. ORGANIZATION DEVELOPMENT

Organizations and individuals':
issues, concerns, needs, goals, ways of working, values, strengths and weaknesses
Planning techniques
*Project management system and procedures
*Administrative systems
Policy analysis

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[1] Starred items are knowledge of lesser importance

5. WORK ENVIRONMENT

DIAND mission statement
other program/sector mandates
E.D. sector mandate
branch mandates
individual responsibilities
DIAND *objectives, programs
DIAND *administrative process
policies and procedures
structure and lines of authority
*Program policies and management regimes
*contracting process
How government operates
Federal/provincial break-out of programs
Other governments' programs and services
How the bureaucracy works
Protocol ?
Federal government
Programs, policies relating to Indian economic development
Departments with policies which could make a greater economic contribution to benefit Indian communities, businesses & individuals
Interdepartmental linkages
*Planning system of federal government
*Environmental Assessment Review Process
CAEDS strategy: - partners
- program components
Indian and Inuit political organization/background
EDA agreements
National and regional economic and political development
Economic and employment priorities
Western diversification program
ACOA
(Potential) Private sector partner's needs, aboriginal opportunities

6. GENERAL

Standards of correspondence
Briefing notes
*Capacity of various computer programs and their functions
Rules for administrative writing in English and French
Sources of information
Departmental
government wide
central agencies

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ECONOMIC DEVELOPMENT **RESOURCE DEVELOPMENT**

KNOWLEDGE PROFILE

One must have knowledge such as:

1. LEGISLATION, REGULATIONS AND GUIDELINES

British North American Act
Indian Act
Indian mining Regulations
Mining laws
Timber Regulations
Tax laws: Bill C115
James Bay Agreement
Cree-Naskapi Act
Sechelt Act
Environmental legislation and acts
Exclusion list
EA Act
Self-Government Acts
Fed./Prov. Supreme Court decisions
Constitutional framework
Federal and Provincial resource legislation
Forest and wildlife legislation
Treaties
CEIC guidelines for aboriginal programming
ISTC program guidelines
Contributions CFA, FTP and AFA process
Memoranda of understanding (MOU) between DIAND and other government departments
Various ECDEV operating policies:
- funding of sectorial development corporations
- funding of CEDO's

LRT operating policies vis-à-vis natural resources
International Policies
GATT
Natural resources
FTA conventions/ policies
Federal/Provincial Mining Agreements
Federal/Provincial land agreements
Financial Administration Act
Government policy and procedures
Treasury Board guidelines
Principals of designing regulations

2. ECONOMIC DEVELOPMENT

Local, regional and national economic climate
Marketing & feasibility research
Market development techniques
Community planning/priorizing
Community economic development process
Basic principles and tools of planning
Accounting and financial management
Employment trends: mining industry
Funding vehicles with DIAND (AFA, CFA, Self-government)
Statistical analysis
CEDO
Business plan analysis
Small Business Venture Capital Program
Organizations
e.g. Aboriginal development corporations
Federal Business Development Bank
Canadian Executive Services Overseas
Indian management assistance programs
Joint ventures

3. FIRST NATIONS

Implications of Indian and Inuit land claims
First nations aims and objectives
Treaties - comprehensive claims agreements
Implications of Indian and Inuit court decisions
Cross cultural knowledge
Resource people and organizations
Indian and Inuit issues, concerns, sensibilities
Indian and Inuit organizational structures
Aboriginal Institutions
- political
- sectorial
- business

Indian entrepreneurs
Motivations & Obstacles
Support groups
Values & ethics
Strengths of traditional economy
Traditional socio-economic situation

4. WORK ENVIRONMENT

DIAND structure and lines of authority
- Programs & policies
- Management regimes
- Policies and procedures
- contracting process
- Other players and their roles

Fiduciary responsibilities of Minister
Central Agencies processes
Federal government
- ISTC
- CEIC
- EMR
- Fisheries & Oceans
- Forestry Canada
- Agriculture
- Environment: Canadian Wildlife Service
- Tourism

Regulatory change process
Federal/provincial relationships
Personnel management (PREA's, unions, etc.)
Other governments' programs and services
Provincial ministries of resources
Fur Institute of Canada
Environmental Assessment Review Process
CAEDS strategy: - partners
- program components
Economic and political trends of the region
Economic and employment priorities unique to each region
Western diversification program
ACOA's, EDA's and ERDA's
Training institutions' programs

5. RESOURCE DEVELOPMENT

Resource Access Negotiations
Permit & Lease Process
Provincial Resource Activity
Resource industry
Mitigation measures
Land and resource management
Professional and industry organizations
Consulting industry
Service industry

6. NON-RENEWABLE RESOURCES

Geology
Geophysics
Geochemistry
Remote sensing
Engineering
Drilling
Geostatistics
Earth sciences
Hydrology

6. NON-RENEWABLE RESOURCES (Cont'd)

Geography
Stock market & financial mechanism
Exploration techniques, procedures, technology
Mining property evaluation
New discoveries, technologies
Monitoring of mining operations
Mining royalty structures
Mining & exploration equipment
Mineral processing
Mineral markets
Mineral uses, application (industry)
Safety
Employment
Mitigation - rehabilitation mined lands
Pollution/Environment

7. RENEWABLE RESOURCES

Ecology
Private sector interest
- e.g. Forestry
- Fur

International Development
Market situation
Policies/conventions/situations
- development
- current
- status

Status of inventory
- natural
- resources
- eduction
- capital requirements
- market

Current academic studies/research
Public attitudes
Forestry Management
Fishing
Tourism
Agriculture

8. GENERAL

Standards of correspondence
Briefing notes
Computer programs
Data collection evaluation
Collective agreements
Rules for administrative writing in English and French
Communication options