A Human Resource Capacity Tool for First Nations //

PLANNING FOR TREATY

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Terms or concepts that appear in *italics* throughout the document are included in the Glossary.

ABOUT THIS TOOL

This tool was developed by the British Columbia Treaty Commission (BCTC) to assist BC First Nations who are working through the treaty process with their *Human Resource (HR) planning*. It responds to a growing need for a practical, efficient tool for First Nations with diverse sets of priorities, capacity levels, and traditions of *governance*. It is not a one-size-fits-all approach, but can be modified by First Nations to meet their unique needs and circumstances.

SEEKING OTHER RESOURCES

This tool is an instrument to help you strategically plan for your community's post-treaty human resource (HR) and governance needs. Once strategic HR planning is complete, however, other steps will have to be taken to implement your HR Plan. For example, you may have to train current or new employees to better prepare for their post-treaty jobs within your government.

Consequently, this tool ties in to the work of other organizations such as the First Nations Public Service Secretariat (FNPSS). The FNPSS works to secure quality, affordable training opportunities, particularly in the area of human resource development, to further support First Nations' self-governance. To review the opportunities that have been created, please refer to the First Nations Public Service Secretariat website — www.firstnationspublicservice.com.

Also seek out capacity building and governance initiatives at other organizations, such as the "Governance Toolkit: A Guide to Nation Building" that is being developed by the BC Assembly of First Nations (http://www.bcafn.ca/toolkit). Other organizations, such as the First Nations Technology Council (http://fnbc.info/FNTC), may have resources of interest as well.

Your First Nation can use this strategic planning tool, along with resources from other organizations, to transition from pre-treaty *Indian Act* governance to post-treaty self-governance by supporting human resource planning and development.

Introduction //

HR PLANNING — WHAT IS IT?

Human Resource (HR) refers to the people who work for a community. Every community needs qualified people to manage its business affairs and to plan for the future. With qualified people, a community can more efficiently deliver programs and services, manage assets, create economic opportunities, and perform other functions of governance.

Simply put, HR planning is developing a clear, practical strategy to make sure that a community has the right people working at the right time in the right jobs. This supports *good governance*.

WHY UNDERTAKE HR CAPACITY PLANNING?

Self-government under a modern treaty is an exciting opportunity that can empower communities. It will be very different from governance under the *Indian Act* including, among other things, new *governance structures*, new law and policy making authorities, and a larger land base.

How will your community and its government respond to these changes? Will staff be ready to assume new or modified duties and responsibilities that arise under a modern treaty? Will your government have the right number of people with the right qualifications to support self-governance after treaty? Suppose your community has never had a Director of Legal Services and decides to create the position. Who will you select to fill that position and where will they come from? If you recruit from within your community, how will you train that person and assess their performance?

Completing HR planning will provide answers to these types of questions and will help ensure that your community is ready for self-governance under a modern treaty. It will also strengthen your community's ability to support its members.

HR PLANNING AND GOOD GOVERNANCE

HR planning will help your community prepare for self-government under a modern treaty. However, HR planning alone cannot ensure good governance. Other requirements for good governance include:

- Cultural relevance
- *Constitutional development*
- Laws and policies to guide decision making
- Accountability and transparency
- Efficient and effective administrative systems.

When all of these components work together as an efficient whole, they demonstrate the strong link between HR planning and the community's larger vision for self-governance under treaty. By recognizing the important link between HR planning and self-government, a community can ensure that it is on the right path to build capacity and support good governance. To reinforce the link between HR planning and self-governance, it is helpful if your community understands and supports:

- The overall vision for self-government under treaty
- What that vision means for the community and its members
- How HR planning helps to achieve that vision.

For more tools, see the Governance (and Good Governance) on page 106 in the **RESOURCES** tab. To be efficient, leadership might want to consider coordinating the work of HR planning with work in other areas of governance.

A PARTICIPATORY APPROACH

Experience has shown that First Nations' HR planning that is "top down" (i.e. undertaken by a small group of people with little to no input from the community) rarely works well and can be a source of misunderstanding and conflict within the community.

This tool adopts a *participatory approach* to HR planning. A participatory approach is a "bottom up," open and inclusive process that creates opportunities for community members to help develop an HR Plan. It creates trust and ensures the credibility of the process. It also improves the effectiveness of the HR Plan that is developed.

We highly recommend engaging community members at every opportunity in the HR planning process.

WHAT CONDITIONS ARE NEEDED FOR SUCCESSFUL HR PLANNING?

Three conditions are needed for success in HR planning:

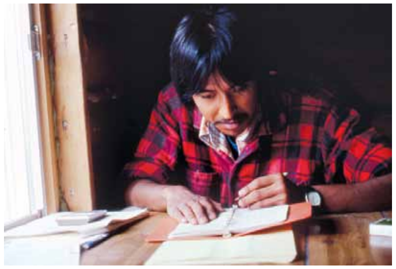
1. The right time to start
2. Support from leadership
3. Financial and human resources

1. The right time to start
To prepare for governance under a modern treaty, an appropriate time to begin the process of HR planning is when your community is close to reaching an *agreement in principle* (AIP), or soon after. Typically, it takes two to three years after an AIP to reach a *final agreement*. After a final agreement the *effective date* is normally one or two years later to allow for ratification of the agreement by the parties, and preparation for implementation. Overall, it will take an estimated 3–5 years from the time your First Nation reaches an AIP until the treaty's effective date.

Stages 1–4 of this tool have been designed to allow a community to complete the *HR planning* process within a similar timeframe (3–5 years). This ensures that on your treaty's effective date, you will have the right people working at the right time in the right jobs to support self-governance.

An HR Planning Timeline is provided on page 10 to reflect this 3–5 year timeframe. You can use this timeline to guide and monitor your HR planning progress.

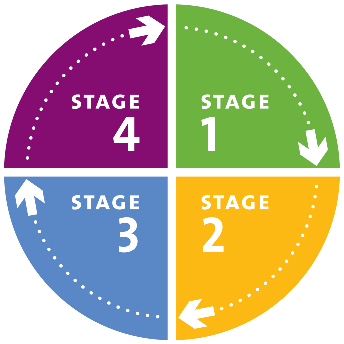
2. Support from leadership
Continuous and active support from leadership and key departments within a First Nation, including the treaty team, is vital for successful HR planning. It is important that HR planning become, and be perceived by the community as, a top priority for your leadership and government departments.



3. Financial and human resources
The research, analysis and other activities needed for successful HR planning will require time and resources. Likewise, implementing a plan to build HR capacity will incur significant costs for training, reorganization and so on. Even though this tool does not focus on funding for HR planning and implementation, sources of funding exist and should be explored before the HR planning process is undertaken.

For more information on funding sources, see the Funding section on page 104 in the **RESOURCES** tab.

Introduction //



HOW THIS TOOL IS ORGANIZED

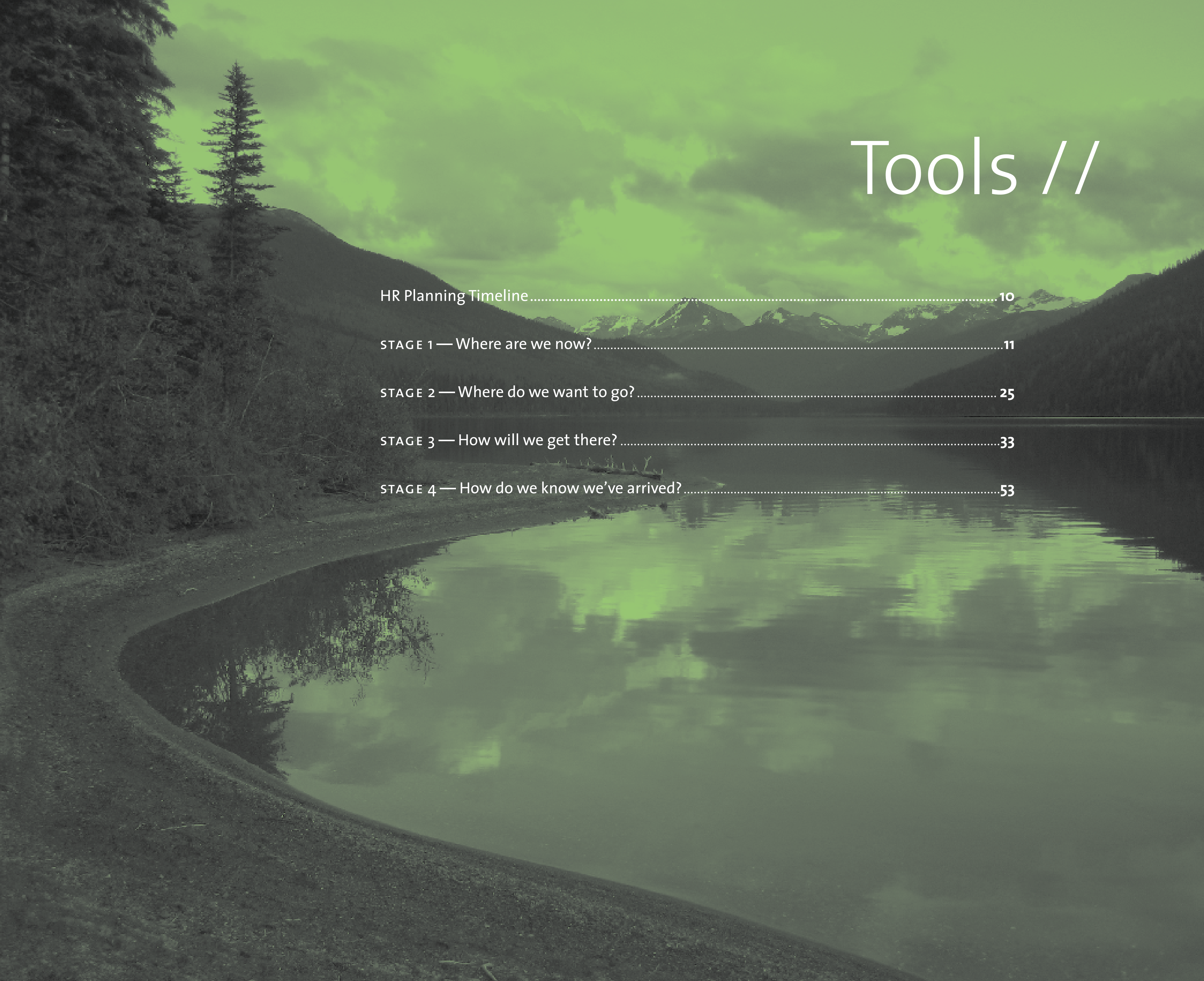
This tool is framed by four guiding questions, each of which corresponds to a specific stage in the HR planning process. These stages are:

STAGE 1 — Where are we now?
STAGE 2 — Where do we want to go?
STAGE 3 — How will we get there?
STAGE 4 — How will we know we've arrived?

The format for each stage in this tool is the same. The beginning of each stage lists the expected outcomes. You can refer to these outcomes to help keep your strategic planning process on track.

Each stage contains a set of practical steps that guide the HR planning process and will help to achieve the outcomes. Each step has detailed descriptions, as well as suggestions on how to approach them.

The start of each stage also has a checklist. As you work through each stage, you can check off the steps that you have completed to monitor your progress before you move on to the next stage.



Tools //

HR PLANNING TIMELINE

The following four stages of this tool are a comprehensive process for HR planning that can be adapted to the needs of your community. To help you navigate this process, a timeline is reproduced on the next page. This timeline covers all the steps in Stages 1 to 4, and should begin when your First Nation is close to reaching an agreement in principle (AIP). Typically, your treaty will become effective 3–5 years after your community has reached an AIP.

The timeline is a guide to help your community monitor its progress during HR planning. Some steps can be undertaken at the same time, or may overlap with other steps depending on available resources or work planning.

There is also a checklist provided at the beginning of each stage to help monitor your HR planning progress. You can complete these checklists as you work through each stage.

HR PLANNING TIMELINE

Begin your HR planning process when your community is close to reaching an agreement in principle (AIP). This is typically 3–5 years before your treaty becomes effective.

STAGE 1 — WHERE ARE WE?				STAGE 2 — WHERE DO WE WANT TO GO?		STAGE 3 — HOW WILL WE GET THERE?					STAGE 4 — HOW DO WE KNOW WE'VE ARRIVED?
MONTHS 1-5	MONTHS 6-10	MONTHS 11-13	MONTHS 14-16	MONTHS 17-20	MONTHS 21-23	MONTHS 24-26	MONTHS 27-31	MONTHS 32-33	MONTHS 34-37	EFFECTIVE DATE	MONTHS 38+
Recruit HR team (Steps 1, 3)	Complete communications plan (cont'd)	Complete situation analysis (Step 9)	Obtain community feedback on HR Baseline Report (Step 11)	Develop vision for HR capacity (Step 1)	Obtain feedback on vision and objectives (Step 4)	Create a list of jobs & job descriptions (Step 1)	Identify gaps (Step 3)	Develop HR manual (Step 8)	Obtain feedback on HR plan (Step 9)		Monitor implementation (Step 1 & Stage 3, Step 6)
Introduce HR planning to community (Step 2)	Gather Information (Steps 5, 6, 7)	Produce HR Baseline Report (Step 10)	Revise & adjust HR Baseline Report	Set HR objectives & priorities (Steps 2, 3)	Finalize HR vision, objectives & priorities	Identify HR supply (Step 2)	Complete training needs assessments (Step 3)	Begin tracking implementation (Step 6)	Revise & adjust (if required)		Create an evaluation process (Step 2)
Develop communications plan (Step 4)							Identify strategies to close gaps (Step 4)		Continue tracking implementation (Step 6)		Measure success (Step 3)
							Establish priorities (Step 5)				Report to community (Step 4)
							Create an organizational chart (Step 7)				

Stage 1 — Where are we now?

Stage 1 raises questions, such as:

- What does your government look like today?
- What programs or services are provided?
- How are decisions made?
- How many full time employees are there?
- What skills, abilities or interests exist within the community that could help to meet its future human resource needs?

In short — where is your community right now? The outcomes and steps outlined in this stage will help your community answer these questions.

As you work through Stage 1, it is important to report to and obtain direction from leadership whenever appropriate.

OUTCOMES FROM STAGE 1

By working through the steps in Stage 1, you will address the need for:

1. Awareness and support within the community for HR planning and its role in achieving self-governance under a modern treaty.
2. An HR Planning Team, including an "HR Planning Champion" to drive and manage the process.
3. A communications strategy for ongoing *community engagement* in developing the HR plan.
4. An inventory of actual and potential HR assets and skills within the community.

STEPS IN STAGE 1

Check off each step as you work through Stage 1.

- ☐ 1. Select an "HR Planning Champion"
- ☐ 2. Introduce the HR planning process to the community
- ☐ 3. Choose the HR Planning Team and key contacts
- ☐ 4. Develop a Communications Plan
- ☐ 5. Draw on other information
- ☐ 6. Interview the HR Planning Team and key contacts
- ☐ 7. Survey the membership
- ☐ 8. Complete an inventory of skills and interests
- ☐ 9. Conduct a situation analysis
- ☐ 10. Develop an HR Baseline Report
- ☐ 11. Obtain feedback and community validation

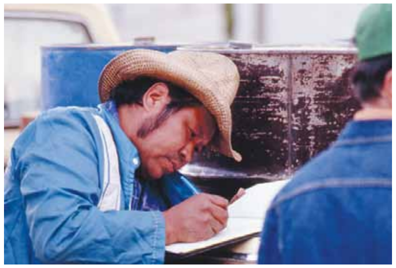
Step 1 — SELECT AN "HR CHAMPION"

To achieve HR planning success in any community-driven process, it is helpful to have an "HR Planning Champion." This person is responsible for coordinating, overseeing and driving the HR planning process from start to finish. They should also have leadership's support to use resources to achieve HR planning goals. They are accountable to the leadership for oversight of the process and use of resources.

The first step in Stage 1 is to select an HR Planning Champion. Other names or titles can also be used (e.g. HR Coordinator); the decision is up to you. It is crucial to choose a suitable HR Planning Champion. If the person selected is not motivated or is not a good fit, the HR planning process is likely to fail and time and resources will be wasted. To avoid this, leadership must ensure that the HR Champion has strong leadership, communication and problem solving skills, and is highly motivated. First-hand knowledge of the community is an asset.

The HR Planning Champion is responsible for reporting to the leadership on a regular basis.

☑ Work with leadership to select an HR Planning Champion.



Step 2 — INTRODUCE THE HR PLANNING PROCESS TO THE COMMUNITY

It is important that your HR planning process engages community members and has their approval and support. Their input will improve your overall HR Plan and will help ensure that it has community support at implementation time. Effective communication is a key factor in developing that support. We suggest the HR Planning Team clearly demonstrate to community members that their input is both welcome and valued.

The key objective of Step 2 is to introduce the HR Planning Champion to the community. Ideally, this introduction should take place when the Chief, Council and treaty team are present. The aim is to show the community that:

- The HR planning process is a top priority for the leadership and treaty team
- The HR Planning Champion has their trust to oversee this process.

There are many different ways to introduce the HR planning process to the community. Feel free to be creative and introduce it in many ways. The HR planning process could be introduced at community dinners, annual gatherings, festivals, and so on.

☑ Use every opportunity to introduce the HR Planning Champion and process to the community to engage membership and generate interest.

Step 3 — CHOOSE THE HR PLANNING TEAM AND KEY CONTACTS

An HR Planning Team is needed to drive the HR planning process. Ensure that different groups within your community, such as Elders and youth, are represented. Members of this team should be motivated and chosen for their ability to contribute to the success of the HR planning process. With a dedicated team, the HR planning process will be more effective and widely supported.

Early on, we recommend that the HR Planning Team assess its abilities to carry out the HR planning process. The HR Planning Team may determine that outside help is needed for training or other support to improve results and reduce costs.

It is also critical that a variety of voices in the community have a say in developing the HR Plan. Elders, councillors, youth, staff and other groups can provide valuable information about the community, its current conditions, capacity and future needs. This core group will become the *key contacts* for the HR Planning Team as the HR planning process evolves. The role of the key contacts is to:

- Advise the HR Planning Team
- Liaise with the community
- Become supporters of the HR planning process.

To be respectful of the contribution from these key contacts, acknowledgement or honoraria may be appropriate.

☑ Select an HR Planning Team and determine early on if outside support or training is needed.
☑ Identify key contacts within the community to further support the HR planning process.

Step 4 — DEVELOP A COMMUNICATIONS PLAN

For practical information on how to develop an effective Communications Plan, refer to the First Nations Communications Toolkit developed by the Tewanee Consulting Group and Aboriginal Affairs and Northern Development Canada. This is an excellent and comprehensive resource. More information can be found on page 101 in the **RESOURCES** tab.

A Communications Plan is a written document that describes how key messages will be communicated to target audiences for a specific purpose or objective. It will normally have an internal audience (e.g. leadership and staff) and an external audience (e.g. the larger community) and will be designed to reach both audiences in different ways. It will include specific tools, approaches and activities through which key messages will be communicated to target audiences.

The objectives of an external Communications Plan are:

- To inform the community about the HR planning process, including its goals and benefits
- To exchange ideas and information with community members about a common HR vision, objectives and priorities
- To build strong support for the HR planning process and HR Plan.

A participatory approach, like this tool, relies on a communication feedback loop (as shown in the diagram on the right). The HR Planning Team develops its recommendations and presents them to the community for review, comment and inclusion in the HR Plan. This keeps community members involved and strengthens the final plan.

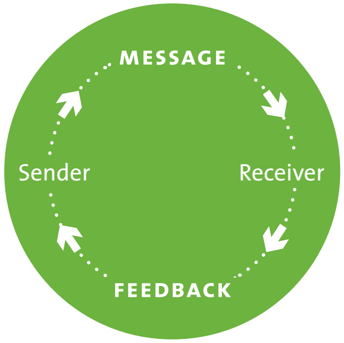
Getting input or feedback from community members (also called community engagement) can be accomplished in many ways. Community or small group meetings are often effective. One-on-one conversations with community members are also helpful (for more information, see Step 7 in this section on page 20). Survey questionnaires, a newsletter or other printed materials can be helpful, but are not a substitute for direct engagement with community members.

To reach a wider audience or off-reserve members, the internet, where it is accessible, can be an effective communications tool. The First Nations Technology Council (www.fntc.info) can provide more information. Consider using news groups, online discussion forums or social media such as Twitter or Facebook to link these members to the HR planning process.

To implement the Communications Plan, a budget with a commitment for funding from the leadership is needed. Avoid underestimating costs as it may be difficult to obtain necessary funding later. The Communications Plan includes a clear strategy for evaluating its effectiveness and to determine if your message is reaching your target audiences.

☑ Create a Communications Plan with clear objectives and *strategies* to reach target audiences.

COMMUNICATION FEEDBACK LOOP



Step 5 — DRAW ON OTHER INFORMATION

Past reports, plans, surveys or policies about the community are potentially valuable in guiding your current HR planning process. This information can be used to save time and money and learn from past mistakes.

If your community has a Comprehensive Community Plan (CCP) or something similar, it can be an important source of information about the community and its future HR needs. Ensure that your CCP is current and supported by the community. Other reports, plans and policies can also be used to guide HR planning.

Past information should be summarized for the HR Planning Team and, where appropriate, shared with the key contacts.

For resources on *Comprehensive Community Planning* refer to page 103 in the **RESOURCES** tab.

☑ Review the information in past community reports, plans, surveys or policies and identify what may be helpful to your current HR planning process.

Step 6 — INTERVIEW THE HR PLANNING TEAM AND KEY CONTACTS

Gathering information from the HR Planning Team, leadership, staff and key contacts about "where we are now" will help inform and guide subsequent HR planning activities. This can be accomplished through in-depth interviews.

Summarize the information gathered in Step 5 to generate discussion during interviews. Establish clear procedures for conducting interviews. Keep the information that you gather for future reference and make it easily accessible to the HR Planning Team.

For further information on conducting interviews and designing interview questionnaires refer to page 88 in the **RESOURCES** tab.

- ☑ Conduct interviews with the HR Planning Team, leadership, staff and key contacts.
- ☑ Ensure that the information you collect is recorded and easily accessible.

Step 7 — SURVEY THE MEMBERSHIP

Community input into the HR planning process is a valuable source of information, will help build strong support, and will improve the overall HR Plan.

One tool for including community members is a survey of on and off-reserve members to obtain their views about "where we are now." Their opinions on the HR capacity of the community and their skills and interests will help the community meet its future HR needs. Be sure to ask community members if they have an interest in working for your community's post-treaty government. Review the next step (step 8) before conducting these surveys.

To complete a survey, prepare a list of questions with clear instructions. If circumstances allow, conduct the survey in person and record the answers. Where this is not possible for everyone, mail-out surveys are an option.

For an introduction to the basics of planning and conducting surveys, refer to the Surveys section on page 79 of the **RESOURCES** tab.

- ☑ Develop and conduct surveys with community members, in-person where possible.

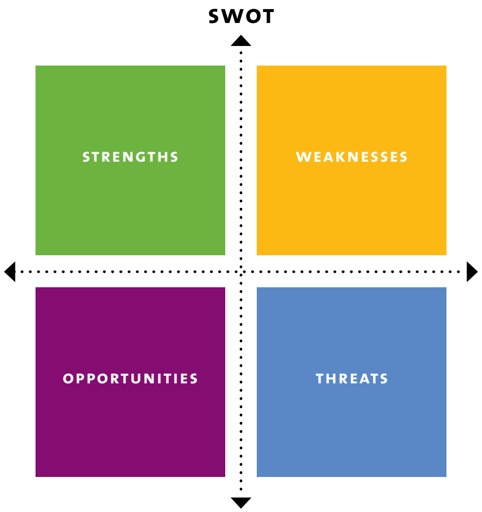
Step 8 — INVENTORY OF SKILLS AND INTERESTS

To determine "where we are now," the HR Planning Team needs a detailed inventory of actual and potential skills, abilities and interests of existing staff and community members. This information will be used to compare the community's current HR capacity with the HR capacity that will be needed for self-government under treaty.

This is an opportunity to determine what skills, abilities and interests already exist, or who is interested in acquiring new skills and abilities that will be useful for the community's future governance. Some of this information may already be available from Steps 6 and 7.

Some software products simplify the work of compiling and updating a community's inventory of skills and interests. For information on new and innovative software, see the Skills Database and Candidate Search System information on page 109 in the **RESOURCES** tab.

☑ Complete an inventory of current skills, abilities and interests that community members have. Community members may be able to fill many of your future HR needs.



Step 9 — SITUATION ANALYSIS

By now, you will have invested substantial time and effort in gathering, analyzing and sorting information about HR capacity. It will be helpful at this point to pause and look at the internal and external conditions that affect your community's ability to develop and carry out an HR plan successfully. This is sometimes called a *situation analysis*.

A situation analysis should be completed by the HR Planning Team and other staff. Key contacts can also play a role. Ensure that the results of the situation analysis are documented for future reference — for instance, in a summarized report.

The goal of the situation analysis is to objectively identify and assess factors that may assist or prevent your community from developing the HR capacity it needs for self-governance. Some of these conditions can be controlled by your community, others cannot. Both situations are important to consider in your situation analysis.

When completing the situation analysis, techniques such as *SWOT Analysis* (diagram at left), *Appreciative Inquiry* or others may help you to assess the community's current situation. Choose an option that suits your needs.

For detailed information on completing a SWOT Analysis, turn to page 68 in the **RESOURCES** tab. For a list of resources to help you conduct an Appreciative Inquiry, see page 100 in the **RESOURCES** tab.

☑ Complete a community situation analysis using a technique such as a SWOT Analysis, Appreciative Inquiry, or other.

Step 10 — HR BASELINE REPORT

An *HR Baseline* Report is a significant step in answering "Where are we now?" It will contain an accurate and up-to-date report on actual and potential HR capacity within your community. Ideally, this report should be short and easily understood by community members so they can provide feedback.

You can use the HR Baseline Report Template on page 98 in the **RESOURCES** tab to guide you. Use the outcomes from your situational analysis (Step 9) and your survey data (Step 7) to support your conclusions in the HR Baseline Report.

☑ Compile the information gathered in Stage 1 and develop an HR Baseline Report to determine "where the community is now."

Step 11 — FEEDBACK AND COMMUNITY VALIDATION

This is the final step in Stage 1. Distribute the HR Baseline Report to the community. Actively seek feedback from community members by drawing on the Communications Plan to reach your target audience.

Revise the HR Baseline Report to reflect community feedback so that members have confidence that it accurately reflects "Where the community is now."

☑ Share the HR Baseline Report with community members and actively seek their feedback. Revise the report if need be.

Stage 2 — Where do we want to go?

Stage 2 is about the future. It requires the community to work together to develop a vision and objectives for HR planning. This vision and its objectives will provide strategic direction for the detailed work that will be undertaken in Stage 3.

As you work through Stage 2, it is important to report to and obtain direction from leadership whenever appropriate.

OUTCOMES FROM STAGE 2

Stage 2 has three outcomes:

1. A vision for HR planning.
2. An inventory and ranking of HR planning objectives.
3. Community validation of the HR planning vision and ranked priorities.

Stage 2 contains four steps. All of them will be essential for developing an effective HR Plan later on in Stage 3.

STEPS IN STAGE 2

Check off each step as you work through Stage 2.

- ☐ 1. Develop a vision
- ☐ 2. Set HR objectives
- ☐ 3. Prioritize HR objectives
- ☐ 4. Engage community members to finalize objectives and priorities

Step 1 — develop a vision

To develop an HR Plan, a vision is needed to outline what that plan might look like. A vision is a "snapshot of the future" with a clear statement of the *values* and principles that define that future. This will guide the HR Plan's design process as the details are gradually filled in. Importantly, the HR vision can be used to stimulate further ideas and discussion, and build relationships.

The core group for this visioning exercise is the HR Planning Team and key contacts. They will use the information gathered in Stage 1, as well as their knowledge of the community, to guide them in developing a vision that reflects the community's values and aspirations for the future. Agreement among all participants on a shared vision is highly desirable.

Workshops are an effective way to develop a strategic HR vision. Workshops allow participants to visualize a future based on shared community values and goals. Visioning workshops can include focus groups, brainstorming sessions or other techniques designed to explore potential options. If resources are available, a trained facilitator can help the community develop its vision.

Step 1 — DEVELOP A VISION

More than one session may be required to develop a vision for the future. Prior planning and preparation with clearly stated goals is essential.

Ensure that the vision is written down in a way that will inspire, energize and motivate the community, as well as stimulate creative thinking. Use this *vision statement* to guide your HR planning.

For further information on visioning and how to conduct a visioning workshop, refer to page 111 in the **RESOURCES** tab.

☑ Have the HR Planning Team and key contacts develop a vision that reflects the community's values, principles and aspirations.

Step 2 — SET HR OBJECTIVES

HR objectives identify key goals that will help the community achieve its vision. They build on and strengthen the vision by providing a checklist of important issues or concerns that will be addressed in an HR Plan. They also help the HR Planning Team and community make choices and build consensus.

HR objectives consist of short action statements with specific outcomes. They should be SMART — Specific, Measureable, Achievable, Relevant and Time dated.
Examples of HR planning objectives could include:

- Increase local employment opportunities for members
- Improve program and service delivery
- Increase productivity and efficiency by using HR resources wisely
- Provide access to education and training for youth
- Spend wisely as you design and implement HR policies.

With the help of the key contacts, the HR Planning Team will develop a list of HR objectives. This work will be informed and guided by the information gathered in Stage 1, including the HR Baseline Report.

For more information related to this step, see the Objectives (Setting) section on page 108 in the **RESOURCES** tab.

☑ Work with the HR Planning Team and key contacts to develop a list of HR objectives.

S **SPECIFIC** — *not too general*
M **MEASURABLE** — *easily evaluated*
A **ACHIEVABLE** — *can be done*
R **RELEVANT** — *applicable*
T **TIME DATED** — *clear time frame*

Step 3 — PRIORITIZE HR OBJECTIVES

Ranking the importance of objectives — from most critical to least critical — is a key exercise in developing your community's priorities, which will influence the shape and content of the HR Plan. It won't be possible to achieve all of your HR objectives at once, which is why it is necessary to set priorities.

Keep in mind that giving greater priority to one objective may reduce your ability to achieve other objectives. It doesn't mean that some objectives will be ignored, only that they may have to be put off or achieved over a longer timeframe.

For example, imagine that a First Nation determines that it would like to create many new jobs immediately after a final agreement. Imagine that it also sets an objective for wise financial management. In this instance, using a great deal of money to create many new jobs in a short period of time could drain the First Nation's financial resources, thereby actually causing more harm in the long run. The First Nation may therefore determine that wise financial management is a greater priority than job creation. Objectives must be evaluated based upon their impact and timeframe, and you will likely find "trade-offs" as you develop your list.

To rank objectives, the HR Planning Champion and HR Planning Team should ask for community direction in a workshop setting about what is most important to the community's HR needs. Begin to develop a prioritized list of objectives to determine "what matters most" to your community members. Stimulate discussion about appropriate priorities and arrive at a final list of prioritized objectives.

- ☑ Review the HR objectives that you set in the last step and rank them in priority. Make a list outlining which are the most important down to the least important.

Step 4 — COMMUNITY ENGAGEMENT IN FINALIZING OBJECTIVES AND PRIORITIES

This step is crucial to ensure ongoing community support for the HR planning process. It consists of:

- Presenting the HR objectives and priorities to the community for their review
- Assessing their feedback and use it to revise the list of HR objectives and priorities as necessary
- Finalizing HR objectives and priorities for HR planning.

Draw on the Communications Plan that you developed in Stage 1 to inform and obtain feedback from community members about HR objectives and priorities. Ensure that feedback from members is kept for future reference.

Be prepared to revise HR objectives and priorities to reflect feedback from the community. Without their support, the HR Plan will not have a solid foundation. It will also be difficult to develop that support later in the process.

☑ Present your list of HR objectives and priorities to community members for input and support. Revise your list if necessary.

Stage 3 — How will we get there?

Stage 1 of this tool asked "Where are we now?" Stage 2 then asked "Where do we want to go?" In Stage 3, HR planning now enters the 'details' phase and asks "How will we get there?"

This stage includes a nine step approach to building an HR Plan, and will take some time to work through. The HR Planning Tables that you will work through in this stage will be the foundation of your HR Plan.

As you work through Stage 3, it is important to report to and obtain direction from leadership whenever appropriate.

OUTCOMES FROM STAGE 3

Five main outcomes flow from Stage 3:

1. Completion of HR Planning Tables (the foundation of an HR Plan).
2. *Training needs assessments* (TNAs) with explicit plans to provide that training.
3. An HR Plan.
4. An HR Manual.
5. Community validation of the final HR Plan.

STEPS IN STAGE 3

Check off each step as you work through Stage 3.

HR PLANNING TABLES:

- ☐ 1. Identify future HR needs
    - ☐ Jobs
    - ☐ Job Descriptions
- ☐ 2. Consider your HR supply
- ☐ 3. Identify gaps
    - ☐ Gaps
    - ☐ Training needs assessments (TNAs)
- ☐ 4. Identify strategies to close gaps
- ☐ 5. Establish HR priorities
- ☐ 6. Implementation (to be completed in Stage 4)

OTHER HR PLANNING:

- ☐ 7. Create an organizational chart for your government
- ☐ 8. Develop HR documents
    - ☐ HR Plan
    - ☐ HR Manual
- ☐ 9. Seek community validation

DEVELOPING AN HR PLAN

An effective and realistic HR Plan ensures that:

1. The right people are in the right jobs at the right time for effective governance.
2. Efficient HR systems and policies exist or will be acquired when needed.
3. The community will be able to anticipate future HR needs and meet those needs through recruitment or training.

There is no standard HR Plan that is relevant to every situation or community, but there are some common elements (e.g. identifying current HR supply, identifying gaps, etc.). This stage provides an approach to developing an HR Plan that focuses on common elements that you can modify to meet your specific needs or circumstances.

SAMPLE HR PLANNING TABLE

A Sample HR Planning Table is presented on the next page. The following pages will walk you through steps 1–6 to fill it in. This exercise will help identify current and future HR needs, competencies, gaps, and training requirements so that your community can better prepare for self-governance.

The Sample HR Planning Table on the next page uses a theoretical Land and Resources department as an example. A table will have to be filled out for every department in your new treaty government, such as Health, Finance, Administration, Programs and Services, Land and Resources, etc.

Use the Sample HR Planning Table presented on the next page as well as the information in steps 1–6 to create and fill out a table for each department that will exist or potentially exist in your post-treaty government. Use your list of priorities from Stage 2 as a guide as you fill out your HR Planning Tables. Once you have completed an HR Planning Table for each of these departments, they will become the foundation of your HR Plan. This step will be further explained later.

SAMPLE HR PLANNING TABLE

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	**HR NEEDS (JOBS)**	**HR SUPPLY (PEOPLE)**	**GAPS**	**STRATEGIES**	**PRIORITY**	**EFFECTIVE DATE**	**IMPLEMENTATION**
Land & Resources	Land & Resources Stewardship Manager	Filled [Name]	Job description outdated. Will retire next year.	Update job description. Recruit new person to start next year. Plan for orientation. Complete Training Needs Assessment (TNA).	High		Job description updated. Person recruited. Orientation plan created. No training required.
Land & Resources	Assistant Land & Resources Stewardship Manager	Vacant	Job description outdated. Two community members expressed interest. Appear to be qualified but lack supervisory skills.	Update job description. Recruit and provide supervisory training for incumbent through Blackburn College.	Medium		Job description updated. Position filled. Incumbent enrolled in Blackburn College.
Land & Resources	Fisheries Stewardship Coordinator	Vacant	Previous employee quit. No job description. Community member has partial fisheries technician certification (needs one year to complete). Prefers distance learning. Interested but lacks housing for self and family.	Write job description. Arrange training to allow incumbent to complete fisheries technician certification. Provide housing.	Medium		Job description produced. Position filled. Housing provided. Incumbent enrolled in distance learning fisheries technician course. Will complete in 12 months.
Land & Resources	Forestry Stewardship Coordinator	Filled [Name]	Job description out of date. New to job and lacks confidence. Needs one year to complete Forestry Technician certification.	Update job description. Provide *mentoring* and other support. Provide training for completion of Forestry Technician certification.	Medium/ low		Job description produced. Mentorship provided. Training postponed until specific two projects completed.

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	HR NEEDS (JOBS)	HR SUPPLY (PEOPLE)	GAPS	STRATEGIES	PRIORITY	EFFECTIVE DATE	IMPLEMENTATION
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Land & Resources	Assistant Land & Resources Stewardship Manager	Vacant	Job description outdated. Two community members expressed interest. Appear to be qualified but lack supervisory skills.	Update job description. Recruit and after selection, provide supervisory training for incumbent through Blackburn College.	Medium		Job description updated. Position filled. Incumbent enrolled in Blackburn College.
Land & Resources	Fisheries Stewardship Coordinator	Vacant	Previous incumbent quit. No job description. Community member has partial fisheries technician certification (needs one year to complete). Prefers distance learning. Interested but lacks housing for self and family.	Write job description. Provide training to allow incumbent to complete fisheries technician certification. Provide housing.	Medium		Job description produced. Position filled. Housing provided. Incumbent enrolled in distance learning fisheries technician course. Will complete in 12 months.
Land & Resources	Forestry Stewardship Coordinator	Filled	Job description out of date. New to job and lacks confidence. Needs one year to complete Forestry Technician certification.	Update job description. Provide mentoring and other support. Provide training for completion of forestry technician certification.	Medium/ low		Job description produced. Mentorship provided. Training postponed until specific two projects completed.

STEP 1

Step 1 — IDENTIFY FUTURE HR NEEDS: JOBS

The purpose of this step is to determine what the community's HR needs will be after treaty by making a list of jobs. This list can include both current and future jobs. If the duties associated with current jobs are likely to change or if jobs will be eliminated after treaty, these factors should be taken into account when filling out your HR Planning Tables.

Creating a reliable list of jobs can be challenging if some factors that affect HR planning are still unknown (e.g. your community's laws are not yet developed). This should not prevent you from making a list, as it can be modified as you go along. You can look at HR Plans from other First Nations who have reached final agreements to guide you, as some HR requirements will be the same or similar. Studying other First Nations' HR Plans also allows you to compare and learn from HR planning approaches adopted by other First Nations.

☑ Identify what jobs will be needed to successfully carry out the work of the department in question. Enter these jobs under column 1 on your HR Planning Table.

Step 1 — IDENTIFY FUTURE HR NEEDS: JOB DESCRIPTIONS

Now that you have created a list of jobs in column 1 of your HR Planning Table, turn to page 59 in the **RESOURCES** tab to see a sample Job Description Template. Use this template as a guide and create a job description for each job that you identified in column 1. Note that it may be easier to hold off on completing the Relationships section of the Job Description Template until you have developed your government's organizational chart later on in step 7. A reminder will be provided in step 7.

These job descriptions specify:

- What tasks, duties and responsibilities are included in each job
- The qualifications required for the job (e.g. education or training, experience, skills, etc.)
- Reporting relationships
- Terms of employment, including pay scale.

Job descriptions reduce confusion and uncertainty within an organization, increase efficiency and transparency, and help employees be accountable for their job performance. They can help staff plan their professional development and encourage them to stay within the organization by indicating where opportunities exist for advancement. Job descriptions are also important for legal purposes.

For resources beyond the Job Descriptions Template, see the Job Descriptions — "How-to-Write" Resources section on page 64 in the **RESOURCES** tab.

☑ Create a Job Description for each job you identified in column 1. For a template, see page 59 in the **RESOURCES** tab and for a list of further resources, see page 64.

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	**HR NEEDS (JOBS)**	**HR SUPPLY (PEOPLE)**	**GAPS**	**STRATEGIES**	**PRIORITY**	**EFFECTIVE DATE**	**IMPLEMENTATION**
Land & Resources	Land & Resources Stewardship Manager	Filled	Job description outdated. Will retire next year.	Update job description. Recruit new person with start next year. Plan for orientation. Complete Training Needs Assessment (TNA).	High		Job description updated. Person recruited. Orientation plan made. No training required.
Land & Resources	Assistant Land & Resources Stewardship Manager	Vacant	Job description outdated. Two community members expressed interest. Appear to be qualified but lack supervisory skills.	Update job description. Recruit and after selection, provide supervisory training for incumbent through Blackburn College.	Medium		Job description updated. Position filled. Incumbent enrolled in Blackburn College.
Land & Resources	Fisheries Stewardship Coordinator	Vacant	Previous incumbent quit. No job description. Community member has partial fisheries technician certification (needs one year to complete). Prefers distance learning. Interested but lacks housing for self and family.	Write job description. Provide training to allow incumbent to complete fisheries technician certification. Provide housing.	Medium		Job description produced. Position filled. Housing provided. Incumbent enrolled in distance learning fisheries technician course. Will complete in 12 months.
Land & Resources	Forestry Stewardship Coordinator	Filled	Job description out of date. New to job and lacks confidence. Needs one year to complete Forestry Technician certification.	Update job description. Provide mentoring and other support. Provide training for completion of forestry technician certification.	Medium/ low		Job description produced. Mentorship provided. Training postponed until specific two projects completed.

STEP 1

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	HR NEEDS (JOBS)	HR SUPPLY (PEOPLE)	GAPS	STRATEGIES	PRIORITY	EFFECTIVE DATE	IMPLEMENTATION
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STEP 2

Step 2 — CONSIDER YOUR HR SUPPLY: PEOPLE

In Step 2, identify which positions are currently filled and by whom, and those that will need to be filled for your future government.

☑ Identify jobs that are filled and those that are vacant.

Step 3 — IDENTIFY GAPS

At this point, both HR needs (jobs) and HR supply (people) have been identified in columns 1 and 2 on your HR Planning Table. The next step is to identify HR gaps and do Training Needs Assessments (TNAs). This information will be entered in column 3. HR gaps include jobs or positions that:

1. Are vacant.
2. Will become vacant because of staff turnover.
3. Will require training to ensure that the person holding the position (or a new employee) can perform its duties.

Describe any reasons that may explain why a gap exists. Examples may include:

- early retirement
- lack of housing
- needs more training.

In short, HR gaps are the difference between what the community currently has and what it will need to support self-governance.

☑ In column 3 of your HR Planning Table, fill in the gaps and potential threats to each position.

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
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Land & Resources	Assistant Land & Resources Stewardship Manager	Vacant	Job description outdated. Two community members expressed interest. Appear to be qualified but lack supervisory skills.	Update job description. Recruit and after selection, provide supervisory training for incumbent through Blackburn College.	Medium		Job description updated. Position filled. Incumbent enrolled in Blackburn College.
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STEP 3

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	HR NEEDS (JOBS)	HR SUPPLY (PEOPLE)	GAPS	STRATEGIES	PRIORITY	EFFECTIVE DATE	IMPLEMENTATION
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STEP 3

Step 3 — IDENTIFY GAPS: TRAINING NEEDS ASSESSMENTS (TNAS)

To assist in identifying gaps, use the Job Descriptions that you produced in step 1 and conduct Training Needs Assessments (TNAs). For example, reviewing the qualifications outlined in a Job Description may help you realize that a current employee's training is lacking. This is an example of a gap.

To be successful, staff must have the competencies that are needed to perform their job duties. Competencies are the personal attributes, skills and knowledge that are critical to successfully performing a job (see page 102 for more information). Training Needs Assessments help you assess whether staff members already have the competencies they need, or identify how they can acquire them. Complete the following three-part TNA for each position and staff member to identify:

1. The competencies that are required for the job.
2. Any competency gaps (i.e. the difference between what an employee's actual competencies are and the competencies they need to be successful in their job).
3. Possible strategies to close gaps. Note, however, that gap-closing strategies will be further addressed in Step 4.

For a TNA template and more resources on completing TNAs, refer to the Training Needs Assessments (or TNAs) section on page 110 in the **RESOURCES** tab.

☑ After completing TNAs, fill in additional gaps and potential threats to each position. What issues might prevent an employee from succeeding in each position? For example, perhaps a potential candidate might need more training, a revised job description with more specific direction, etc.

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	HR NEEDS (JOBS)	HR SUPPLY (PEOPLE)	GAPS	STRATEGIES	PRIORITY	EFFECTIVE DATE	IMPLEMENTATION
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STEP 4

Step 4 — IDENTIFY STRATEGIES TO CLOSE GAPS

Completing steps 1 to 3 of your HR Planning Table should give you a reliable overview of the jobs that need to be filled or the training needed to ensure that employees are ready for their jobs. However, these steps do not fully answer the questions "Where will new employees come from?" or "How will staff be trained?" Step 4 will help you answer these questions as you identify strategies to close gaps that exist.

Strategies to address HR gaps can be short, medium or long-term. They can involve creating new positions, changing current job descriptions, training, or recruiting new employees. They can also be broad (e.g. applying to a whole department) or can be individual or job specific (e.g. creating an individual training plan).

Strategies to fill gaps must also be SMART — Specific, Measurable, Achievable, Relevant and Time-dated. Remember that it will not likely be possible to fill every gap from within the community or by means of training. For example, for a small community with a simple Information Technology (IT) system, the cost of training and employing a community member to become a full-time IT technician may not be necessary. Using a part-time, outside contractor for IT services may be a better alternative.

Be sure to identify strategies that are realistic.

☑ In column 4 of your HR Planning Table, identify strategies you will take to close any HR gaps.

Step 5 — ESTABLISH HR PRIORITIES

After treaty, your community may gradually implement the full range of its law or policy-making authority. Consequently, the development of some departments or positions may be gradual too. Furthermore, implementation funds may not be sufficient to carry out all of your community's plans for self-government. It is possible that not all positions will be filled immediately and training may have to be postponed or provided in stages. Establishing HR priorities will help you close gaps and allow your community to manage this process efficiently.

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	HR NEEDS (JOBS)	HR SUPPLY (PEOPLE)	GAPS	STRATEGIES	PRIORITY	EFFECTIVE DATE	IMPLEMENTATION
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STEP 5

To establish HR priorities, you can use a simple scale of low, medium or high to indicate the level of priority assigned to each job or training plan. It is important to be realistic. It is also important to note that priorities can change as decisions are made by your government or if new resources become available.

☑ In column 5, give each position you have identified a priority of low, medium or high.

	Step 1	Step 2	Step 3	Step 4	Step 5		Step 6
DEPARTMENT	**HR NEEDS (JOBS)**	**HR SUPPLY (PEOPLE)**	**GAPS**	**STRATEGIES**	**PRIORITY**	**EFFECTIVE DATE**	**IMPLEMENTATION**
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STEP 6

Step 6 — IMPLEMENTATION (TO BE CONTINUED IN STAGE 4)

This step will actually be completed later once treaty implementation begins. Column 6 must be filled out after your community has put in place new staff and/or trained existing personnel to perform their roles under self-government. It is a way of evaluating the success of your HR Plan by monitoring specific positions in each department. When you do fill out column 6, identify the strategies used to implement the position and close any identified gaps.

This step will be addressed in Stage 4.

☑ Complete this step once treaty implementation begins.

Step 7 — CREATE AN ORGANIZATIONAL CHART FOR YOUR GOVERNMENT

Using the HR Planning Tables that you have just completed for each department, create an organizational chart for your post-treaty government. Your First Nation will likely have an organizational chart in place to reflect the current structure of your *Indian Act* government, but one should be created for your future government under treaty. The chart should provide an overview of the HR structure for your government, as well as lines of authority and responsibility. This is a very effective tool to communicate the "big picture" to leadership, staff and community members about what HR capacity under a treaty will look like.

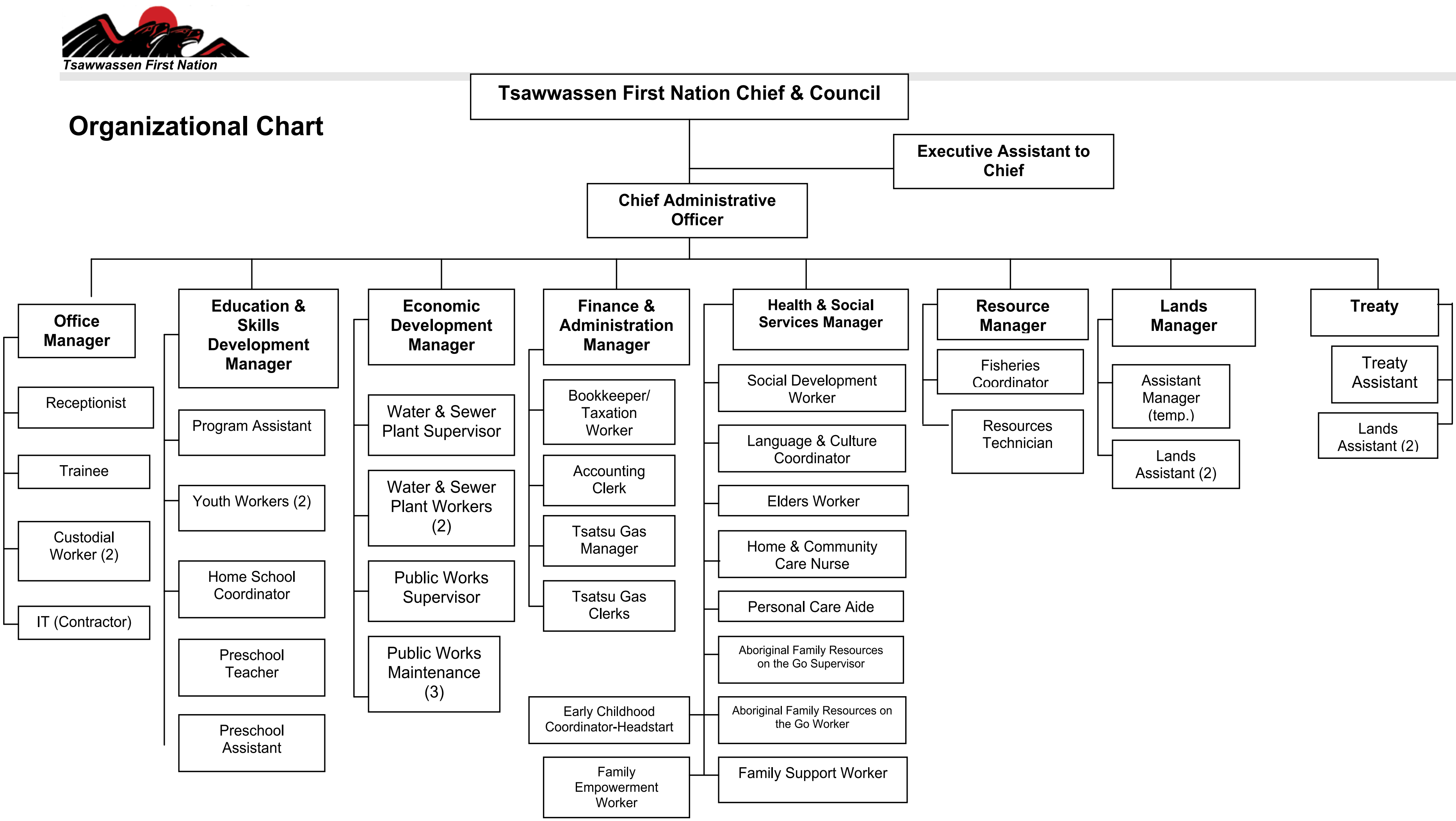
On the following pages are pre-treaty and post-treaty organizational charts for the Tsawwassen First Nation. You can review these charts and note where they are similar and different from one another. When creating a post-treaty organizational chart, your First Nation may wish to use these charts as examples.

Once your organizational chart is done, revisit the Job Descriptions that you created in Step 1 and complete the Relationships section.

For more information on this step, see the Organizational Chart section on page 108 in the **RESOURCES** tab.

- ☑ Create an organizational chart for your community's post-treaty government.
- ☑ Complete the Relationships section of the Job Descriptions that you created in Step 1.

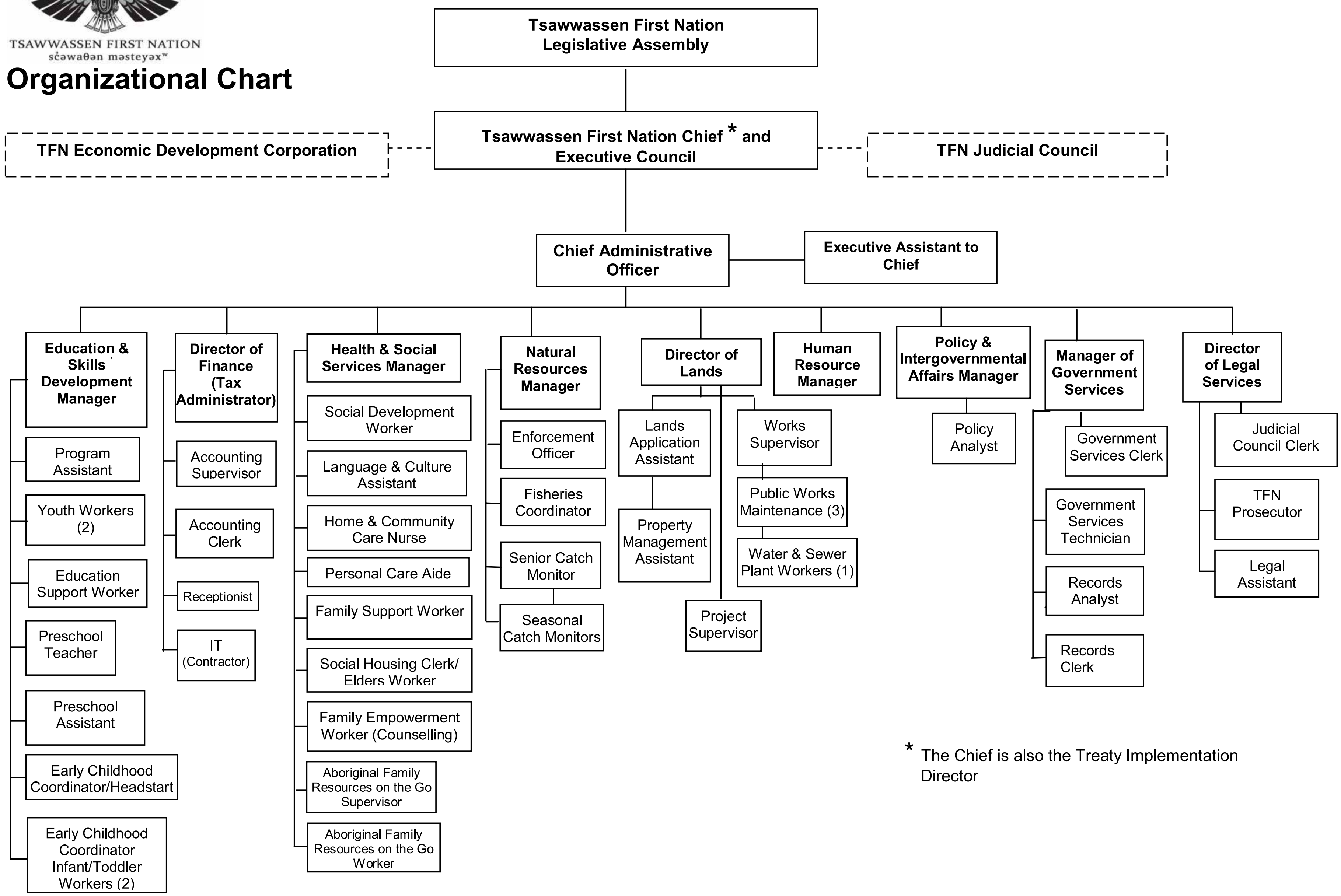
INDIAN ACT GOVERNMENT



SELF-GOVERNANCE UNDER TREATY

TSAWWASSEN FIRST NATION
sc̓əwaθən məsteyəxʷ

Organizational Chart



* The Chief is also the Treaty Implementation Director

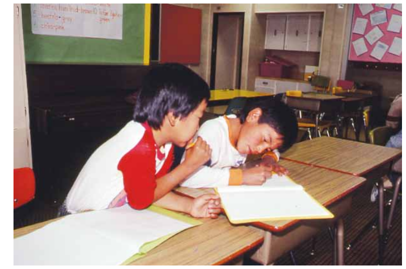
Step 8 — DEVELOP HR DOCUMENTS: HR PLAN

The HR Planning Tables that you completed for each department in Steps 1–6 can serve as your HR Plan. However, because the documents are presented in table form only limited information can be included.

If the community's leadership or HR Planning Team wish to do so, the tables can be amalgamated and expanded into a larger, more formal HR Plan. To do this, simply incorporate the information from all of the HR Planning Tables that you completed into a more formal HR Plan. We suggest that your HR Plan also include important information that you have developed such as your HR objectives, HR Baseline Report, and organizational chart.

☑ If your First Nation wishes to do so, amalgamate and expand your HR Planning Tables into a formal, long-form HR Plan. Include any HR planning information that you think is important.

Step 8 — DEVELOP HR DOCUMENTS: HR MANUAL



Creating an HR Manual is highly recommended. By doing so, you can ensure that managers and staff reflect and communicate the community's values for self-government, as well as workplace policies and practices. It also contributes to greater transparency and accountability. An HR Manual does not have to be long and complex. Rather, it should be clear and concise.

An HR Manual should include the organizational chart that you created to reflect your government's structure under treaty. This helps to reinforce and clarify lines of accountability.

Policies and procedures in the HR Manual must comply with any applicable provincial labour standards and laws (e.g. the Employment Standards Act). Because this can be a complex area, it may be worthwhile to have the HR Manual reviewed by someone with current knowledge of provincial labour standards.

There is an HR Manual Template on page 66 in the **RESOURCES** tab outlining a sample table of contents for an HR Manual. You can adapt the template to meet your community's specific HR needs.

For more information on developing an HR Manual, see the HR Manual — "How-to-Write" Resources section on page 67 in the **RESOURCES** tab.

☑ Create an HR Manual and include it as a component of your overall HR Plan.

Step 9 — COMMUNITY VALIDATION

The HR planning process in this tool is based upon a participatory approach. Community validation of the HR Plan is the final action that you must take in Stage 3 and is consistent with this approach.

Draw on your Communications Plan developed in Stage 1 to inform community members about the HR Plan and to build support. Be prepared to revise the HR Plan to reflect feedback from the community where it is appropriate. If your plan is long and detailed, consider using a summary.

Stage 4 — How do we know we've arrived?

Monitoring is the final stage in the HR planning process. It answers the question, "How do we know we've arrived?" It also allows for reflection on the HR planning process and an opportunity to consider adjustments to improve future HR planning.

The steps in this stage are designed to allow the leadership and community to:

- Track the extent to which the HR Plan has been successfully implemented
- Assess the effectiveness of the HR Plan
- Ensure that the HR Plan remains up-to-date and relevant
- Become informed and participate in the evaluation process.

As you work through Stage 4, it is important to report to and obtain direction from leadership whenever appropriate.

OUTCOMES FROM STAGE 4

The main outcome from Stage 4 is:

1. An evaluation that examines HR Plan implementation and its ongoing effectiveness.

STEPS IN STAGE 4

Check off each step as you work through Stage 4:

- ☐ 1. Monitor implementation
- ☐ 2. Create an ongoing evaluation process
- ☐ 3. Measure success
- ☐ 4. Report to the community

Step 1 — MONITORING IMPLEMENTATION

By the time your community reaches a final agreement, the HR Plan will be well underway. Many of the jobs that you identified in column 1 of your HR Planning Tables may now be filled, or steps may have been taken to fill them. Where any gaps still exist, the HR Plan will contain specific plans to fill them.

Monitoring implementation is an ongoing process. You will need to ask:

1. What did we accomplish in our HR Plan?
2. What still needs to be done?
3. Is the plan still on the right track?

This exercise allows you to determine how successful you have been in implementing the HR Plan and, where significant gaps still exist, how to close them. To begin this process, revisit column 6 (Implementation) of your HR Planning Tables and fill them out (see page 46).

Identify the strategies that you used to close the gaps related to each position. If need be, identify strategies that still need to be taken to close gaps.

☑ Fill out column 6 (Implementation) of the HR Planning Tables that you created for each of your government's departments.

Step 2 — CREATE AN ONGOING EVALUATION PROCESS

An HR Plan should be flexible and regularly updated (e.g. annually) to ensure that it remains current and relevant, taking into account new circumstances (e.g. modified HR priorities, staff retirement, etc.).

The HR Planning Team and leadership should develop a clear process that will evaluate the HR Plan on an ongoing basis to determine if HR objectives are being consistently met. Identify who will be responsible for this work, as well as specific timelines for the evaluation process. The information obtained can be used to make informed choices and identify necessary adjustments to HR planning and policies.

You can develop this evaluation process into a policy to include in your HR Plan or HR Manual.

For information on effectively monitoring and evaluating HR Plans, see the General Resources for HR Planning section on page 112 in the **RESOURCES** tab.

Also see Step 3 on the next page for more information on measuring success.

☑ Have the HR Planning Team and leadership develop a clear process to evaluate the HR Plan. Identify who will be responsible for this work, as well as timelines.

Step 3 — MEASURING SUCCESS

Measuring the success of your plan will be easier for some objectives than for others. For example, if the objective is to hire 2 policy analysts, it is easy to determine whether or not you have done so. However, it may be more challenging to measure an objective such as "improve program delivery."

To begin measuring your success, recall the HR objectives that you developed in Stage 2. These objectives informed and guided your HR planning process. Use these objectives as performance measures to help calculate how much has changed in your community since the implementation of your treaty and HR Plan. Similarly, you can determine what has not changed and where work still needs to be done.

If funding is available, you can also consider hiring an expert to develop a standard approach to measuring the success of your HR objectives. This approach can then be incorporated into a written policy.

☑ Use your evaluation process to measure your success. Document and summarize your findings.

Step 4 — reporting to the community

The leadership and community will want to know if the HR Plan has been successful (i.e. HR needs filled, HR objectives met). Providing this information in a clear manner is vital to maintaining long term interest in and support for HR planning.

The HR Planning Team can draw on the Communications Plan developed in Stage 1 to report to the leadership and community on the status and implementation of the HR Plan. Be sure to communicate the degree of success you have attained in achieving the HR objectives identified in Stage 2.

When providing this information, it is important to indicate both successes and existing gaps or challenges.

☑ Using the information from Step 3, report back to the community and seek their input.

Resources //

Job Description Template

XXX FIRST NATION

Job Description

Example Position: **COMMUNITY RESEARCHER AND FIELD WORKER**

Summary statement:

Employee is responsible for conducting research, research analysis, and community liaison for specific projects or assignments. Employee works independently or as a member of a team, and is expected to develop and maintain positive working relationships with leadership, other staff and community members.

Relationships:

Report to:	Assistant Executive Director, Administration
Support staff:	Administrative staff
Other contacts:	Department managers, other staff, community members
External contacts:	First Nation communities or organizations, government ministries or departments, and private sector organizations.

Job Description Template

XXX FIRST NATION

Job Description

Example Position: **COMMUNITY RESEARCHER AND FIELD WORKER**

Major Responsibilities and Duties:

1. Perform research, including but not limited to:
    a. Draw on primary and secondary research sources
    b. Designing and conducting surveys of community members
    c. Preparing research reports, summaries and analyzes
    d. Maintaining records of research activities
    e. Participating in training
    f. Meeting deadlines
    g. Reporting to Assistant Executive Director as required

2. Organize and conduct community meetings, small group meetings or individual meetings to gather or present information.
3. Assist with administrative operations as required.
4. Perform other duties as required by Supervisor or his/her delegate.

Job Description Template

XXX FIRST NATION

Job Description

Example Position: **COMMUNITY RESEARCHER AND FIELD WORKER**

Qualifications:

- Undergraduate degree in social sciences or equivalent work experience.
- Knowledge of research methods.
- Knowledge of office administration.
- Experience working with First Nation communities or equivalent experience.
- Good oral and written communication skills.
- Ability to work as a team member.
- Good organizational skills and initiative.
- Good computing skills, including ability to use Microsoft Office application software.

Job Description — Template

XXX FIRST NATION

Job Description

Example Position: **COMMUNITY RESEARCHER AND FIELD WORKER**

Performance Competencies and Criteria:

- Demonstrates ability to gather, analyze and summarize information that will guide planning and decision making.
- Demonstrates ability to work effectively under pressure.
- Demonstrates good written and oral communication skills.
- Demonstrates ability to work collaboratively with others.
- Demonstrates ability to engage with the community and community members in a constructive and respectful manner.
- Demonstrates problem-solving skills and initiative.
- Demonstrates good time management skills and ability to meet deadlines.
- Contributes to the development of a professional and collaborative working environment.

Work Conditions:

- Office space will be shared and noise or interruptions can be expected.
- Multitasking and deadlines can be expected.
- Community engagement may be demanding or stressful, particularly when dealing with individuals or groups opposed to government plans or initiatives.
- Travel may be required to locations where off-reserve members live.

Job Description — Template

XXX FIRST NATION

Job Description

Example Position: **COMMUNITY RESEARCHER AND FIELD WORKER**

Terms of Employment:

- Employee signs a standard form contract of employment.
- Term of employment is two years (renewable).
- Work hours are 35 hours weekly (plus overtime if required).
- Salary of $45,000 annually, payable bi-monthly and not in advance (not including overtime).
- If no exemption applies, deductions will be made at source according to law.
- If applicable, employer contributions will be made at prescribed rates to CPP, EI, WCB and vacation pay.

Date: ________________

ACKNOWLEDGEMENT

I, the undersigned employee, acknowledge that:

1) I have read and understand the job description above and
2) A copy was provided to me

Name:

Signature:

JOB DESCRIPTION — "HOW-TO-WRITE" RESOURCES

Writing job descriptions is not complicated if you follow basic rules or guidelines. The Job Description Template on the previous pages shows what a typical job description contains. The following are some online and print resources containing additional information on writing effective job descriptions.

- Information and Communications Technology Council, *HR Tip Sheet - Writing Job Descriptions*. This document is available online at http://www.ictc-ctic.ca/uploadedFiles/Human_Resource_Tools/ictc_10-124_factsheets_hr_jobdes_lr.pdf

- Institute of Professional Bookkeepers of Canada, *How to Write an Effective Job Description*. This document is available online at http://www.ipbc.ca/UserFiles/How%20to%20write%20an%20effective%20job%20description%20-%20IPBC%2003.08.pdf.

- Service Canada, *Writing Job Descriptions*. This short guide is available online at http://www.jobsetc.gc.ca/pieces1.jsp?category_id=2803& root_id=2801.

- Simon Fraser University, *A Guide to Writing Administrative and Professional Job Descriptions*. This guide is available online at http://www.sfu.ca/human-resources-old/forms-cabinet/job-descriptions/apsa/guide-to-preparing.pdf.

- The Government of the NWT maintains a database containing dozens of job descriptions for positions in local government, from youth coordinator to truck driver. This is an excellent resource for job description examples. The database can be accessed at http://www.maca.gov.nt.ca/school/tools/index.html.

- Barry Cushman, *Handbook of Model Job Descriptions* (Kogan Page Press, 2008).

- Margaret Mader-Clark, *The Job Description Handbook* (Nolo Press, 2008).
- Carole Martin, *Perfect Phrases for Writing Job Descriptions* (McGraw-Hill, 2009).
- For a job description developed by the Ktunaxa Nation for the position of Regional Development Governance Officer, visit http://fnbc.info/sites/default/files/documents/Development%20Officer%20Position%20sample.doc.
- For a job description for the position of Economic Development Officer, visit http://fnbc.info/sites/default/files/documents/job%20description%20ED.pdf.

HR Manual Table Of Contents Template

1.0 Introduction
- 1.1 About the community
- 1.2 Values and beliefs
- 1.3 Statement of non-discrimination and inclusiveness

2.0 Recruitment
- 2.1 General policy
- 2.2 Procedure

3.0 Induction and Training
- 3.1 General policy
- 3.2 Procedure for induction
- 3.3 Training policy

4.0 Probation
- 4.1 General policy
- 4.2 Procedure for review

5.0 Office Expectations
- 5.1 Hours of work
- 5.2 Standards of conduct and performance
  - General policy
  - Dress code
  - Personal phone calls
  - Email
  - Internet use policy
  - Other use of employer's property
  - Attendance and lateness
  - Lunch/coffee breaks
  - Alcohol and drugs policy
  - Smoking
- 5.3 Safety and workers compensation
- 5.4 Discrimination, sexual harassment and bullying
- 5.5 Flexible working arrangements
- 5.6 Conflict of interest

6.0 Pay Policies
- 6.1 Salary/wage
- 6.2 Pay periods
- 6.3 Benefits
- 6.4 Perks
- 6.5 Reporting hours of work
- 6.6 Overtime pay
- 6.7 Time in lieu
- 6.8 Making up time

7.0 Leave Policies
- 7.1 Vacations and holidays
- 7.2 Sick leave/personal leave
- 7.3 Maternity and parental leaves
- 7.4 Worker's compensation
- 7.5 Compassionate leave
- 7.6 Jury duty
- 7.7 Leave for religious observances
- 7.8 Time off for voting
- 7.9 Leave of absence without pay

8.0 Termination Policies
- 8.1 Retirement
- 8.2 Layoff for lack of work or funds
- 8.3 Termination for poor performance or serious misconduct
- 8.4 Termination procedures

9.0 Grievances
- 9.1 Policy
- 9.2 Procedure

10.0 Performance Management
- 10.1 General policy
- 10.2 Performance review procedures/ performance improvement

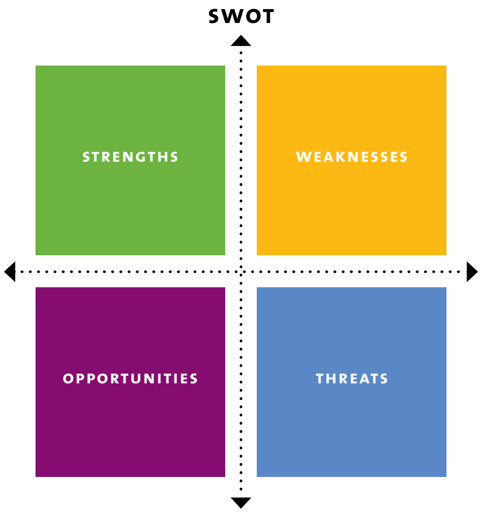
11.0 Environmental Best Practices
- 11.1 Policy
- 11.2 Action plan

HR MANUAL — "HOW-TO-WRITE" RESOURCES

- http://www.writeexpress.com/or/employee-manual/Employee-Manual-eBook.pdf (This site contains a free e-book on developing an HR policy manual, including how to write and design the manual and communicate it effectively to staff).

- Skawahlook First Nation, *Human Resources Policy and Procedures Manual*. This document is available online at http://fnbc.info/sites/default/files/documents/Draft%20Policy%20Manual%20%20March%2031.pdf.

- Upper Nicola Band, *Human Resource Policy*. This document is available online at http://fnbc.info/sites/default/files/documents/UNBA%20Personnel%20Policy%20DRAFT%20Reviewed%202010%20Clean.pdf.



HOW TO CONDUCT A SWOT ANALYSIS

SWOT Analysis is an assessment tool or method that allows you to gather and analyze information for successful planning. SWOT stands for Strengths, Weaknesses, Opportunities and Threats.

The main advantages of a SWOT Analysis are:

- It is easy to use
- Many people are familiar with it
- The results are easy to understand.

In HR planning, a SWOT Analysis can be very useful to gain an overall picture of your community's HR situation and how it relates to your community's future HR development. In the following pages, a two-phase process for conducting a SWOT Analysis is outlined.

- Phase One: Getting Organized — this phase will prepare you for conducting a SWOT Analysis.
- Phase Two: Completing a SWOT Analysis — this phase involves completing a SWOT Analysis and using the results to guide HR planning.

HOW TO CONDUCT A SWOT ANALYSIS

Phase 1 — Getting organized
In Stage 1 ("Where are we now?") of this HR Tool, information on the community HR situation was collected and analyzed. It was also shared with the HR Planning Team and key contacts. If this has not yet been done, this information should be shared before conducting a SWOT Analysis.

To ensure that the SWOT exercise is productive, you may want to provide other key information to the HR Planning Team and key contacts before undertaking a SWOT Analysis. This information can include:

- A SWOT Analysis matrix (see page 75 for a blank template)
- A "tips sheet" for conducting a successful SWOT Analysis (provided on page 76)
- SWOT exercise rules (provided on page 77)
- A copy of the information you are reading through right now.

Encourage everyone who will participate in the SWOT exercise to review the information and start thinking about the four elements of the SWOT matrix (Strengths, Weaknesses, Opportunities, Threats).

HOW TO CONDUCT A SWOT ANALYSIS

Phase 2 — Completing a *SWOT Analysis*

In Phase Two, a workshop will be held to conduct a formal SWOT Analysis. The HR Planning Team and key contacts should attend this workshop. Leadership or a representative can also be invited. Ensure that everyone has a copy of the "tips sheet" and SWOT exercise rules on page 76 and page 77.

The following information is a suggested format and agenda for the workshop. It consists of seven steps, which you can modify to suit your requirements.

1) Step 1 — Explain the process
2) Step 2 — Strengths
3) Step 3 — Weaknesses
4) Step 4 — Opportunities
5) Step 5 — Threats
6) Step 6 — Priorities
7) Step 7 — Discuss next steps

HOW TO CONDUCT A SWOT ANALYSIS

Step 1 — Explain the process

The person selected to chair the workshop should outline the process before a SWOT Analysis is undertaken. They should clearly indicate why a SWOT Analysis will be conducted, the expected outcomes, and how the information will be used. They should stress how important the meeting's results are, as they will provide direction to the HR Planning Team, the leadership and the community on overall HR planning.

Briefly explain the rules of the SWOT exercise that are provided on page 77 and ensure that everyone is committed to following them.

HOW TO CONDUCT A SWOT ANALYSIS

Step 2 — Strengths
Develop a list of your community and government's internal HR strengths. Ask for feedback from participants. If required, encourage open discussion to clarify points or concerns. Be prepared to give examples to stimulate discussion.

Step 3 — Weaknesses
Weaknesses are the internal factors that negatively affect HR capacity or planning. Repeat the process outlined in Step 2 to produce a list of weaknesses. If necessary, give examples to stimulate discussion (e.g. there is no policy for employee training and development). Be aware that a strength can also be a weakness. For example, perhaps an experienced employee will be taking over a different position that has more responsibility. Although the experience that they bring to their new position is a strength, it creates a weakness since their previous position is now vacant and will have to be filled.

Step 4 — Opportunities
Opportunities are external factors that can enhance HR capacity or planning. Repeat the process in Steps 2 and 3 to identify opportunities. Examples of opportunities may be new government programs to fund HR capacity development by First Nations, or commitments by a post-secondary institution to establish partnerships with First Nations for education and training.

HOW TO CONDUCT A SWOT ANALYSIS

Step 5 — Threats
Threats are external factors that may negatively affect HR capacity or training. They might include a reduction in government funding, or a strong market demand for qualified people at significantly higher wages. Repeat the process from Steps 2, 3 and 4 to identify threats.

Step 6 — Priorities
After completing Steps 2–5, you will have four lists – one each for Strengths, Weaknesses, Opportunities and Threats. Next, you must establish priorities. This may involve reducing the items on each list to four or five at most. This can be challenging because people will want to retain their own choices or suggestions. A simple way to manage this is to write each of the lists on a white board or flip chart. For each list, ask the participants to rank the choices using a scale of 1 to 10. The options with the highest totals can be retained. The options with the lowest totals can be eliminated until you are left with four or five items on each list.

Insert the final lists of Strengths, Weaknesses, Opportunities and Threats into the SWOT matrix in order of priority. For a blank SWOT matrix that you can fill in, see page 75.

HOW TO CONDUCT A SWOT ANALYSIS

Step 7 — Discuss next steps

The final step is important and begins the process by which the results of the SWOT Analysis are reflected in the HR planning process. Initiate a discussion about the SWOT matrix that you have created and how it can be used to strengthen the HR Plan. To do this, ask yourself the following questions:

- How can the community maximize its strengths?
- What can the community do to overcome or minimize its weaknesses?
- How can the community exploit or benefit from its opportunities?
- What can the community do to overcome or minimize its threats?

Strive for consensus on the responses to these questions. Ensure that their answers are clearly summarized and written down. The answers, along with the SWOT matrix, will be used to guide future HR planning.

SWOT MATRIX

Positive	Negative
STRENGTHS	**WEAKNESSES**
OPPORTUNITIES	**THREATS**

SWOT ANALYSIS "TIPS SHEET"

- Realistically consider the positive and negative conditions that might affect HR planning. Avoid exaggerating them.
- Distinguish between the current situation and what the situation could be in the future.
- Be specific and stay focused on HR capacity and planning.
- Short and simple is better. Don't complicate things unnecessarily by over-analyzing or dwelling on minor details.
- SWOT is subjective. Scientific or hard proof is not required.

RULES FOR SWOT EXERCISE

- Be prepared for the workshop. This includes reading the material that is circulated in advance and thinking about the topics that will be discussed.
- Be respectful and avoid personal attacks.
- Be prepared to have disagreements. As long as everyone is respectful, disagreements are normal.
- Listen to others and do not interrupt.
- Everyone should be able to participate. No one should control or dominate the discussion.
- Be punctual. If time limits are imposed, follow them.
- Be open-minded. Every idea or suggestion deserves to be considered.
- Focus on the topics under discussion. Don't introduce or talk about matters not connected to the topic.
- Individual statements or suggestions made in the meeting are confidential. The final product is the product of the group.
- Cell phones or other electronic devices should be put on silent.
- Listen to and support the workshop leader or facilitator. They are there to help ensure that the workshop is successful.

SWOT ANALYSIS — ONLINE RESOURCES

In addition to the information that was just provided, you may also want to consult the following:

- http://marketingteacher.com/lesson-store/lesson-swot.html (Includes lessons on how to complete a SWOT analysis, sample SWOT analyzes, videos and other resources).
- http://www.netmba.com/strategy/swot.

SURVEY OF COMMUNITY MEMBERS

A survey of community members can be conducted in several ways:

- In-person interviews
- Mail
- Online (e-mail or Internet based)
- Telephone.

In-person interviews are a very effective way to conduct surveys because they allow for personal interaction and clarification of questions and answers. They are also helpful for community members who prefer to communicate one-on-one, or in their traditional language. However, in-person interviews are time consuming and more expensive than other methods. In some cases, they are simply not feasible (e.g. off-reserve members may live very far away from the interviewer). Telephone interviews, mail, or the Internet may be alternatives. You may want to consider using several survey methods.

With careful planning, surveys can be a very useful tool. But, like any other research tool, they have limits. The "Survey Tips" on page 94 contain useful suggestions on how to maximize the benefits of a survey and avoid common mistakes.

SURVEY OF COMMUNITY MEMBERS

Planning and conducting a survey is a 7 step process:

1) Step 1 — Define the goals of the survey (i.e. determine what you want to learn)
2) Step 2 — Determine your sample (i.e. who will be surveyed)
3) Step 3 — Choose the survey method
4) Step 4 — Create your questionnaire
5) Step 5 — Pre-test the questionnaire
6) Step 6 — Conduct the survey
7) Step 7 — Analyze the responses

SURVEY OF COMMUNITY MEMBERS

Step 1 — Define the goals of the survey
Survey goals must be specific, realistic, and related to the HR planning process. When defining survey goals, consider what type of information can be usefully obtain from the target group. If the goals of the survey are too broad, however, then the questionnaire may be unduly long and complex, and respondents may be less inclined to complete it. Try to ensure that your questionnaire is as simple and concise as is possible.

The following are some example survey goals.

- Collect information on community awareness of the need for HR planning and its role in governance after treaty.
- Collect information on who is interested in working for the community and in what capacity.
- Collect information on skills and/or experience available in the community to meet its future HR needs.
- Collect information on the willingness of members to pursue education or training to fill current or future jobs.

Review and discuss the goals with others. Revise them until you are satisfied that they are specific (i.e. they clearly state what you want to learn) and realistic about what can be obtained from the target group through a survey.

SURVEY OF COMMUNITY MEMBERS

Step 2 — Determine your sample
For reasons such as cost, population size or other factors, it may not be feasible to include every community adult in the survey. Determining the proper survey sample (or target group) can be a challenge, but it is an essential step in survey planning.

It may be wise to include senior high school students in your sample because they are a potential source of future recruitment to meet the community's HR needs.

Write down some ideas on an appropriate survey sample and the pros and cons of each. Review and discuss them with others. Discuss the options with leadership and key contacts. After a decision is made, describe in written form the sample for the survey and the reasons for choosing that sample. Be prepared to explain and justify the decision to community members if they ask.

SURVEY OF COMMUNITY MEMBERS

Step 3 — Choose the survey method
More than one survey method can be used to reach different segments of the survey's target group. You must decide which method(s) to use before you create your questionnaire. Telephone, mail or online surveys may be used for off-reserve members, whereas in-person interviews may be better for on-reserve members or members who live close by.

If you have IT infrastructure and support, online surveys can be efficient and cost effective. However, the use of online surveys depends upon the habits or conditions of the target group you want to reach. If only a small minority of the community uses or has access to the Internet, an online survey will be of very limited value. You should consider whether the costs of designing an online survey are justified.

Write down options for survey methods and the groups that you will reach using each method. Review and narrow down the options, taking into account effectiveness (the likely rate of response), costs, available resources, and so on. After completing this analysis, make a final decision about survey method(s) that you will use and the specific groups that you will reach with each.

SURVEY OF COMMUNITY MEMBERS

Step 4 — Create your questionnaire
Creating a good survey questionnaire is both an art and a science. Lots of information is available from print and online sources on designing and writing survey questionnaires (for a list of resources, see page 96).

Often, the difference between a stronger and a weaker questionnaire is the time and attention devoted to writing it. It is critical to ensure that your questionnaire only includes questions that are necessary to achieving your survey's goals.

Write a draft survey questionnaire. Draw on the resources listed on page 96, which provide additional information on question types (e.g. multiple choice, open-ended) and question design. Also be sure to follow the "Survey Tips" sheet on page 94.

Review, revise and repeat until you are satisfied that you have a survey questionnaire that will effectively achieve your survey goals.

SURVEY OF COMMUNITY MEMBERS

Step 5 — Pre-test the questionnaire (and make changes if necessary)
Complete the survey in-person with five or six members of the community and identifying any problems or concerns with the survey questionnaire. They may tell you that some questions are unclear or confusing, that the survey is too long, that some important questions were left out, etc. This feedback can be used to strengthen the survey questionnaire so revise where appropriate.

SURVEY OF COMMUNITY MEMBERS

Step 6 — Conduct the survey
This is the execution phase of the survey and requires a detailed plan.
This plan will include:

- Timelines for conducting the survey
- Who will be responsible for specific tasks (e.g. who will be responsible for mailing out questionnaires and following up with community members who do not respond?)
- Guidelines to be followed by interviewers and basic training on how to conduct interviews
- How the information obtained from the survey will be handled, including any procedures to ensure confidentiality
- Reporting procedures.

SURVEY OF COMMUNITY MEMBERS

Step 7 — Analyze the responses

A survey is not useful for HR planning until you have reviewed, analyzed and made choices about the information contained in the responses. To analyze this information, there are several options.

You can establish a database using Excel or other software and input the information so that it can easily be retrieved and used. You may want to use a system such as the Skills Database and Candidate Search System (page 109 further on in the **RESOURCES** tab for more information). This system is able to store personal and other information from respondents, such as work skills and experiences.

Review and analyze the information collected through your survey. Summaries of the information collected, or specific types of information, can be produced to guide HR planning and decision making.

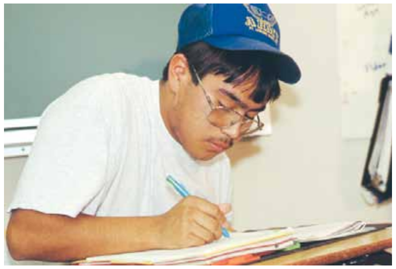
SURVEY OF LEADERSHIP, STAFF AND KEY CONTACTS

Like the survey of community members, a survey of or interviews with leadership, staff and key contacts follows a 7 step process:

1) Step 1 — Define the goals of the survey (i.e. determine what you want to learn)
2) Step 2 — Determine your sample (i.e. who will be surveyed)
3) Step 3 — Choose the survey method
4) Step 4 — Create your questionnaire
5) Step 5 — Pre-test the questionnaire
6) Step 6 — Conduct the survey
7) Step 7 — Analyze the responses

However, planning for steps 2 and 3 is simplified because you already know that your sample survey is the core group (leadership, staff and key contacts), and that you will likely conduct your survey using personal interviews. This leaves steps 1 and steps 4–7.

SURVEY OF LEADERSHIP, STAFF AND KEY CONTACTS



Step 1 — Define the goals of the survey

As before, survey goals must be specific, realistic and related to the HR planning process. However, with a survey of the core group you have greater flexibility in designing the survey and its goals. The core group can likely provide more in-depth information about a wider range of topics than other community members.

The combined knowledge and experience of the core group is a valuable opportunity to collect useful information about governance and HR capacity.

SURVEY OF LEADERSHIP, STAFF AND KEY CONTACTS

Step 1 — Define the goals of the survey
The following are some example goals for the core group survey.

- Collect information on community awareness of the need for HR planning and its role in governance after treaty
- Collect information on who is interested in working for the community and in what capacity
- Collect information on skills and/or experience available in the community to meet its future HR needs
- Collect information on the willingness of core group members to pursue education or training to fill current or future jobs
- Collect information on perceived gaps in HR planning
- Collect information on perceived HR needs after treaty
- Collect information on how to integrate HR planning with the transition to self-government under treaty.

Write down the goals of the core group survey in clear and simple language. Review and discuss the goals. Revise them until you are satisfied that they are specific (i.e. they clearly state what you want to learn) and realistic.

SURVEY OF LEADERSHIP, STAFF AND KEY CONTACTS

Step 4 — Create your questionnaire
With the core group you have greater flexibility in designing the survey questionnaire. Basic guidelines on question design still apply, but, you can use more open-ended questions with personal interviews than with some other survey methods. Refer again to the resources on page 96.

Write a draft survey questionnaire. Review, revise and repeat until you are satisfied that you have a questionnaire that will achieve the survey's goals.

Step 5 — Pre-test the questionnaire (and make changes if necessary)
Interview 3 or 4 members of the core group and identify any problems or concerns with the survey questionnaire. Consider their feedback and revise the questionnaire where appropriate.

SURVEY OF LEADERSHIP, STAFF AND KEY CONTACTS

Step 6 — Conduct the survey
This is the execution phase of the survey and requires a detailed plan. This plan will include:

- Timelines for conducting the survey
- Who will be responsible for specific tasks
- Guidelines to be followed by interviewers and some basic training on how to conduct interviews
- How information obtained from surveys will be handled (including procedures to ensure confidentiality)
- Reporting procedures.

SURVEY OF LEADERSHIP, STAFF AND KEY CONTACTS

Step 7 — Analyze the responses
A survey is not useful for HR planning until you have reviewed, analyzed and made choices about the information contained in the responses. To analyze this information, there are several options.

You can establish a database using Excel or other software and input the information so that it can easily be retrieved and used. You may want to use a system such as the Skills Database and Candidate Search System (page 109 further on in the **RESOURCES** tab for more information). This system is able to store personal and other information from respondents, such as work skills and experiences.

Review and analyze the information collected through your survey. Summaries of the information collected, or specific types of information, can be produced to guide HR planning and decision making.

SURVEY TIPS

- Be clear about the goals of the survey — what do you need to know and how will it be used to strengthen the HR planning process? Write these goals down in a few sentences.
- Be as brief as you can. Only ask questions that are necessary to achieve the goals of the survey. Shorter, tightly designed surveys tend to have higher response rates.
- Use simple and direct language with short sentences. Structure the questions so that they flow logically.
- Use more than one form or style of question (e.g. "yes" or "no," multiple choice, and open-ended questions). Variety in question format helps to maintain the respondent's interest.
- Remember that survey questions that require a "yes" or "no" or "tick the box" response limit opportunities to express their views. Where possible, allow for other comments in the survey document.
- Determine if confidentiality is a concern. If so, address those concerns in the survey or cover letter.
- A properly conducted survey requires time and attention. Allow adequate time to complete the survey properly.
- Surveys can consume significant resources. Be sure to consider these costs when planning the survey.
- Consider using a "pre-survey notification" to inform community members that you will be conducting a survey and why. Examples include a letter to members, an announcement at community gatherings, or a notice on the community website.
- Consider giving incentives for cooperation in completing the survey (e.g. a voucher that can be redeemed at a local store, a prize draw, etc.).

- If the survey method will be conducted by mail or online, be sure to request an early response without giving a deadline. Follow up by mail or telephone if necessary. If mail is used for the survey, include a self-addressed return envelope with postage pre-paid.
- "Test drive" a survey questionnaire before conducting the actual survey. Choose several respondents in the community and use this opportunity to identify and correct any ambiguities or problems.

SURVEYS — OTHER RESOURCES

- BC Treaty Commission, *A Capacity Assessment for First Nation: A Guidebook, Survey Instrument and Model Resource Plan*. This booklet contains detailed information on how to assess capacity in First Nations, including human resources. It also includes lists of questions about organizational structure and HR capacity that can be used in surveys or questionnaires. This booklet is available online at http://www.nafaforestry.org/forest_home/documents/CapacityAssessmentTool.pdf.

- *AISI Communications Toolkit*. This toolkit includes a useful section on designing and implementing a communications strategy. The toolkit is available online at http://education.alberta.ca/media/6448163/aisi_communications_toolkit_2008.pdf.

- StatPac, *Designing and Using Questionnaires*. This document contains useful information on planning surveys, and designing survey questionnaires. It is available online at http://www.statpac.com/surveys/surveys.doc.

- www.zoomerang.com. *Zoomerang* is an online resource for online surveys and polls. Some of the tools and resources are free.

- *Impressity.com* is a web-based provider of tools and other resources for designing and conducting surveys. It is free and the survey questionnaires developed using its online tools can be downloaded and printed. The web address for Impressity.com is: http://www.impressity.com/Main/Default.aspx.

- *Survey Monkey* is a popular site containing online tools for designing surveys. Some of them are free. You can access the Survey Monkey website at http://www.surveymonkey.com.

- Survey System is a firm specializing in survey design. Its website includes several web pages with useful information on web design. You can view these pages at http://www.surveysystem.com/sdesign.htm.

- Priscilla Salant and Don A. Dillman, *How to Conduct Your Own Survey* (Wiley, 2004).

- James Frey and Sabine Oishi, *How to Conduct Interviews by Telephone and in Person* (Survey Kit, vol. 4), (Sage Publications, 1995).

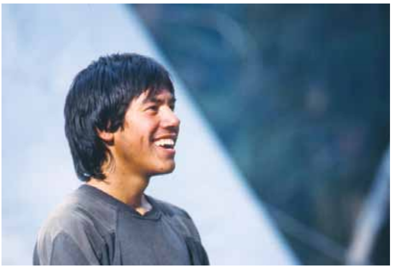
- Jack Edwards, Marie Thomas, Paul Rosenfeld and Stephanie Booth-Kewley, *How To Conduct Organizational Surveys: A Step-by-Step Guide* (Sage Publications, 1996).

- Arlene Fink, *How to Ask Survey Questions* (Survey Kit, vol. 2), (Sage Publications, 1995).

- Arlene Fink, *How to Design Surveys* (Survey Kit, vol. 5), (Sage Publications, 1995)

- Linda Bourque and Eve Fielder, *How to Conduct Self-Administered and Mail Surveys* (Survey Kit, vol. 3), (Sage Publications, 1995)

- Arlene Fink, *The Survey Handbook* (The Survey Kit, vol. 1), (Sage Publications, 1995)



HR Baseline Report Template

An HR Baseline Report is a short document that describes what the current HR capacity situation of the community is. It is essentially an overview or summary of the results obtained from the surveys, SWOT Analysis, or other processes that were used to collect information in Stage 1. After the HR Baseline Report is presented to and validated by the community, it will be used to guide subsequent HR planning.

The following is a template or outline of an HR Baseline Report. You can change or add to it to suit your community's needs or circumstances.

HR BASELINE REPORT TEMPLATE

1.0 Message from the Chief

2.0 Executive Summary

3.0 Introduction

4.0 Overview of Information Collected

- Comprehensive Community Plan (and/or other past reports, plans, etc.)
- Core group survey summary
- Community survey summary
- SWOT (and/or other analyzes)

5.0 What this information means for *HR planning* and the community's readiness for self-government after treaty.

6.0 Next Steps

OTHER RESOURCES

- Appreciative Inquiry (or AI)
- Communications
- Competency-Based Model (for HR planning and management)
- Comprehensive Community Planning
- Funding
- Governance (and Good Governance)
- Monitoring and Evaluation
- Objectives (setting)
- Organizational Charts
- Skills Database and Candidate Search System
- Training Needs Assessment (TNA)
- Visioning
- General Resources for HR Planning

Appreciative Inquiry (or AI)

AI is a growing field of research and practice. It is based on two general ideas: 1) the use of collaborative inquiry involving many people to guide and promote change; and 2) an emphasis on the "power of the positive" as the foundation for change and future development, rather than focusing on negatives in a community or organization.

A wide selection of print and online resources can be found on AI. Here are some of them.

- Richard Seel, *Introduction to Appreciative Inquiry*. This publication is available online at http://www.new-paradigm.co.uk/introduction_to_ai.htm.

- Sue Hammond, *The Thin Book of Appreciative Inquiry*. This book provides an introduction and overview of AI. It is written in plain language and includes references on where to go for more in-depth study. It can be purchased online at http://www.thinbook.com/pages/books/tbai_book.htm.

- AI Commons. This website contains a selection of resources on AI. It is available at http://appreciativeinquiry.case.edu.

Communications

- INAC and Tewanee Consulting Group, *The Communications Tool Kit*.
  The tool kit can be obtained from:
  Communications and Consultation / INAC
  1-800 567-9604 / bcinfo@inac.gc.ca
  www.ainc-inac.gc.ca/ai/scr/bc/proser/fna/cnc/pub/fnct/fnct-eng.asp

- Causecommunications.org is a non-profit organization that promotes strategic communications to achieve social change. Its online resources include The Communications Toolkit, the Online Outreach Tools Guide and other resources. You can access them at www.causecommunications.org/resources.php.

- Algoma University College, *Community Engagement Toolkit* (2005). This toolkit contains practical information on developing a community engagement strategy and is specifically designed for First Nation communities. The toolkit is available online at http://fnbc.info/sites/default/files/documents/community-engagement-toolkit[1].pdf.

- Research Matters.net, *Designing a Communications Strategy*. Using a hypothetical organization, this toolkit shows you step by step how to develop a communications strategy. It also includes a comprehensive list of resources. The toolkit is available online at http://web.idrc.ca/uploads/user-S/1226604865112265957811Chapter_6%5B1%5D.pdf.

- Joel Whalen, *The Professional Communicators Toolkit* (Sage Publications, 2007).

- Carl Pritchard, *The Project Management Communications Toolkit: 100 Communications Tools and How to Use Them* (Artech House, 2004).

- Rick Mauer, *Feedback Toolkit: 16 Tools for Better Communication in the Workplace* (Productivity Press, 1994). A new edition published by Taylor & Francis will be available in 2011.

Competency-Based Model (for HR planning and management)

Competency gaps are only one type of HR gap, but organizations sometimes choose to undertake HR planning by following a competency-based model. A competency-based model is founded upon the belief that an employee's competencies (e.g. skills, knowledge, personal attributes) are what drive superior employee performance.

Some of these competencies cannot be taught. For example, an Office Manager may need to demonstrate good multi-tasking skills and the ability to problem solve on the spot. A Personnel Manager, then, will have to ensure that potential candidates possess these personal attributes or skills. Once the right person with the right basic competencies is in the right job, they can then be trained in additional skills that are relevant (e.g. word processing skills, accounting skills).

In a competency-based HR Plan, an organization establishes basic competencies for each job position, and then uses those required competencies to guide each component of its HR Plan (including employee recruitment, performance management, employee training and development, etc.).

- CPS Human Resource Services, *The Integrated Competency Model*. This document is available online at http://www.cps.ca.gov/workforceplanning/documents/OverviewCompetencyModel.pdf.

- The Competency Group (a private Canadian HR consulting firm) operates a website containing useful information on competency-based HR management. You can visit their website at http://www.futurelearning.com/knowledge-centre.aspx.

- SCIC, *A Competency Based Approach to Staffing*. This is a "how to" guide on developing a competency-based model for HR management. The document is available online at http://www.saskcropinsurance.com/Default.aspx?DN=7df3877c-5b34-4fe1-ba46-1e7186af8b12.

- David Duboise and William J. Rothwell, *Competency-Based Human Resource Management* (Davies-Black Publishing, 2004).

- Seema Sanghi, *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations* (Sage Publications, 2007).

Comprehensive Community Planning

- INAC, *CCP Handbook: Comprehensive Community Planning For First Nations in British Columbia* (2006). This handbook was developed by INAC in partnership with five BC First Nations and includes a list of resources on community planning. The handbook can be obtained from:
  INAC, BC Region
  (800) 567 9604
  BC-CCP@inac.gc.ca
  http://www.ainc-inac.gc.ca/ai/scr/bc/proser/fna/ccp/ccphb/index-eng.asp.

- The Centre for Indigenous Environmental Resources, *Comprehensive Community Planning Training Program*. This program is designed to help First Nations develop and implement an integrated community sustainability plan. Modules for the CCP Training Program are available online at http://fnbc.info/content/training-modules-ced-centre-indigenous-resources.

- Beringa Community Planning, *Gaining Momentum: Sharing 96 Best Practices of First Nations in Comprehensive Community Planning* (2009). This document is available online at http://fnbc.info/sites/default/files/documents/Gaining%20Momentum%20Sharing%2096%20Best%20Practices%20of%20First%20Nations%20Comprehensive%20Community%20Planning.pdf.

- Communityplanning.net is an acclaimed UK website. It has a wide range of resources including a "Toolbox" section. The focus is urban and the website has a global audience. A key theme is "best practices" in promoting and enabling local participation in community planning and management of the environment. You can visit the site at www.communityplanning.net.

Funding

Obtaining adequate funding for HR planning can be a challenge. It is likely that more than one source will have to be approached or that more than one application to the same source for funding in successive years will have to be made. Multi-year funding may be available from some sources (e.g. Treaty Related Measure funding) and should be explored.

The following are potential sources of funding.

SOURCE/SITE	FUNDER	CONTACT
BC Capacity Initiative	AANDC	Alice Wong (604) 775-5118 wonga@inac.gc.ca
Treaty Related Measures (TRM)	Federal Treaty Negotiation Office, AANDC	Paul West (604) 775-5773 westp@inac.gc.ca
Direct Support Initiative	New Relationship Trust	Lana Plante (604) 925-3339 lplante@nrtf.ca
Funding Sources for BC Communities	Database of funding sources for community development in BC	communityfutures.com/cms/%20 Funding_Sources.2.0.html

Another challenge is finding sources of funding or other support for education or training (the HR plan will presumably include training needs assessments with education or training plans for staff). Again, a single funding source to meet all the education and training needs identified in the HR plan is unlikely. Rather, education and training funding is often available for specific groups (e.g. youth), sectors (e.g. housing, health or environment), specific programs (e.g. post secondary education) or services (e.g. child care).

The following are or sources of information on funding for education and training.

- First Nation Education Steering Committee
  (877) 422-3672
  karenbr@knesc.ca
  www.fnesc.ca

- Human Resource Development Canada
  Aboriginal Skills and Employment Training Strategy
  http://www.hrsdc.gc.ca/eng/employment/aboriginal_employment/index.shtml

- CCP Handbook, AANDC (see the Appendix - Funding)
  BC-CCP@inac.gc.ca
  http://www.ainc-inac.gc.ca/ai/scr/bc/proser/fna/ccp/ccphb/index-eng.asp

Governance (and Good Governance)

- The National Centre for First Nations Governance (NCFNG) has a suite of resources and tools on First Nations governance and improving governance capacity. Its Governance Toolkit contains valuable information on constitutional development and other areas of governance. The NCFNG website can be found at http://www.fngovernance.org/pillars/index.htm.

- The Native Nations Institute (NNI) is based in the US and is affiliated with the Harvard Project. NNI has worked extensively with US Indian tribes and First Nations in Canada in developing culturally relevant and effective constitutions. They also provide distance and other education and training courses on nation-building for native nations. Their website contains a listing of resources and services. NNI's website can be found at http://nni.arizona.edu.

- The Institute on Governance (or IOG) is a non-profit institute committed to promoting better governance in the public interest. IOG has extensive resources on governance, including publications, courses, and coaching services. The IOG website includes a section on Aboriginal governance. You can access the IOG website at http://iog.ca.

- BC Assembly of First Nations, *Governance Toolkit: A Guide to Nation Building*. This Toolkit is a comprehensive guide to assist First Nations in building or rebuilding governance and navigating out from under the *Indian Act*. It is available online at www.bcafn.ca/toolkit.

- Amos Graham and T. Plumptre, *Principles for good governance in the 21st century* (Institute on Governance, 2003). This document is available online at http://unpan1.un.org/intradoc/groups/public/documents/UNPAN/UNPAN011842.pdf.

- Richard Missens, *Sovereignty, Good Governance and First Nations Human Resources: Capacity Challenges*. This document is available online at http://fngovernance.org/ncfng_research/richard_missens.pdf.

- NCFNG, *Governance Best Practices Report* (2009). This document is available online at http://fngovernance.org/publication_docs/NCFNG_Best_Practice_Report.pdf.

- T. Plumptre and J. Graham, Governance and good governance: International and Aboriginal perspectives (Institute on Governance, 1999). This document is available online at http://iog.ca/en/publications/governance-and-good-governance-international-and-aboriginal-perspectives.

Monitoring and Evaluation

- Thea Hilhorst and Irene Guijit, *Participatory monitoring and evaluation: A process to support governance and empowerment at the local level* (Royal Tropical Institute, 2006). This document is available online at http://www.kit.nl/net/KIT_Publicaties_output/showfile.aspx?e=925.

- Keith Mackay, *How to Build Monitoring and Evaluation Systems to Support Better Government* (World Bank, 2007). This publication is available online at http://www.worldbank.org/ieg/ecd/docs/How_to_build_ME_gov.pdf.

- Darlene Russ-Eft and Hallie Preskill, *Building Evaluation Capacity* (Sage Publications, 2003).

- Peter Rossi, Mark Lipsey, and Howard Freeman, *Evaluation: A Systematic Approach* (Sage Publications, 2003).

Objectives (Setting)

- UN-HABITAT and Ecoplan International, *Promoting Local Economic Development through Strategic Planning* (2005). This guide on strategic planning for local economic development contains a useful section on "Setting Objectives". For more information on their many publications see http://www.ecoplanintl.com.

- Creating the Future: *A Planning Handbook for Board Members and Administrators of First Nations' Boards*, developed for the First Nation Education Steering Committee. It includes a section on setting objectives. The document is available online at http://www.fnesc.ca/publications/Copyrighted_Publications/Creating_the_Future_Cpyrt.pdf.

Organizational Charts

- http://office.microsoft.com/en-us/publisher-help/create-a-simple-organization-chart-HP001154347.aspx

- http://www.orgchart.net/wiki/Main_Page

- http://excel.tips.net/Pages/T003204_Creating_an_Organization_Chart.html
(This site contains information on creating an organizational chart using Excel)

- *Journey to Economic Independence: BC First Nation's Perspectives*. This report contains overviews of the economic development strategies of several BC First Nations including detailed organizational charts. The report is available online at http://www.tted.gov.bc.ca/Publications/Documents/FNReportPrintMeg.pdf.

Skills Database and Candidate Search System

This product can be accessed and maintained through the Internet and is designed for use by First Nations and others in establishing, operating and updating a skills inventory database. It stores information on potential candidates for employment (e.g. education, work experience, certifications) and allows First Nations to enter and maintain information from any computer with Internet access. With its searchable database, a community, or third parties who are given access (e.g. resource companies), can also search for suitable candidates for employment using the Internet.

The system has an administrative component, which allows First Nations to configure and manage the database, and an outside user component. It is very user friendly and permits First Nations to view activity by outside users.

The system is currently in use across Canada. Costs include a one-time licence fee and a yearly hosting and support fee. However, these costs can sometimes be recovered through government funding programs or industry through impact-benefit agreements arising from resource development projects.

The Skills Database and Candidate Search System was developed by SCI Resources Software. Contact details are:

P.O. Box 566, Station C	(709) 739-5053
St. John's, NL	info@strategicconcepts.ca
A1C 1K4	www.strategicconcepts.ca

Training Needs Assessment (TNA)

- http://www.suite101.com/content/how-to-make-a-training-needs-analysis-template-a159484
- http://office.microsoft.com/en-us/templates/training-needs-assessment-TC001146206.aspx
- For a database containing training needs assessments for dozens of jobs in local government in the NWT, visit the Municipal and Community Affairs website of the Government of the NWT at the following web address (click on the Training Needs Assessment links in the right hand column) http://www.maca.gov.nt.ca/school/tools/index.html.
- Robyn Peterson, *Training Needs Assessment: Meeting the needs for quality performance* (Kogan Page Press, 1999).
- Jean Barbazette, *Training Needs Assessment: Methods, Tools and Techniques* (Wiley, 2006).
- Deborah D. Tobey, *Needs Assessment Basics: A complete how to guide* (American Society for Training and Development, 2005).
- Kavila Gupta, G. Sleezer and Darlene Russ-Eft, *A Practical Guide to Needs Assessment* (Wiley, 2007).

Visioning

- Anna Haines, *Using Visioning in a Comprehensive Planning Process* (University of Wisconsin 2001). This article is on the growing use of visioning to build consensus in communities about the future, the key steps in visioning and how to incorporate a community's vision into the planning process. It also contains a detailed list of resources on visioning. This article is available online at http://learningstore.uwex.edu/Assets/pdfs/G3752.pdf.

- NACCHO, *Visioning at a Glance*. NACCHO is US public health organization and its website contains a detailed guide on visioning. You can access the guide at http://www.naccho.org/topics/infrastructure/mapp/upload/visioning_full.pdf.

- UN-HABITAT and Ecoplan International, *Promoting Local Economic Development through Strategic Planning* (2005). This guide on strategic planning for local economic development includes a section on visioning and how to develop a community vision. For more information on their many publications see http://www.ecoplanintl.com.

- Larry Thomas, *Creating the Future: A Planning Handbook for Board Members and Administrators of First Nations' Boards* (First Nations Education Steering Committee, 2004). It includes a section on developing a vision. The document is available online at http://www.fnesc.ca/publications/Copyrighted_Publications/Creating_the_Future_Cpyrt.pdf.

General Resources for HR Planning

- Municipal and Community Affairs (NWT), *Community Government Human Resource Development System*. This is an excellent and comprehensive resource and is available online at http://www.maca.gov.nt.ca/school/tools/CGHRDS%20Manual%20.pdf.

- hrcouncil.ca. This website contains a wide range of resources on HR for the non-profit sector. However, the HR toolkit and other resources are useful for HR planning generally. The site also includes a searchable database for education and training programs called "Access". You can access this site at http://hrcouncil.ca.

- Government of Newfoundland and Labrador, *Human Resource Planning: Reference Tools*. This document is available online at http://www.exec.gov.nl.ca/exec/pss/publications/HR_Resource_Binder.pdf.

- Michael Armstrong, *A Handbook of Human Resource Management Practice* (Kogan Page Publishers, 2009).

- Michael Armstrong, *Strategic Human Resource Management: A Guide to Action* (Kogan Page Publishers, 2006).

Glossary //

Terms or concepts in the Glossary appear in *italics* throughout the document.

Agreement in Principle (or AIP)

For First Nations in the BC treaty process, this is fourth stage of the process. It refers to an agreement made by the parties that will form the basis of the final agreement to be negotiated in the fifth stage. An agreement in principle is not legally binding.

Appreciative Inquiry (or AI)

AI is a method used to explore and affirm the potential within communities or groups for development and positive change. It is normally a two stage collaborative process that focuses on the "best of what is" and the "best of what might be" (in that order). Unlike SWOT, AI stresses appreciation and discovery of the strengths and potential of a community as a force for positive growth.

Community engagement

Community engagement includes any methods or approaches used to gather feedback or input from community members or groups, including consultation or dialogue sessions, interviews, surveys, kitchen meetings and outreach.

Comprehensive Community Planning (CCP)

CCP is a process used by communities to develop a realistic and systematic plan for sustainable growth, self-sufficiency and good governance. Unlike some other approaches, it is a community-driven or "bottom-up" process.

Glossary //

Constitution

A constitution is a written document that contains the community's vision for governance in the future. It defines the core values of the community and the political or institutional structures by which those values will be realized. For First Nations in the treaty process, the constitution will be ratified by the community before the effective date of a final agreement. On that date the constitution, along with the final agreement, will become the supreme law of the First Nation.

Constitutional development

This refers to the process by which a community develops a written constitution.

Effective date

A final agreement will be effective (i.e. have the force of law) on a date to be agreed by the First Nation and the other parties to the agreement.

Final agreement

A final agreement means a treaty. Unlike an agreement in principle, a final agreement is binding on the effective date and sets out the authorities, rights and obligations of the First Nation and the other parties. Negotiating a final agreement is the fifth stage of the BC treaty process.

Good Governance

Good governance has different meanings, but a widely accepted definition is governance that includes:

- Culturally relevant institutional structures and arrangements
- Systems for policy making that are effective and open
- A professional civil service
- The rule of law
- Accountability and transparency
- Efficiency and effectiveness in achieving the community's vision and objectives
- Participation by members in policy development and the decisions affecting them.

Governance

Governance for First Nations is a complex concept and may have different meanings across communities. In this tool, we use the term "governance" in its simplest form. It refers to the institutional structures and arrangements by which the community exercises its law-making authority, develops policies and makes decisions affecting the community, its members or others.

Governance structures

This refers to the way in which the community organizes its government and includes:

- Political bodies (e.g. an elected assembly or a council of elders)
- Administrative structures or arrangements (e.g. the executive branch of the government, a professional civil service etc.)
- Organizations that provide programs or services or manage community businesses
- Community groups that influence decision making and the development of policy.

Glossary //

Human Resource (HR)
Human resource refers to the people who work for a community. This expression is used because the people who work for the community along with their skills, knowledge and experience are a valuable resource. They are an "asset" to the community that must be managed, developed and supported if the community is to achieve its vision and objectives.

Human Resource (HR) Baseline
This refers to the results of the situation analysis and other information gathered about the community's HR capacity. It describes both actual and potential capacity and is used as a basis for comparison.

Human Resource (HR) Planning
HR planning is a process by which a community ensures that it has the right people in the right jobs at the right times to meet its current and future needs. This is an ongoing process due to internal and external changes. Internal changes might include new governmental authorities, new programs or services, or staff turnover. External changes might include changes in the economy or technology.

Key contacts
Key contacts are the people outside of the HR Planning Team who are selected to be directly involved in the HR planning process because they can provide valuable information about the community, its current conditions, capacity and future needs. Ideally, they will be drawn from different groups in the community including elders, leadership, staff or youth.

Mentoring

Mentoring is a formal or informal relationship between an experienced and knowledgeable person (the mentor) and a less experienced or new person. Mentoring is designed to help the less experienced or new person improve the knowledge and skills they need to perform their job and successfully adapt to their work environment. A mentoring relationship can sometimes include evaluation of the inexperienced or new person by the mentor. Research has shown that mentoring increases learning and job retention.

Participatory approach

Participatory approach means an open, inclusive process by which community members have a meaningful role in HR planning by contributing to the overall development of an HR Plan.

Situation analysis

This refers to a process by which the community assesses the overall position of the community and the general state of things affecting the community. It has both internal and external dimensions. By completing a situation analysis, a community obtains important information that it needs for effective planning.

Strategies

Strategies are a plan of action or process by which a community will achieve specific objectives or goals.

Glossary //

Training Needs Assessment (or TNA)
A TNA is process that identifies training gaps for a specific position and employee, and options for filling them.

Vision statement
A vision statement is a short, powerful and realistic statement of what the community hopes to become in the future.

SWOT analysis
SWOT is a tool by which a community identifies and analyzes the Strengths, Weaknesses, Opportunities and Threats that affect the ability of the community to achieve its vision and objectives. Strengths and weaknesses are internal factors and opportunities and threats are external factors.

Values
Values are beliefs or standards shared by a community that determine or influence the actions or decisions of the community and its members.

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