

PREPARING FOR TREATY: IDENTIFYING EDUCATIONAL PLAN PRIORITIES

by

Celia Sterritt

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION

UNIVERSITY OF NORTHERN BRITISH COLUMBIA

December 2012

© Celia Sterritt, 2012

UNIVERSITY of NORTHERN
BRITISH COLUMBIA
LIBRARY
Prince George, B.C.

Abstract

This paper provides an education plan for the Northern Secwepemc te Qelmucw (NStQ) as they prepare for treaty and fulfill their vision of self-determination. This education plan includes the training of the NStQ community members and front-line managers in order to increase their numbers within the organization's government, and to increase their competencies in order to handle the change to the NStQ post-treaty governance model.

Table of Contents

Abstract	ii
Acknowledgements	iv
1.0 Introduction	1
1.1 Northern Secwepemc te Qelmucw.....	1
2.0 NStQ Governance	2
2.1 NStQ Decision-Making Process	5
2.2 NStQ Human Resource Project	8
3.0 Literature Review	9
3.1 Education Plan	10
3.2 Training Needs Assessment.....	11
3.3 Competencies and Change.....	18
4.0 Methodology	27
4.1 Questionnaire	29
4.2.1 <u>Development</u>	30
4.2.2 <u>Participants</u>	31
4.2.3 <u>Delivery</u>	32
5.0 Results	32
6.0 Discussion.....	36
6.1 NStQ Staff Development	37
7.0 Conclusion.....	39
References.....	41
Appendix 1 NSTC Questionnaire	43
Appendix 2 Key Leadership Competencies, Government of Canada, Definitions.....	45
Appendix 3 Questionnaire Results.....	46

Acknowledgements

Thank-you to the Northern Shuswap Tribal Council, Tsq'escen', Xat'sūll, T'exelc and Stswecem'c Xgat'tem whose work made this paper possible with their wisdom, knowledge and kindness. I would also like to thank Dr. Rick Tallman, Phillip Clough and Yvonne Smith for their guidance and assistance throughout the development of this paper.

This paper is dedicated to my family and friends whose continuous encouragement and love supported the completion of this paper.

1.0 Introduction

The Northern Secwepemc te Qelmucw (NStQ), meaning “Shuswap people of the north”, are First Nations who are working towards self-determination and preparing for the finalization of their treaty. The challenge raised by this initiative is how to prepare and plan for the training and education required to ensure the NStQ have the human resources necessary to meet the needs for the transition to the post-treaty governance model. To respond to this issue, this paper will outline an education plan to address the NStQ’s capacity needs as they prepare for treaty and assist with achieving their vision of self-determination. It is important such a plan be developed so the NStQ will be as self-reliant as possible in the implementation of their treaty and reliance on others be minimal; for then they will truly be moving towards self-determination. In developing this plan, it may assist other First Nations who are on a similar path.

1.1 *Northern Secwepemc te Qelmucw*

The Northern Secwepemc te Qelmucw (NStQ), are located in and around Williams Lake and 100 Mile House in the Cariboo Region of British Columbia. NStQ refers to the peoples, Bands and organizations of the four northern Shuswap communities. The four communities of Tsq’escen’ (Canim Lake Band), Xat’sūll/Cm’etem (Soda Creek/Deep Creek Band), T’exelc (Williams Lake Band), and Stswecem’c Xgat’tem (Canoe Creek Band/Dog Creek Band) have built a political alliance to work collectively to address the needs and issues that are relevant to their communities. The registered population of the four northern Shuswap Communities as of November 2012 is Tsq’escen (591), Xat’sūll/Cm’etem (406), T’exelc (733) and Stswecem’c Xgat’tem (722) for a total of 2,452 registered NStQ

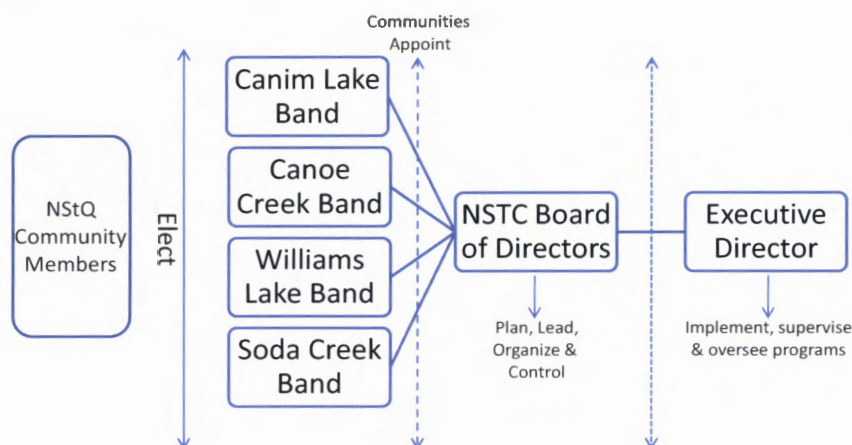
(Aboriginal Affairs and Northern Development Canada, 2012). The NStQ are part of the 17 Shuswap bands known as the Secwepemc Nation.

The NStQ began negotiations with the federal and provincial governments in 1993 and since 1998, have been negotiating an Agreement in Principle and are at stage four of the six-stage treaty process under the BC Treaty Commission. The treaty will recognize and affirm the NStQ's title, rights, and authority over their traditional territory. Negotiations with the federal and provincial government are ongoing under this process and the NStQ continue to take steps to ensure the organization advances.

2.0 NStQ Governance

The four communities of the NStQ are autonomous members who decided to collaborate and form the Northern Shuswap Tribal Council (NSTC). As illustrated in Figure 1, the communities elect and appoint a member to the NSTC Board of Directors who plan, lead, organize, control and directly supervisor the Executive Director. Each community is unique and has agreed to follow similar governance practices and collaborate on common initiatives. The NSTC is a not-for-profit organization whose primary purpose is to assist, support, and provide advisory services to the four member communities. The NSTC and its governance structure have proved successful in the organization's move towards self-determination and in its preparation for treaty.

Figure 1: NSTC Governance Structure



Each community has agreed to follow the governance model as illustrated in Figure 2, with the community members electing their Chief and Council who are responsible for setting the strategic direction, protecting & optimizing community assets, hiring & supervising the Band Administrator, making governance policies, overseeing financial matters and service programs and the meetings, minutes and decisions (Sterritt, 2003, p. 26). The key functions of the Band Administrator with the elected Chief and Council include providing support, recommending policies and standards, public relations and serving as an emergency backup to Chief and Council and ensuring there is a succession plan in place for him/herself (Sterritt, 2003, p. 51). The Band Administrator is also responsible for building and maintaining the office, including the supervision of all departments including economic development, housing and capital, education, social development, treaty, natural resources and health (Sterritt, 2003, p. 52). Therefore, the Band Administrator is responsible for the human resource management, financial management, services and program delivery while serving as a community liaison to its members.

Figure 2: Band Governance Structure



The steps and processes the NSTC and their members have taken to move their communities forward while maintaining autonomy are noteworthy. The NStQ communities have accomplished a fundamentally common personnel policy, job descriptions, salary grid and housing policy. They also are working towards common financial principles. These accomplishments are important as they illustrate the challenges the four autonomous communities are willing to overcome as they work towards their goal of self-determination.

Furthermore, to ensure they are prepared for the final stage, the NSTC completed the *NStQ Human Resource Project* to assist with treaty implementation. The document outlines the strategy and the transition-training plan for the implementation of the post-treaty governance model. Highlighted in the transition-training plan is the requirement for employees to be trained and retrained, with the need for additional education to prepare employees to facilitate the new post-treaty governance model.

The post-treaty model consists of a shared governance structure that will include regional and community-based governments. The distribution of responsibilities and law-making authority is still being finalized; however, there will be an initial requirement for higher-level positions. The Secwepemc language, culture, heritage, traditions and values define who the NStQ are and therefore will form the foundation of the post-treaty government model. For the NStQ, governance means the stewardship of the land and care of the people (children and families). In order to organize stewardship and care, the government's structure will include departments with specific mandates. The post-treaty governance model will require approximately 260 employees and is broken down in Figure 3. Currently, there are approximately 200 people currently employed within NSTC and the NStQ communities.

2.1 NStQ Decision-Making Process

The NStQ have identified a decision-making process to ensure collaboration and effective use of the resources within the four communities. The NSTC Executive Director participates in the NStQ Band Administrators Network who meets monthly to provide support and collaborate on common initiatives to achieve the vision of self-determination and treaty.

Figure 3: NStQ Post-Treaty Governance Model Staffing Requirements

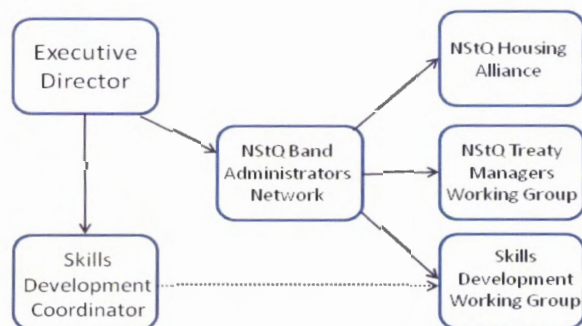
		Departments	Est. # of Staff Req.
Community Wellness 105-120 people	1 Director	6 Managers	
		Education	20-25
		Community Support & Wellness	35-40
		Medical Health Services	13-15
		Income & Employment	9-11
		Elders & Disabled Care	13-15
		Youth Development	12-15
Stewardship 28-36 people	1 Director	4 Managers	
		Fisheries	6-8
		Wildlife	3-5
		Forests & Lands	13-15
		Enforcement	2-4
Culture & Heritage 20-25 people	1 Director	4 Managers	
		Language Preservation	3-5
		Archives & Information	3-5
		Cultural Preservation	4-5
		Archeology & Traditional Use	4-5
Economic Development 4-6 people	1 Director		
		Self Employment Advisor	1-2
		Corporate Affairs	
		Contract Manager	
Infrastructure & Public Works 30-40 people	1 Director	4-8 Senior Staff	
		Staff – trades and labour	25-30
Government Services 22-35 people	2 Directors	4-6 Managers/Senior Staff	
		Employees (regional & community)	16-25

NOTE: This is a chart in “evolution” – staffing requirements will change as decisions are made over the next months and years.

As outlined in Figure 4, the NStQ Band Administrators Network establishes and oversees the Committees comprised of the technical experts from NSTC and each of the four communities. For example, the Skills Development Working Group (SDWG) consists of NSTC’s Skills Development Coordinator and the four Education Managers from each community who are working together to determine the common education and training needs. The Skills Development Coordinator is directly supervised by the Executive

Director and the SDWG established the terms of reference and conducts monthly meetings which are supported by the NStQ Band Administrators Network. This process supports communication of the work conducted and the flow of information to each individual community.

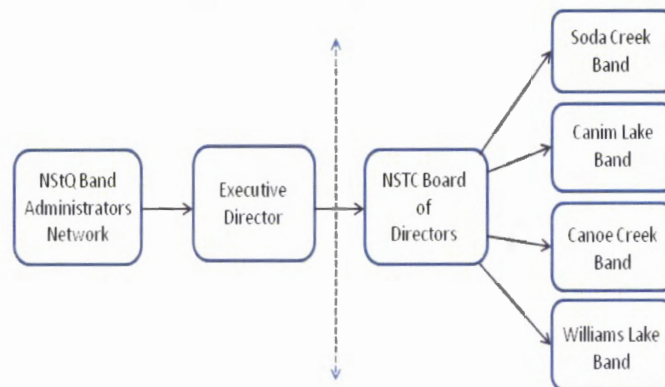
Figure 4: NStQ Administrators Network Decision-Making Process



This process ensures shared resources, collaboration and involvement from our member communities who are key for all NSTC programs.

The NStQ Band Administrators Network provides recommendations through the Executive Director to the NSTC Board for consideration, as outlined below in Figure 5. The NSTC Board is comprised of one representative of the elected Council in each community and each representative is responsible for updating their Council and Band Administrator within their community of the direction communicated at the NSTC Board Level. This process ensures the direction and operations are communicated to the communities and affirm the common initiatives tasked to NSTC reflect the needs of the communities.

Figure 5: NSTC Decision-Making Process



2.2 NStQ Human Resource Project

As stated earlier, the NSTC collaborated with their four member communities to complete the *NStQ Human Resource Project* and to improve their communities' capacity for dealing with their human resource requirements. The *NStQ Human Resource Project* is comprised of a *Human Resource Database*, *Post-Treaty Governance model*, and a *Human Resource Strategy and Transition Training Plan*. The final document was completed in October 2007. This paper will focus on the *Human Resource Strategy and Transition Training Plan (HRSTTP)* as it included several recommendations; in particular, an outline of the need for the NStQ managers and leaders to acquire the following fundamental skills to assist with the transition to the post-treaty government structure:

- Leadership Skills
- Team-Building
- Change Management
- Performance Management
- Innovative and Creative Thinking
- Time Management
- Project Management
- Budget Development and Forecasting
- Writing Skills
- Presentation and Speaking Skills
- Meeting and Event Planning

- Community Planning
- Facilitation

The document further recommended cross-training to be encouraged within all organizations to ensure there is never a loss of capacity as employee's interests and aspirations evolve. The NStQ would like to continue towards self-determination and will be utilizing this document to move forward in this process.

The purpose of this project is to determine the education and training needs of the NStQ in order to facilitate the development of an education plan to prepare those who will be participating in the transition to the post-treaty governance model.

3.0 Literature Review

To determine the participants and areas of training required to transition NStQ communities to the post-treaty governance model, it is necessary to review current research on training needs assessment and management training. The processes used to identify the frontline managers who will be trained, training needs assessment itself, and the competencies that a middle, senior, or executive manager will need to acquire to effectively implement change, were also reviewed. The NStQ utilized competencies to illustrate the knowledge, skills and abilities the managers have mastered, and to identify where to improve their individual abilities, "Competencies are individual capabilities that can be linked to enhanced performance by individuals or teams" (Zinni, Mathis, & Jackson, 2008, pp. G-2). The link of competencies to performance is a measurement and assists in determining the knowledge, skills, and abilities of NStQ employees.

3.1 Education Plan

The measurement of performance is important when developing an education plan, also referred to as a training plan, for the needs analysis phase. Training plans consist of phases in order to be effective and it is important to align the plans with the organization needs and the strategic plan (Blanchard & Thacker, 2010, p. 23). The purpose of a training plan is to first connect the training needs of a trainee to the training objective and secondly, to connect the training objectives with the methods used for the trainees to master the objectives (Beebe, Mottet, & Roach, 2004, p. 198). This education plan will be focusing on the first purpose of connecting the training needs of the trainee to the objective of preparing NStQ staff in their preparation for treaty. The NStQ have their human resource strategy completed and have aligned this with their goal of 100% NStQ employees for treaty implementation; the education plan is developed with this goal in mind and provides value to the training.

The alignment of the education plan with the NStQ goal reduces the focus on internal and maintenance of daily operations and refocuses management to the future; towards the NStQ achieving self-determination and preparing for treaty. A risk of not developing a strategy or plan is the danger of being out of touch; operating decisions based on past conditions and focus on resolving internal problems as opposed to planning for the future (Belcourt & McBey, 2010, p. 37). The NStQ human resource strategy identified the gaps in the competencies of current staff and the areas of training required to prepare for the implementation of their treaty. The preparation for treaty is the motivation to develop an education plan to begin the training process.

“The training process begins with some type of triggering event. A triggering event occurs when a person with authority to take action recognizes that actual organizational performance is less than the expected organizational performance.”

(Blanchard & Thacker, 2010, p. 7)

The training process model as outlined by Blanchard and Thacker involve five phases, which occur after the triggering event; these phases include the Needs Analysis, Design, Development, Implementation and Evaluation (Blanchard & Thacker, 2010, p. 7). This education plan is at the Design phase and includes the training needs assessment phase.

3.2 Training Needs Assessment

As with any training conducted in the workplace, the question arises as to who should be trained and in what areas. In any decision, it is important to include senior management in identifying the target group and development of survey questions (Bellman, 1975, pp. 25-33). The involvement of senior management improves the training initiative and ensures there is structured follow-up after training (O'Donnell, 2009). Senior manager involvement also ensures the training is relevant, aligns with the organizational goals, and builds commitment.

When assessing training needs, it is important to consider the role in which the manager has gained experience where development is required. This will ensure training needs are accurately identified in relation to the position and will increase the performance of the manager. Research demonstrates that it is important to consider the professional identity of managers in addition to development (O'Donnell, 2009, pp. 141-150). There is a distinction

between skills training and development training (Knight, 2009). Skills' training is process driven, easily identified and measured, while development training focuses on individual development. Research has also demonstrated that operational competencies are less concerning than emphasis on individual development (Rouse, 2011). Thus, the manager's assessment will depend on the type of training the organization is considering. The NStQ are looking at developing frontline managers to middle, senior or executive levels and therefore, we need to assess the competencies acquired and determine where further development is required.

Three levels of assessment have been identified: organizational analysis, operations analysis, and individual analysis (McGehee & Thayer, 1961). An organizational analysis assesses the organization's systems, functionality and capacity to increase performance with the consideration of the internal and external forces that affect the organization. An example of an internal force would be a change in leadership while an external force could involve a technological change. An operations analysis involves the assessment of processes of an organization, such as the decision-making process or policy procedures and the improvement for achieving goals. The third, individual analysis, assesses the skills, knowledge and abilities of the individual person.

These three levels of assessments can be used to develop an approach to meet the unique needs of an organization and to implement strategic training. For this paper, we are focusing on the individual analysis of the NStQ employees as they prepare for self-determination and treaty, which will be a drastic change in governance structure, purpose

and leadership. The change of environment, strategy and resources to implement the post-treaty governance structure impacts the knowledge, skills and abilities required by management and increases the need for training. We will assess through a questionnaire where the current front-line managers determine their level of knowledge, skills and abilities then utilize this information as a baseline and measurement for the additional training provided through the Education Plan.

It is important to develop an approach for training needs assessment (TNA) to meet the unique needs of an organization and to strategically implement training: “The formal TNA project, as recommended by literature, is very resource-intensive and often doesn’t yield very useful results. The process is logical but not very practical” (Knight, 2009, p. 17). Knight’s recommendation to link training needs with the organizational goals as NSTC is preparing for treaty will ensure the resources utilized provide practical results. TNA or Training Needs Assessment is essential to determine how the organization will integrate lifelong learning and individual mastery of learning into its goals and planning process (General Accounting Office, 2003). A grassroots approach was implemented through a leadership development program to enhance the skills of managers to provide the knowledge, skills and abilities to develop their employees (Knight, 2009). The grassroots approach involves the organization training their senior managers and developing their leadership skills to increase their knowledge, skills and abilities to properly identify and further develop their employee’s skills in order to improve performance. This type of approach allows the manager to align individual development with the organization’s goals. The grassroots approach is different from the employee approach, where the

employee's identify what training they would like to take. That training may not necessarily align with the organizational goals. The NStQ's involvement of senior managers supports the grassroots approach and ensures alignment to the organizational goal of self-determination and treaty. The grassroots approach also supports the buy-in of the individual's involved.

Research has found that organizational outcomes depend on the relationship between the corporate governance systems and organizational learning and whether they substitute or complement each other (Zahra & Filatotchev, 2004). The United States General Accounting office drafted a guide to address their human resource challenges and provide assistance for assessing strategic training and development in the federal government. A component of this guide identified eight core characteristics of an effective training and development process for the purpose of enhancing the performance of managers. The NStQ can utilize the following eight core characteristic while working towards their organizational goals:

1. Strategic alignment: clear linkages exist between the mission, goals and culture
2. Leadership commitment and communication: leaders and managers consistently demonstrate that they support and value continuous learning, are receptive to and use feedback from employees on developmental needs and training results, and state the expectation that fair and effective training and development practices will improve individual and organizational performance
3. Stakeholder involvement: involved throughout the training and development process to help ensure that different perspectives are taken into account and contribute to effective training and development programs.

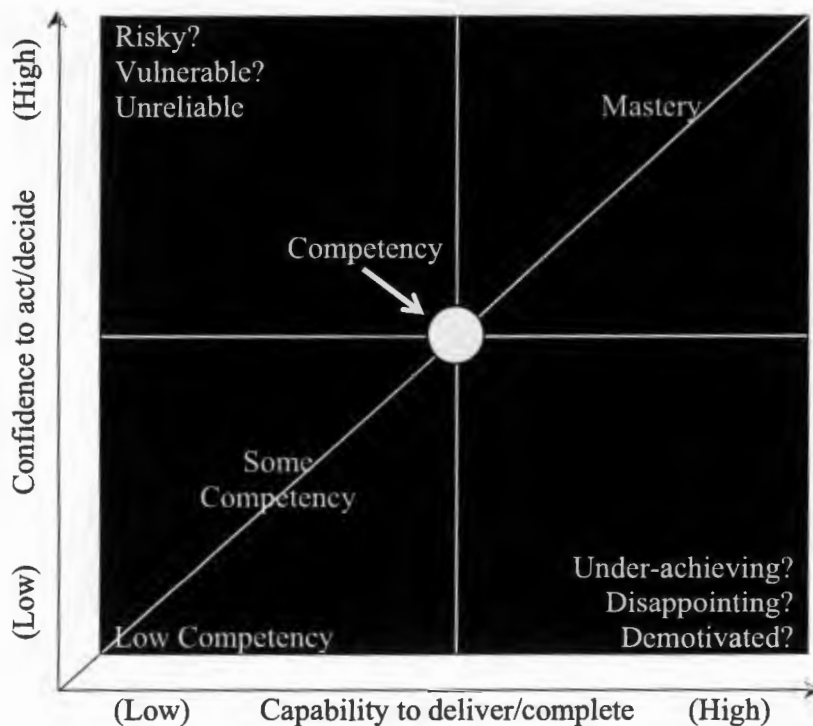
4. Accountability and recognition: appropriate accountability mechanisms such as a performance management systems in which incentives are used fairly and equitably to encourage innovation, reinforce changed behaviours and enhance performance.
5. Effective resource allocation: appropriate level of funding and other tools and resources along with the provision of external expertise and assistance when needed
6. Partnerships and learning from others: coordination within and among agencies achieves economies of scale and limits duplication efforts
7. Data quality assurance: established policies and procedures that recognize and support the importance of quality data and of evaluating the quality and effectiveness of training
8. Continuous performance improvement: agency practices and policies fostering a culture of continuous improvement and optimal organizational performance regarding training and other activities (General Accounting Office, 2003, p. 75).

When conducting a training needs assessment, the question often arises as to how to identify the mastery of a competence. Delarby and Leteney identified one method to identify mastery of a competence is to identify the *behavior*; there must be a differentiation from the *behavior* and the *skill* to distinguish between the average and the superior. Competency is differentiated in two types of work situations of normal/planned work and unplanned crisis/opportunities, thus providing the measurement of the use of knowledge in both situations (Delargy & Leteney, 2005).

Delargy & Leteney identify the following components of competency on the assumption that competencies have two separate elements of capability and confidence, as illustrated in Figure 6. The competence is illustrated when there is confidence to act in a high risk or vulnerable position, and measurement is based on the capability to deliver in these situations. Competency is measured based on the results of the decision; a decision made

in a high-risk situation with an outstanding result illustrates mastery, a positive result illustrates competency is achieved and an unsatisfactory result shows under-achievement. As illustrated in Figure 6, competency is achieved when there is confidence to decide or act and the capability to deliver is medium or good. This measurement of competency would be useful in assessing an employee's level of ability in each competency, similar to providing behavioural responses to illustrate a competency.

Figure 6: Components of competency



Another researched approach for training assessment is through competency-companion. Competency-companion is a technique that involves identifying strengths, such as honesty and integrity, in accordance with the importance to the organization, and selecting a complementary behavior, such as assertiveness, to augment this strength (Zenger, Folkman, & Edinger, 2011). This technique allows a linear approach to employee development and

permits the enhancement of strengths while addressing weaknesses in a complementary manner (Zenger, Folkman, & Edinger, 2011). The focus of the competency-companion model is on the individual and not the organization. The development can be aligned with the organizational goals; however, is dependent on the initial competencies of the individual. This measurement does not reflect what the NStQ are working towards as it focuses on individual development and therefore, will not be utilized at this time.

In terms of training needs assessment, one research study has shown that questionnaires provide a quantitative analysis while focus groups followed by observation provide the advantage of in-depth responses and ideas (Patton & Pratt, 2002). Due to the diverse nature of this project, which is to complete an education plan, it was decided to conduct a questionnaire in consultation with management (the band administrators of each of the four communities). In addition to practicality due to the time available, distance and autonomous nature of the four communities, the involvement of management ensured the support of the questions utilized and identified the target group. The process used for this questionnaire is a simplified version of that conducted by Swierczek and Carmichael for first-level supervisors for the University of South Florida. The training needs assessment they conducted took into consideration the limited availability of resources and the intent to improve planning and implementation of training (Swierczek & Carmichael, 1985). The purpose of the NSTC questionnaire for this paper was to identify the level of competence of the target group and utilize the results as a baseline and measurement for additional training. We will now look at the competencies required to implement change as the NStQ prepare for self-determination and treaty.

3.3 Competencies and Change

The stage an organization is at in its life cycle determines the knowledge, skills, and abilities that its employees require. Life cycle refers to the status of the organization – new, growth, or mature. The NStQ member communities are preparing for the growth stage of their post-treaty governance model; therefore, they need to strengthen their competencies in leadership to implement change. As mentioned earlier, the NStQ member communities have established fundamentally similar job descriptions with a wage scale. The job descriptions consist of thirty-four (34) competencies that are measured on a wage scale to determine level of pay. The wage scale consists of first evaluating the level or the complexity of the competency involved with the position on a scale of one to four or in this instance, from a to d. The second step is to evaluate the magnitude or the independent judgment involved with the competency from one to four (1 to 4) and the intersection of each results in the level of wage for the position, such as 2b. The thirty-four competencies included in the NStQ job description and wage scale models are considered core with regards to their everyday business.

The key competencies involved with change include strong leadership, strategic orientation and change management. These three competencies will support the enactment of treaty and provide the skills to implement change. As outlined by John Kotter, author of *Leading Change* in 1996, the steps to successfully implement change includes the need to create a sense of urgency, build a guiding team, get the vision right, communicate effectively, empower action, create short-term wins and refuse to let up (Gray, 2004, pp. 93-94). It is important to understand that in order for change to occur, the NStQ staff will have to

appeal to the minds and hearts of the membership. The transition to treaty must involve respected and honorable people who are able to gain the trust of the NStQ and effectively communicate the future government and the work it will entail.

The following provides a list of the three competencies noted for the transition to the post treaty-government model:

- A) Leadership implies a desire to lead others, including diverse teams. Leadership is generally, but not always, demonstrated from a position of formal authority. The 'team' here should be understood broadly as any group with which the person interacts regularly.
 - a. Manages meetings well: states agendas and objectives, controls time, makes assignments and ensures informed decisions are made.
 - b. Keeps people informed: in a leadership role, lets people affected by a decision to know what is happening, even if they are not required to share such information and makes sure the group has all the necessary information.
 - c. Promotes team effectiveness: as a leader, uses complex strategies to promote team morale and productivity (hiring and firing decisions, team assignments, cross-training), may include acts intended to build team spirit as long as this is intended to increase team effectiveness. Demands accountability, resolves conflict and encourages and empowers others

- d. Takes care of the group: advocates for the group and its reputation, makes sure the practical needs of the group are met such as obtaining needed personnel, resources, information for the group and uses them efficiently.
- e. Positions self as the Leader: ensure that others support leader's mission, goals, agenda, climate, tone, and policy. Models the desired behaviour of the quality initiative, 'sets a good example' and ensure that the group tasks are completed and is a credible leader.
- f. Communicates a compelling vision: has a genuine belief in the vision and communicates to others in a way that generates excitement, enthusiasm and commitment to the group mission (Government of British Columbia, 2007).

B) Strategic Orientation is the ability to link long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.

- a. Understands strategies: able to analyze and comprehend organizational goals and strategies developed by others
- b. Aligns current actions with external strategic goals: prioritizes work in alignment with business goals, acts in accordance with externally set strategies, objectives or goals
- c. Thinks in strategic (future-oriented) terms: develops long-term objectives, strategies, goals, orients to longer terms than day-to-day activities.

Determines long-term issues, problems or opportunities; develops and establishes broad scale, longer-term objectives, goals or projects and develops business strategies.

- d. Links current action or daily tasks to strategies (own or external) or a long-term perspective: assesses and links short-term, day-to-day tasks in the context of long-term business strategies or a long-term perspective; considers whether short-term goals will meet long-term objectives. Reviews own actions against the organization's strategic plan; considers the big picture (quality assurance initiative) when considering possible opportunities or projects or thinks about long-term applications of current activities. Anticipates all possible responses to different initiatives.
- e. Understands external impact on internal strategy: is aware of the projected directions of trends (e.g. Social and technological) and how changes might impact the organization; considers how present policies, processes, and methods (not current actions, but ongoing issues) might be affected by future developments and trends.
- f. Plans actions to fit strategy (own and outside) and meet external events: ensures contingency plans exist for problems and situations that might occur; redesigns the department and/or organization to better meet long-term objectives; establishes a course of action to accomplish a long-term goal or vision, and/or shares own view of the desirable future state of the business, department or organization (Government of British Columbia, 2007).

C) Change Management is the ability to support a change initiative that has been mandated within the organization. It involves helping the organization's members understand what the change means to them and providing the on-going guidance and support that will maintain enthusiasm and commitment to the change process.

People with this competency willingly embrace and champion change. They take advantage of every opportunity to explain their vision of the future to others and gain their buy-in.

- a. Speaks out for change: publicly supports the mandated change initiative, verbally or in writing and may repeat this message on a number of occasions to ensure organization members are clear on the purpose and direction of the change.
- b. Links change to work processes: explains how change will affect work processes or structures in general and draws theoretical connections, speaks about the change and desired outcomes in broad or abstract terms.
- c. Makes change real for individuals/groups: explains to individuals specifically how the change will affect their roles or positions and integrates the change very clearly with existing work/projects. Builds on recent change initiatives to increase enthusiasm and commitment to the change process.
- d. Follows through on change initiative: takes specific and sustained action to ensure the successful implementation of the change program and reinforces the change message with own actions and attitudes. Publicly recognizes individuals who are demonstrating behaviours consistent with the 'new organization' (Government of British Columbia, 2007).

The Canadian government has outlined the following key leadership competencies from a foundation of Values and Ethics, Strategic Thinking, Engagement and Management

Excellence (Government of Canada, 2007). As illustrated in Figure 7, the four competencies are integrated and build upon one another; the definitions have been included as Appendix 2. As a federally funded organization, it would be appropriate for the NStQ to consider this model and we will review the competencies in detail. The Values and Ethics competencies are foundational as it affirms the integrity of the NStQ and the respect for the land and the people. The achievements completed to-date, such as the fundamentally similar policy and procedures, is only as successful as the use and implementation of this policy. Implementation must be fair, equitable and consistent; it is important to hold oneself, the organization and its people accountable in a fair and transparent process. To illustrate the values and ethics of the NStQ, it is important all staff illustrates and maintains fairness, consistency and accountability for their actions.

The NStQ have already illustrated their strategic thinking through their completed projects and the direction they are moving in as they prepare for treaty and self-determination. There is an established governance structure, decision-making process, policy and procedures, job descriptions and wage scales that are followed throughout all four communities. These have been accomplished through respectful partnerships and with recognition of each community's autonomy over their distinct practices.

Strategic thinking is also important with respect to addressing technological advances. It is important to strategically link the organizational vision and change management into a plan that includes growth strategies (Zaccaro & Banks, 2004).

Through the *NStQ Human Resource Strategy*, a database was developed to track the education and training of their members to assist in planning and preparing for treaty; this is a growth strategy. The challenge of implementing or utilizing this database is adapting to the additional technology. The increase in technology limits the time an organization has to adapt and assimilate the changes, and it negatively affects the ability of an organization to execute meaningful change (Blazek & Stevens, 2006). Also, communication has become more complex along with improvements in technology and social media. Globalization, multiple time zones, cultural priorities, and email are all examples of factors that minimize personal interaction and interpersonal development (Blazek & Stevens, 2006). The NSTC communities must ensure the connection with their membership is maintained on a personal level when utilizing technology and media to connect with their membership while working towards their vision.

The engagement of NStQ citizens throughout the treaty process has been instrumental in ensuring the negotiations reflect the peoples' values and ideals and reflects the NStQ's language, culture and traditions. The NStQ have illustrated their ability to collaborate, engage and develop teams to complete projects such as the NStQ Human Resource Project. In these instances, communication is significant to maintain the collaboration and adaptability to ensure the communities maintain their autonomy while working together. Research indicates that communication and coaching abilities are what defines good management (Sherlock, 2007). The research also identifies four important leadership skills (leading people, planning strategically, inspiring commitment, and managing change), which are also weak points for many organizations (Smith, 2010). The four skills identified

are consistent with the broad competencies outlined by the Government of Canada as outlined in Figure 7.

Figure 7: Key Leadership Competencies – the Model (Government of Canada, 2007)



The NStQ continue to collaborate and are currently establishing financial principles to utilize and implement within their communities. The Management Excellence competency includes the provision of tools and support to employees to maximize the effectiveness of achieving the short and long-term goals of the organization. The NStQ have achieved this through their fundamentally common personnel policies and procedures, job descriptions and wage scales. As outlined earlier, we identified strong leadership, communication and strategic thinking competencies as key to the transition to the post-treaty governance model. Research has found that change management, critical thinking, and problem solving were rated within the top one and two competencies required of global leaders (Training, 2011). Furthermore, it was learned that although the training of these competencies were included in leadership programs, less than half of the management staff

were able to master it (Training, 2011). As research has indicated, leadership competencies are challenging to learn and master; therefore, it is astute for the NStQ to prepare and establish a leadership program at this stage.

The competencies of leadership play a vital role in determining an organization's success or failure; therefore, one must continue to develop competencies in this area. As one study argues: "Developing effective, visionary leaders who motivate, engage, spur and retain employees, as well as tapping into the potential for leadership within our current employee base, is a key accountability listed in many of our personal performance objectives" (Dearborn, 2002, p. 523). Leadership competencies are included in our performance measures, are essential to organization success and are challenging for employee's to master. Further research has found that the competencies required for transforming an enterprise involved 20% of leadership, 60% of analytical and complex decision-making, and the remaining 20% dependent on people or employee involvement (Rouse, 2011). Therefore, in order for the NStQ to be successful in this transition, focus must now be placed on developing leadership competencies and increasing the skills and behaviours of their staff. The projects completed by the NStQ have addressed the operational needs of the organizations and provided the tools necessary to operate effectively. The results of research were clear, the NSTQ must now place more emphasis on leadership, vision, planning, strategy, culture and change, collaboration, teamwork, and social networking than on the operational competencies (Rouse, 2011).

Prior to developing leadership competencies, middle, senior, or executive managers will require the foundation of supervisory competencies. The competencies the Canadian Government outlines for supervisors include client service orientation, communication, interpersonal relations, analytical thinking, leadership, result achievements, problem solving/decision-making, learning support and organizational knowledge (Treasury Board Secretariat of Canada, 2003). The NStQ have similar competencies included within their job descriptions and as indicated in the research, these core competencies are required prior to the leadership training. The NStQ have established the support and tools for their frontline managers to utilize and effectively operate their programs.

The research reviewed identified the involvement of senior management in the selection of the participants and to ensure the alignment of training to the organizational goals and objectives. Also learned was the competencies that a middle, senior, or executive manager will need to acquire to effectively implement change. The information researched provided a foundation as we move towards the methodology as we outline an education plan for the NStQ to transition to treaty.

4.0 Methodology

The *Human Resource Strategy & Transition Training Plan* provided goals, recommendations, and a situational analysis to assist in identifying education and training priorities. The NStQ has identified a mandate of “investing in our own first” as they work towards self-determination and treaty, which is the purpose and goal of this Education

Plan. In order for the NStQ to invest in their own to implement the post-treaty governance model, we must identify the level of competence of the front-line managers. We will test how the front-line managers feel their abilities measure in terms of the thirty-four competencies included within the NStQ job descriptions. This will be conducted through a questionnaire to measure their confidence in their competencies and determine if they feel they are ready for leadership training.

The recommendation of the *Human Resource Strategy* included the need to increase the competency of the staff that the NSTC will need during the implementation stage of the treaty. The mandate received from the NStQ community members was to “*invest in our own first,*” with the goals of minimizing the use of external professionals and contractors while creating independence and self-reliance. Therefore, we will utilize the questionnaire to determine where to begin training and provide the competencies outlined in the *Human Resource Strategy*.

In the community consultations organized by the NStQ, investing in building the capacity of NStQ staff to minimize the use of external personnel and contractors was prioritized, as well as ensuring a balance with community traditions and cultural practices. In 2007, the NStQ comprised 72% of the communities’ employees, and with continued investment the goal of 100% NStQ employees is attainable. The training and professional development outlined in the *Human Resource Strategy & Transition Training Plan* for current employees to prepare for the post-treaty governance model include leadership skills, team-building, change management, performance management, innovative and creative thinking,

time management, project management, budget development and forecasting, writing skills, presentation and speaking skills, meeting and event planning, community planning and facilitation. The questionnaire was designed to help identify where to begin with the training and professional development.

The questionnaire was structured to enable each manager to assess their level of mastery in each competency, and to assist them in identifying where they need training. The assumptions for this method are that the managers have the skills to accurately analyze their abilities, and that the perception of each competency is similar among them. The verification of this information through observation or interview was not conducted. Research has indicated subordinate feedback, along with self-assessment, proved to be useful for development purposes as different perspectives are considered (Kolb, 1995). A 360-degree survey improves management performance as it evaluates a manager from all perspectives including self, supervisors, peers, and subordinates to outline a manager's strengths and weaknesses (Lanphear, 2003).

4.1 Questionnaire

To address the recommendation of training and professional development for managers that was identified in the *NStQ Human Resource Strategy*, the writer decided to utilize a questionnaire as opposed to a job analysis due to the broad nature of this training. The competencies required for supervision are standardized in the fundamentally similar personnel policy and procedures amongst the NStQ; a questionnaire was derived from these competencies. The questionnaire, as provided in Appendix 1, was delivered to

managers and employees in a supervisory role who would be participating in the transition plan. Therefore, a questionnaire was developed based on the competencies outlined in the NStQ policy and procedures, which are essentially similar and included in the job descriptions for managers.

4.2.1 Development

The staff was to answer, “How would you rate yourself with the following,” and the 34 competencies were listed as follows in no particular order:

1. Strategic Planning; establish and monitor goals and objectives
2. Demonstrate a sense of urgency and drive to closure and complete tasks
3. Deliver on commitments to internal and external people and/or community
4. Locate and eliminate sources of trouble before problems occur
5. Ensure team attains quality standards that meet or exceed requirements
6. Accept change and guide team in implementing change after gaining full understanding of all factors impacting decision
7. Follow through on assignments
8. Keep focused on the highest priorities
9. Plan and organize time effectively to meet goals and timetables
10. Use critical thinking skills to solve problems and achieve effective solutions
11. Proactively identify process improvements and take appropriate steps to implement them
12. Set and attain quality standards that meet or exceed requirements
13. Implement assigned components of project plans to achieve goals
14. Gather, analyze and act on team and individual performance data
15. Understand and follow the organizational processes
16. Have fundamental knowledge of industry and business as it relates to your project or department
17. Manage yourself and resources against plans and budget
18. Take the initiative to identify new challenges or opportunities
19. Coaches your employee’s development and provides purposeful feedback for improved performance
20. Walks the talk is consistent with your community’s stated values and processes

21. Recognize supervised staff accomplishments and celebrates team success
22. Hold yourself accountable for achieving goals
23. Take responsibility for your personal development
24. Accept change after gaining understanding of the situation and positively contribute to the implementation of the change
25. Effectively manage conflict to resolve situation
26. Create an environment where open, honest communication is valued
27. Develop strong, cooperative relationships
28. Encourage and respect diverse opinions and ideas
29. Willingly share knowledge and best practices
30. Contribute to a positive work environment
31. Engage in effective, concise, two-way personal communication
32. Communicate and discuss with your team critical information including rationale behind decisions
33. Communicate clearly, concisely and logically in writing
34. Deliver effective presentation, formal and informal, appropriate to the level of understanding of the audience

Boxes were provided to the answers of “Not Applicable,” “Needs Improvement,” “Meets Expectations,” “Exceeds Expectations,” or “Outstanding.” Definitions were provided for each answer at the top of the document along with instructions; the entire questionnaire is provided as Appendix A.

4.2.2 Participants

The questionnaires were distributed to staff members identified by the Band Administrators, the senior manager who oversees each Band’s operations and are responsible for the overall office. The department or staff managers were selected to ensure the target personnel’s job descriptions include the 34 competencies outlined in the personnel policy. These managers are also considered the level of employee referred to in

the *Human Resource Transition Training Plan* as needing additional training or retraining to assist in the implementation of the post-treaty governance model.

4.2.3 Delivery

Each NSTC community is autonomous and this was taken into consideration when delivering the questionnaire; therefore, each community decided the delivery method. The delivery included visits to Soda Creek Band and Canoe Creek Band, where I reviewed the cover letter and purpose of the questionnaire with the Managers whose participation was determined by their Band Administrator. It was then distributed with self-addressed envelopes. For the Williams Lake Band, the Band Administrator distributed the cover letter and questionnaires (along with self-addressed envelopes) to the managers and supervisors within the office. The Canim Lake Band had their education manager deliver the cover letter and questionnaires, also with self-addressed envelopes, within their office and included a memorandum with each to explain the purpose of the Questionnaire.

The delivery of the questionnaire occurred in December 2011, with the return date extended to January 2012. In total, there were 63 questionnaires distributed (13 – NSTC, 18 – Canim Lake Band, 11 – Soda Creek Band, 13 – Canoe Creek Band, and 8 – Williams Lake Band).

5.0 Results

The questionnaire was delivered to 63 people and received a 54% response rate, or 34 completed responses. As illustrated in Appendix 3, the table outlines the number of responses for each of the questions. The highest response rate with a range from 70% to

55% was received in the *Meets Expectations* category. The lowest number of responses was received in *Exceeds Expectations* category, with a range from 9% to 2%. As the intent was to determine where training is required, we will be looking at the *Needs Improvement* responses, and also identify the competencies the managers determined they have grasped.

The highest response rate where the managers have identified they've met expectations in, as seen below in Figure 8, was in the *Meets Expectations* category, with 70% for the "Follow through on Assignments" competency, with a 9% response rate for *Needs Improvement*. The second at 67% was "Hold yourself accountable for achieving goals," with 6% identifying *Needs Improvement* for this competency. The remaining of the *Meets Expectations* responders rates themselves between 61% to 55%, and managers have clearly indicated that they feel they are fulfilling their roles within the organizations.

Figure 8: Questionnaire Results – Meets Expectations

Meets Expectations		
Top 5 Competencies		Count
7.	Follow through on assignments	23
22.	Hold yourself accountable for achieving goals	22
21.	Recognize supervised staff accomplishments and celebrates team success	20
24.	Accept change after gaining understanding of the situation and positively contribute to the implementation of the change	20
27.	Develop strong, cooperative relationships	20
Number of Responses = 34		

The highest response rate (39%) indicated that improvement is needed in the “Gather, analyze and act on team and individual performance data” competency. As illustrated below in Figure 9, the other competencies for *Needs Improvement* received a response rate ranging from 36% to 24%, and consist of communication, teamwork, conflict resolution, and strategic planning. The competencies identified by the managers for improvement are fundamental and therefore, are required prior to the additional training to prepare for the transition to the post-treaty governance model.

Figure 9: Questionnaire Results – Needs Improvement

Needs Improvement	
Top 5 Competencies	Count
14. Gather, analyze and act on team and individual performance data	13
5. Ensure team attains quality standards that meet or exceed requirements	12
4. Locate and eliminate sources of trouble before problems occur	11
25. Effectively manage conflict to resolve situation	11
1. Strategic Planning; establish and monitor goals and objectives	10
13. Implement assigned components of project plans to achieve goals	09
33. Communicate clearly, concisely and logically in writing	09
34. Deliver effective presentation, formal and informal, appropriate to the level of understanding of understanding of the audience	09
9. Plan and organize time effectively to meet goals and timetables	08
11. Proactively identify process improvements and take appropriate steps to implement them	08
Number of Responses = 34	

The mean as outlined below in Figure 10, illustrates six competencies that rated below 2.0 and provides the priority of training and affirms the first review of the data. As mentioned, the priority identified by the managers was the “Gather, analyze and act on team and individual performance data” competency that is followed by the “Effectively manage conflict to resolve situation” competency. The competency, “Deliver effective presentation, formal and informal, appropriate to the level of understanding of the audience” was the only competency with a count of nine that the mean was under two. This competency is important as it is directly related to staff communicating the treaty and the change it will bring to the NStQ.

Figure 10: Questionnaire Results - Mean

	Numbered Competency from the Questionnaire	Number of Responses	Minimum	Maximum	Mean
14	Gather, analyze and act on team and individual performance data	32	1	4	1.75
25	Effectively manage conflict to resolve situation	33	1	4	1.85
1	Strategic Planning; establish and monitor goals and objectives	31	1	4	1.90
4	Locate and eliminate sources of trouble before problems occur	31	1	4	1.90
34	Deliver effective presentation, formal and informal, appropriate to the level of understanding of the audience	32	1	4	1.94
5	Ensure team attains quality standards that meet or exceed requirements	30	1	4	1.97
Number of Responses = 34					

The results of the questionnaire illustrate the managers have six fundamental competencies to acquire and develop prior to additional training in leadership, strategic orientation and change management.

6.0 Discussion

The NStQ have taken steps to prepare for treaty with the completion of their *Human Resource Strategy*; this initiative provided a training plan for the transition to the post-treaty governance model. The challenge is how to prepare and plan for the training and education required to ensure the NStQ have the human resources necessary to meet the needs for the transition. The response is to outline an education plan to address the NStQ's capacity needs as they continue to prepare for self-determination and the finalization of their treaty.

The research outlined the importance of including senior management when conducting a training needs assessment to first identify the frontline managers and develop the survey questions. Involvement of senior management improves the training initiative with structured follow-up and ensures the training is relevant, aligns with the organizational goals and builds commitment throughout the organization. The inclusion of senior management is considered a grassroots approach and is effective for the purpose of the NStQ. The Literature reviewed also identified the importance to assess the role the frontline managers work within as the NStQ are developing their frontline managers to middle, senior or executive levels.

The method of assessment involved the frontline managers completing a questionnaire that was comprised of the thirty-four (34) competencies included in the NStQ fundamentally similar job descriptions. This ensured the frontline managers were familiar with the competencies and were able to self-assess their abilities. The competencies of the questionnaire are fundamental in their current positions and are required prior to further development to the middle, senior or executive levels.

6.1 NStQ Staff Development

The questionnaire's results illustrate the target group has six (6) competencies that need further development within their current positions as front-line managers. As these are fundamental within their current positions, it is important to develop the competencies of the frontline managers prior to introducing leadership, strategic orientation and change management competencies. The training outlined in Figure 11 will address the competencies for the first stage of the education plan for the front-line managers to acquire the fundamental competencies within their current positions.

The competencies of leadership, strategic orientation and change management will provide the knowledge, skills, and abilities the NStQ employees will need to implement change when transitioning to the NStQ post-treaty governance model. Implementing change requires strong leadership skills, and it is important to ensure the NStQ take this opportunity to prepare for treaty and support their front-line managers to learn and gain the ability to illustrate mastery of the competencies as outlined in Figure 12, the second stage of training. It is important to ensure the competencies and objectives of the training are

included in the development phase of the specific training plans for each competency. This will ensure the purpose and training is meeting the goals of the organization.

Figure 11: First Stage - Fundamental Competency Development

Numbered Competency from the Questionnaire		Number of Trainees	Increase of percentage for 100% of trainees to Meets Expectation
14	Gather, analyze and act on team and individual performance data	15	44%
25	Effectively manage conflict to resolve situation	15	35%
1	Strategic Planning; establish and monitor goals and objectives	15	38%
4	Locate and eliminate sources of trouble before problems occur	15	41%
34	Deliver effective presentation, formal and informal, appropriate to the level of understanding of the audience	15	32%
5	Ensure team attains quality standards that meet or exceed requirements	15	47%

Figure 12: Second Stage – Leadership Competency Development

Competency	Number of Trainees
Leadership	20
Strategic Orientation	20
Change Management	20

These stages will enable the utilization of NStQ staff and minimize the number of contractors and professionals hired to implement this process, and they will help fulfill the goal of having staff consist of 100% NStQ. Whether the NStQ finalize their treaty or not,

the implementation of this education plan will ensure the NStQ prosper as a community and organization while keeping their language and culture intact.

7.0 Conclusion

The NStQ are currently negotiating their treaty with the federal and provincial governments and anticipate they will reach an Agreement in Principle in the near future. As they prepare to move to the next stage of the treaty process and work towards self-determination; the NStQ have taken steps to prepare for the organizational change involved with the post-treaty governance model. One step NSTC has taken is the completion of the *NStQ Human Resource Project* to assist with treaty implementation. The question raised by this initiative is how to prepare and plan for the training and education identified to ensure the NStQ have the human resources necessary. It is important to the NStQ to “invest in their own” and have their current employees trained and retrained to facilitate the new post-treaty governance model.

This paper outlined an education plan to address the NStQ’s capacity needs as they prepare for treaty and assist with achieving their vision of self-determination. The first stage of the education plan determined the six (6) competencies where additional training is required for the front-line managers to meet their current positions. This stage provides the foundation for the front-line managers and ensures the NStQ communities collectively advance to the next stage. The second stage of the education plan identified the three (3) competencies required to effectively implement the post-treaty governance model and organizational change that will occur with the next stage of the treaty process.

Future projects can include further assessment of front-line managers to determine if they have mastered each of the competencies identified and developing curriculum to meet the unique needs of the NStQ. This would provide an accurate and specific training plan for each front-line manager and ensure the training offered addresses the needs of the NStQ as a people.

References

- Aboriginal Affairs and Northern Development Canada. (2012, 06 28). *First Nation Profiles*. Retrieved 12 27, 2012, from Aboriginal Peoples and Communities: http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/Search/FNRegPopulation.aspx?BAND_NUMBER=719&lang=eng
- Beebe, S. A., Mottet, T. P., & Roach, K. D. (2004). *Training and Development: Communicating for Success* (2nd ed.). Upper Saddle River, New Jersey, USA: Pearson Education Inc.
- Belcourt, M., & McBey, K. J. (2010). *Strategic Human Resources Planning* (4th ed.). Toronto, Ontario, Canada: Nelson Education Ltd.
- Bellman, G. (1975 February). Surveying Your Supervisory Training Needs. *Training and Development Journal* , 25-33.
- Blanchard, P. N., & Thacker, J. W. (2010). *Effective Training: Systems, Strategies, and Practices* (4th ed.). Upper Saddle River, New Jersey, USA: Pearson Education Inc.
- Blazek, P., & Stevens, D. (2006, October). Adaptive to Change: Developing the Skill Set of Tomorrow's Leaders. *American Gas* , 16.
- Clark, D. N. (2000). Implementation issues in core competence strategy making. *Strategic Change* , 115-127.
- Dearborn, K. (2002). Studies in Emotional Intelligence Redefine Our Approach to Leadership Development. *Public Personnel Management* , 31 (4), 523-530.
- Delargy, K., & Leteney, F. (2005). Just the tip of the iceberg. *Knowledge Management* , 10-12.
- General Accounting Office. (2003). *Human Capital - A Guide for Assessing Strategic Training and Development Efforts in the Federal Government*. Washington, D.C.: United States General Accounting Office.
- Government of British Columbia. (2007). *BC Government Staffing Plan*.
- Government of Canada. (2007). *Key Leadership Competencies*. Ottawa: Canada Public Service Agency and the Public Service Commission.
- Gray, J. (2004). Ch-ch-ch-changes. *Canadian Business* , 77 (14/15), 93-94.
- Kalyani, D. M., & Sahoo, M. P. (2011). Human Resource Strategy: A Tool of Managing Change Organizational Excellence. *International Journal of Business and Management* , 6 (8), 280-286.
- Knight, C. (2009). Finding a new way of identifying training needs. *Training & Development in Australia* , 16-17.
- Kolb, J. A. (1995, July 3). Leader Behaviors Affecting Team Performance: Similarities and Differences Between Leader/Member Assessments. *Journal of Business Communication* , 233-248.

- Lanphear, S. (2003, August 4). 360-Degree Feedback: Foundation for Change. *Credit Union Executive Newsletter* , 2-3.
- McGehee, W., & Thayer, P. G. (1961). *Training in Business and Industry*. New York: Wiley.
- O'Donnell, L. (2009). Creation of a Curriculum map for Executives in the Not-For-Profit Arts Sector. *Proceedings of the European Conference on Management, Leadership & Governance* (pp. 141-150). University of New South Wales, Australia: Academic Conferences Ltd.
- Patton, W. D., & Pratt, C. (2002). Assessing the Training Needs of High-Potential Managers. *Public Personnel Management* , 31 (4), 465-484.
- Robertson, L., Kulik, C. T., & Pepper, M. B. (2003). Using Needs Assessment to Resolve Controversies in Diversity Training Design. *Group & Organization Management* , 148-174.
- Rouse, W. B. (2011). Necessary Competencies for Transforming an Enterprise. *Journal of Enterprise Transformation* , 71-92.
- Sherlock, P. M. (2007, June). Producing Managers: Time for a Change? *Mortgage Banking* , 82-86.
- Smith, D. (2010, February). A Leadership Skills Gap? *T+D* , 16-17.
- Sterritt, N. J. (2003). *First Nations Governance Handbook, A Resource Guide for Effective Governance*. Ottawa: Minister of Public Works and Government Services Canada.
- Swierczek, F. W., & Carmichael, L. (1985). Assessing Training Needs: A Skills Approach. *Public Personnel Management* , 14 (3), 259-274.
- Training. (2011). Developing Successful Global Leaders. *Training* , 48 (3), 58-62.
- Treasury Board Secretariat of Canada. (2003 йил 07-04). *Competency Profile for supervisors*. Retrieved 2011-13-10 from Government of Canada: <http://www.tbs-sct.gc.ca/gui/cmgs-eng.asp>
- Zaccaro, S. J., & Banks, D. (2004). Leader Visioning and Adaptability: Bridging the Gap Between Research and Practice on Developing the Ability to Manage Change. *Human Resource Management* , 43 (4), 367-380.
- Zahra, S. A., & Filatotchev, I. (2004, July). Governance of the Entrepreneurial Threshold Firm: A Knowledge-based Perspective. *Journal of Management Studies* , 885-897.
- Zenger, J. H., Folkman, J. R., & Edinger, S. K. (2011, October). Making Yourself Indispensable. *Harvard Business Review* , 85-92.
- Zinni, D. M., Mathis, R. L., & Jackson, J. H. (2008). *Human Resources Management*. Toronto, Ontario: Nelson Education Ltd.

Appendix 1 NSTC Questionnaire



NSTC Questionnaire

The following information request is optional, the returned questionnaires will be treated with the utmost confidence and no identities will be included within the final document.

Please check (✓) the appropriate box which best fits your answer, the definitions are as follows:

Not Applicable	The task has not been assigned
Needs Improvement	Performance does not meet expectations and is minimally acceptable but consistently below expected standards and immediate improvement is needed
Meets Expectation	Consistently meets the objective, overall meets standards and performance expectations in important areas of the job
Outstanding	consistently exceeds established standards; all requirements were met and achieve the established standards
Exceeds Expectation	Surpasses the standards and established performance expectations, among the very best at demonstrating this behavior and others come to you for coaching

How would you rate yourself in your position with regards to the following	Not Applicable	Needs Improvement	Meets Expectations	Outstanding	Exceeds Expectation
1. Strategic Planning; establish and monitor goals and objectives					
2. Demonstrate a sense of urgency and drive to closure and complete tasks					
3. Deliver on commitments to internal and external people and/or community					
4. Locate and eliminate sources of trouble before problems occur					
5. Ensure team attains quality standards that meet or exceed requirements					
6. Accept change and guide team in implementing change after gaining full understanding of all factors impacting decision					
7. Follow through on assignments					
8. Keep focused on the highest priorities					
9. Plan and organize time effectively to meet goals and timetables					
10. Use critical thinking skills to solve problems and achieve effective solutions					
11. Proactively identify process improvements and take appropriate steps to implement them					
12. Set and attain quality standards that meet or exceed requirements					
13. Implement assigned components of project plans to achieve goals					

How would you rate yourself in your position with regards to the following:	Not Applicable	Needs Improvement	Meets Expectations	Outstanding	Exceeds Expectation
14. Gather, analyze and act on team and individual performance data					
15. Understand and follow the organizational processes					
16. Have fundamental knowledge of industry and business as it relates to your project or department					
17. Manage yourself and resources against plans and budget					
18. Take the initiative to identify new challenges or opportunities					
19. Coaches your employee's development and provides purposeful feedback for improved performance					
20. Walks the talk is consistent with your community's stated values and processes					
21. Recognize supervised staff accomplishments and celebrates team success					
22. Hold yourself accountable for achieving goals					
23. Take responsibility for your personal development					
24. Accept change after gaining understanding of the situation and positively contribute to the implementation of the change					
25. Effectively manage conflict to resolve situation					
26. Create an environment where open, honest communication is valued					
27. Develop strong, cooperative relationships					
28. Encourage and respect diverse opinions and ideas					
29. Willingly share knowledge and best practices					
30. Contribute to a positive work environment					
31. Engage in effective, concise, two-way personal communication					
32. Communicate and discuss with your team critical information including rationale behind decisions					
33. Communicate clearly, concisely and logically in writing					
34. Deliver effective presentation, formal and informal, appropriate to the level of understanding of the audience					

Appendix 2 Key Leadership Competencies, Government of Canada, Definitions

Values and Ethics: *Integrity and Respect*

Public Service (PS) leaders serve Canadians, ensuring integrity in personal and organizational practices, and respect people and PS principles, including democratic, professional, ethical, and people values. They build respectful, bilingual, diverse and inclusive workplaces where decisions and transactions are transparent and fair. They hold themselves, their employees, and their organizations accountable for their actions.

Strategic Thinking: *Analysis and Ideas*

PS leaders advise and plan based on analysis of issues and trends, and how these link to the responsibilities, capabilities, and potential of their organization. They scan an ever-changing, complex environment in anticipation of emerging crises and opportunities. They develop well-informed advice and strategies that are sensitive to the various needs of multiple stakeholders and partners, reflect the strategic direction of the PS, and position the organization for success.

Engagement: *People, Organizations, Partners*

PS leaders engage people, organizations, and partners in developing goals, executing plans, and delivering results. They lay the groundwork by building coalitions with key players. They mobilize teams, building momentum to get things done by communicating clearly and consistently, investing time and energy to engage the whole organization. They use their negotiation skills and adaptability to encourage recognition of joint concerns, collaboration, and to influence the success of outcomes. They follow and lead across boundaries to engage broad-based stakeholders, partners, and constituencies in a shared agenda and strategy.

Management Excellence: *Action Management, People Management, Financial Management*

PS leaders deliver results by maximizing organizational effectiveness and sustainability. They ensure that people have the support and tools they need and that the workforce as a whole has the capacity and diversity to meet current and longer-term organizational objectives. They align people, work, and systems with the business strategy to harmonize how they work and what they do. They implement rigorous and comprehensive human and financial resources accountability systems consistent with the Management Accountability Framework (MAF). They ensure that the integrity and management of information and knowledge are a responsibility at all levels and a key factor in the design and execution of all policies and programs.

Appendix 3 Questionnaire Results

How would you rate yourself in your position with regards to the following:	N/A	Needs Improvement	Meets Expectations	Outstanding	Exceed Expectation
1. Strategic Planning; establish and monitor goals and objectives	2	10	17	3	1
2. Demonstrate a sense of urgency and drive to closure and complete tasks	0	6	14	12	1
3. Deliver on commitments to internal and external people and/or community	0	5	18	8	2
4. Locate and eliminate sources of trouble before problems occur	2	11	15	3	2
5. Ensure team attains quality standards that meet or exceed requirements	3	12	12	5	1
6. Accept change and guide team in implementing change after gaining full understanding of all factors impacting decision	2	5	15	9	2
7. Follow through on assignments	0	3	23	6	1
8. Keep focused on the highest priorities	0	5	19	8	1
9. Plan and organize time effectively to meet goals and timetables	0	8	18	5	2
10. Use critical thinking skills to solve problems and achieve effective solutions	0	6	13	12	2
11. Proactively identify process improvements and take appropriate steps to implement them	1	8	13	9	2
12. Set and attain quality standards that meet or exceed requirements	1	3	18	10	1
13. Implement assigned components of project plans to achieve goals	0	9	17	5	2
14. Gather, analyze and act on team and individual performance data	1	13	16	2	1
15. Understand and follow the organizational processes	0	6	13	11	3
16. Have fundamental knowledge of industry and business as it relates to your project or department	0	6	12	12	3
17. Manage yourself and resources against plans and budget	1	6	18	6	2
18. Take the initiative to identify new challenges or opportunities	0	5	17	9	2
19. Coaches your employee's development and provides purposeful feedback for improved performance	6	7	15	4	1
20. Walks the talk is consistent with your community's stated values and processes	5	2	18	6	2
21. Recognize supervised staff accomplishments and celebrates team success	3	3	20	6	1
22. Hold yourself accountable for achieving goals	0	2	22	8	1
23. Take responsibility for your personal development	0	6	16	9	2
24. Accept change after gaining understanding of the situation and positively contribute to the implementation of the change	0	2	20	10	1
25. Effectively manage conflict to resolve situation	0	11	18	2	2
26. Create an environment where open, honest communication is valued	0	3	17	10	3
27. Develop strong, cooperative relationships	0	3	20	9	1
28. Encourage and respect diverse opinions and ideas	0	4	18	10	1
29. Willingly share knowledge and best practices	0	1	16	15	1
30. Contribute to a positive work environment	0	0	17	13	3
31. Engage in effective, concise, two-way personal communication	0	5	18	9	1
32. Communicate and discuss with your team critical information including rationale behind decisions	4	5	18	5	1
33. Communicate clearly, concisely and logically in writing	0	9	13	9	2
34. Deliver effective presentation, formal and informal, appropriate to the level of understanding of the audience	1	9	19	3	1