



FIRST NATIONS PUBLIC SERVICE
AN INITIATIVE OF THE JOINT PLANNING AND POLICY DEVELOPMENT FORUM

FIRST NATION ADMINISTRATOR

PRIMARY DUTIES AND CORE COMPETENCIES



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This document and *Recruiting the First Nation Administrator – A Toolkit* were created as part of a larger effort to develop a stable, professional First Nations public service in British Columbia. Following the November 1999 Joint Planning and Policy Development Forum, a joint First Nation/Indian and Northern Affairs Canada (INAC) BC Region committee was established to develop the First Nation Public Service Initiative. This committee, called the First Nations Public Service Committee, decided that the first step should focus on the administrator position due to the administrator's pivotal role in hiring, training and deploying First Nation staff and liaising with the elected leadership.

A task group of First Nation administrators (see Appendix A) worked with a human resources consultant (Hay Group) to develop a list of primary duties and core competencies for the administrator's position. This resulting document provides an overview of the key roles and responsibilities of the First Nation administrator's position and the competencies required to do the job.

This document served as the foundation piece for the development of *Recruiting the First Nation Administrator – A Toolkit*. In the future, it can be used to develop additional human resources tools for First Nation administrative staff, such as:

Recruitment: Job descriptions, materials for advertising a position, interview questions related to the competencies and candidate evaluation procedures for various administrative positions.

Training: Tools for training new staff, individual learning plans, orientation materials and problem solving options during the initial employment period.

Development: Self-evaluation forms, competency upgrading resources, on-the-job certification programs and career advancement materials.

Performance Review: Tools to provide fair and effective feedback on staff performance and strategies for improvement based on the competencies and primary duties.

Training Curriculum: Curricula to train students who are seeking careers in the First Nations public service and to develop extension courses to assist current First Nation staff in upgrading their skills.

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FIRST NATION ADMINISTRATOR—PRIMARY DUTIES AND CORE COMPETENCIES

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FIRST NATION ADMINISTRATOR COMPETENCY MODEL AND PRIMARY DUTIES DEVELOPMENT

BACKGROUND AND PROCESS

Information regarding the competencies for successful performance in the First Nation administrator's role was gathered through a series of progressive steps:

Organizational Familiarization: A review of key background documents was done to develop a clear understanding of the duties and scope of the First Nation administrator's role.

Benchmark Research: Data was collected from Hay Group's international competency database to provide a comparison of competency models from organizations with similar roles and to create a preliminary competency model for the First Nation administrator's role.

Task Group Meetings: To ensure the competency model reflected the true requirements of the role, several First Nation administrators provided key input into the challenges currently facing the role, as well as detailed information about the primary duties of the role. Additionally, this group was asked to share behavioural examples of some of the key primary duties of the role.

Task Group Review: The Task Group reviewed a draft version of the competency model, as well as the primary duties defined for the role.

First Nation Administrators Conference (May 2003):

The conference provided an opportunity for a large number of administrators to provide input into the process. Two different working sessions were convened: The first focused on gathering input on why certain behaviours were important and what they help administrators accomplish on a daily basis. The second session gathered anecdotes and stories about when these behaviours were demonstrated. Notes were taken during each of these sessions and have been used to revise this document.

WHAT IS A COMPETENCY?

The First Nation administrator's core competency model provides a detailed description of the behavioural competencies and their associated measurement scales.

By demonstrating these sets of behaviours, First Nation administrators will contribute to effectively addressing the First Nation's mission, vision, values and current strategic issues while having the capability to overcome the key challenges facing their role and harness new opportunities successfully.

A competency is any observable and/or measurable knowledge, skill, ability or behaviour that contributes to successful job performance. Competencies are intended to provide a clear picture of the types of behaviours required in a particular job in order to support successful performance within an organization.

FIRST NATION ADMINISTRATOR CORE COMPETENCY MODEL

OVERVIEW PRIMARY DUTIES AND COMPETENCIES

The primary duties form the basis of the selection of the core competencies for the administrator's position. The primary duties were developed by the First Nation Administrators Task Group. (See Appendix A) They have been grouped into eight categories of related activities.

Policy: Developing policies, procedures and bylaws for the review and approval of chief and council.

Financial: Financial management of the First Nation's resources.

Council: Preparing materials and reports in support of band council operations.

Staff: Human resource management.

Government Relations: Managing agreements and relationships with other levels of government.

Community Relations: Maintaining an open, equitable and service-oriented relationship between the community and the administration.

Planning: Assisting the chief and council with the design and implementation of physical development and strategic plans.

Practical Reserve Issues: Managing the community's infrastructure and assets.

The competencies have been grouped into four clusters: Thinking Capabilities, Leadership Effectiveness, Self-Management and Social Awareness. Each cluster covers a broad range of behaviours and provides an overall picture of the focus of the different behaviours.

Thinking Capabilities: This cluster captures the behaviours associated with problem solving and planning, and one's cognitive ability to research, analyze and make well thought out decisions that are aligned with the First Nation's strategic direction.

Leadership Effectiveness: This cluster groups leadership qualities and behaviours that allow one to have an impact on employees' development and understanding of their roles. In addition, this cluster draws on behaviours associated with one's ability to align others with the First Nation's vision.

Self-Management: This cluster includes the competencies related to one's ability to know one's own strengths, preferences and personal resources, and to be able to apply those to guide one's performance.

Social Awareness: This cluster includes the competencies related to one's ability to effectively interact with others, which includes being aware of others' needs, feelings and concerns. This cluster also draws on behaviours associated with being socially aware of the work environment and how best to make a positive impact.



FORMAT OF A COMPETENCY

Each competency is defined and formatted in the same way as shown below. Each competency contains four components: a Title, a Definition, a Core Question, a Why Is It Important? section, and a Behavioural Scale. Each of these components is explained in more detail on the next page.

Title: *Managing First Nation Resources*

Core Question: Do you manage First Nation resources effectively?

Definition: The ability to understand and effectively manage organizational resources (e.g., people, materials, assets, budgets).

This is demonstrated through measurement, planning and control of resources to maximize results. It requires an evaluation of qualitative (e.g., member satisfaction) and quantitative (e.g., service costs) needs.

Why is Managing First Nation Resources Important? In an environment with limited resources, and ever-increasing demands and expectations, effective management of resources reduces burnout, and ensures delivery of services in the most effective way possible. It also ensures that you are making optimal use of people, finances, time and other assets to deliver services to the First Nation.

Easier Behaviour to Demonstrate		Behavioural Scale		More Complex Behaviour to Demonstrate	
1. Understands		2. Defines Basic Requirements for Resource Effectiveness		3. Advocates Effective Utilization	
<ul style="list-style-type: none"> Understands key resource issues affecting one's responsibilities and how these relate to the First Nation. Achieves results using assigned resources. 		<ul style="list-style-type: none"> Creates a clear picture of resource effectiveness requirements within the First Nation administration. Ensures appropriate accountability and performance standards are met and defined policies are adhered to. Ensures that things are done using efficient and effective alternatives while maintaining quality of programs, processes and services. Sets performance standards, monitors progress and intervenes at an early stage to ensure deliverables of all resources meet agreed quality and timeframes. 		<ul style="list-style-type: none"> Promotes the need for and demonstrates the effective utilization of resources to First Nation administration, chief and council and the community. Explains the use of funding to staff and chief and council and other key individuals. Obtains ongoing information and feedback about resource utilization and makes timely, effective decisions. Identifies and acts on resource sources (e.g., additional funding sources) that will assist in achievement of organizational goals. 	
				4. Benefits the First Nation	
				<ul style="list-style-type: none"> Makes decisions that improve the management of First Nation resources. This includes utilizing resources to meet current and future business goals with a view and tie-in to the tactical and strategic aspects of the First Nation. Provides leadership outside of the First Nation in effective management and stewardship of First Nation resources. 	
Developmental Opportunity				Superior Performer	

COMPONENTS OF THE COMPETENCY PROFILE

Title: Defines the competency name.

Core Question: This section summarizes the fundamental objective of being able to demonstrate the competency.

Definition: The definition provides a technical definition of the competency, and explains what the competency means. It indicates the types of behaviours that will be described in the scale. This provides a common language that everyone using the competency can understand in the same way.

Why Is It Important?: This section provides a brief description about how this competency will help an administrator perform the job more effectively. This information was gathered during the First Nation Administrators Forum.

Behavioural Scale: Each competency has associated levels of proficiency, which form a competency scale. The levels within each scale provide descriptions of the types of behaviours that one would expect to observe at each level of the competency. The scales are structured so that they increase in terms of the complexity and the intensity of behaviour shown. The levels of the scale are numbered in ascending order (from 3 to 5 levels, depending on the competency).

The scales have two critical characteristics. The first is that they are progressive. This means that each level is more complex and more difficult to perform than the previous level. The second characteristic is that they are cumulative. This means that levels within a scale build upon each other such that, for example, in order to perform level 3, one must also be able to perform the behaviours outlined in levels 1 and 2.



FIRST NATION ADMINISTRATOR PRIMARY DUTIES

During the Task Group meetings, participants were asked to identify the primary duties for the First Nation administrator's role. The primary duties of the administrator served as a framework for the competency model development.

It is clear from the depth and scope of the primary duties for the First Nation administrator role that the job is complex. Multiple skills are required to perform the job successfully.

Policy

- Ensure staff follow policies.
- Develop and draft policies and bylaws for council.
- Implement policies and bylaws.
- Be concerned with legal liability and compliance.
- Keep up-to-date with changing policy.
- Be familiar with all relevant policies, and be able to make decisions on them—overview of basic knowledge.
- Interpret applicable legislation (e.g., Indian Act, labour code, legislative tools, labour standards, etc.).
- Understand/interpret contribution agreements.

Financial

- Authorize expenditures—write cheques.
- Ensure proper financial management (e.g., funding agreements).
- Secure funding.
- Develop budgets.
- Maintain internal control.
- Prepare regular reports on First Nation and financial position.

Council

- Advise/inform council and community.
- Prepare for council meetings.
- Implement council decisions.
- Liaise with council (community members).
- Assist council with putting third-party protocols together.
- Work with council to develop budgets.

Staff

- Ensure staff follow standard practice instructions and policies.
- Follow-up with department heads.
- Hire, discipline and fire.
- Write letters, reports and sign off for staff.
- Train, orientate and develop staff.
- Clarify performance expectations.
- Manage grievances and appeals.

Government Relations

- Report to departments in social services, capital and education.
- Develop working relationships with other governments.

Community Relations

- Keep community members informed and up-to-date on issues and activities.
- Develop working relationships with community.

Planning

- Ensure tools/policies are in place to support effective administration and management.
- Create community plan—gather input, present back to community, obtain chief and council approval and implement.

Practical Reserve Issues

- Ensure reserve maintenance runs effectively (e.g., roads, trees trimmed).
- Capital projects (e.g., road construction and subdivision).
- Systems maintenance (office systems).
- Ensure emergency services run effectively.
- Dispute resolution.
- Be present and supportive at community functions.
- Handle crisis events and refer to department heads.
- Enforce bylaws.
- Fill in for other areas during holidays.
- Be on call.
- Provide advocacy for issues.
- Provide business advice to members on business plans/ideas.
- Plan economic development.



FIRST NATION ADMINISTRATOR PRIMARY DUTIES BY COMPETENCY

The matrix below outlines which primary duties are most directly supported by each competency.

COMPETENCIES BY CLUSTER	PRIMARY DUTIES							
	Policy	Council	Financial	Staff	Government Relations	Community Relations	Practical Reserve Issues	Planning
THINKING CAPABILITIES CLUSTER								
Managing First Nation Resources	•	•	•	•	•	•		
Problem Solving and Judgement	•	•		•		•		
LEADERSHIP EFFECTIVENESS CLUSTER								
Building Self-Reliance		•		•		•		
Concern for Order and Quality		•	•	•	•	•		•
Team Leadership		•		•		•		•
SELF-MANAGEMENT CLUSTER								
Flexibility	•	•	•	•			•	•
Initiative		•	•	•	•	•	•	•
Reflecting on Difficulties	•	•	•	•	•	•		
SOCIAL AWARENESS CLUSTER								
Impact and Influence		•	•	•	•	•	•	
Listening, Understanding and Responding	•	•	•	•	•	•	•	•
Organizational Awareness	•	•		•	•	•		•
Strategic Use of Relationships	•	•	•		•			•

FIRST NATION ADMINISTRATOR COMPETENCIES

THINKING CAPABILITIES CLUSTER

- Managing First Nation Resources
- Problem Solving and Judgement

LEADERSHIP EFFECTIVENESS CLUSTER

- Building Self-Reliance
- Concern for Order and Quality
- Team Leadership

SELF-MANAGEMENT CLUSTER

- Flexibility
- Initiative
- Reflecting on Difficulties

SOCIAL AWARENESS CLUSTER

- Impact and Influence
- Listening, Understanding and Responding
- Organizational Awareness
- Strategic Use of Relationships



THINKING CAPABILITIES CLUSTER

MANAGING FIRST NATION RESOURCES

Core Question: Do you manage First Nation resources effectively?

Definition: The ability to understand and effectively manage organizational resources (e.g., people, materials, assets, and budgets). This is demonstrated through measurement, planning and control of resources to maximize results. It requires an evaluation of qualitative (e.g., member satisfaction) and quantitative (e.g., service costs) needs.

Why Is Managing First Nation Resources Important? In an environment with limited resources and ever-increasing demands and expectations, effective management of resources reduces burnout and ensures delivery of services in the most effective way possible. It also ensures that you are making optimal use of people, finances, time and other assets to deliver services to the First Nation.

1. Understands	2. Defines Basic Requirements For Resource Effectiveness	3. Advocates Effective Utilization	4. Benefits the First Nation
<ul style="list-style-type: none"> • Understands key resource issues affecting one's responsibilities and how these relate to the First Nation. • Achieves results using assigned resources. 	<ul style="list-style-type: none"> • Creates a clear picture of resource effectiveness requirements within the First Nation administration. • Ensures appropriate accountability and performance standards are met and defined policies are adhered to. • Ensures that things are done using efficient and effective alternatives while maintaining quality of programs, processes and services. • Sets performance standards, monitors progress and intervenes at an early stage to ensure deliverables of all resources meet agreed quality and timeframes. 	<ul style="list-style-type: none"> • Promotes the need for and demonstrates the effective utilization of resources to First Nation administration, the chief and council and the community. • Explains the use of funding to staff, chief and council and other key individuals. • Obtains ongoing information and feedback about resource utilization and makes timely, effective decisions. • Identifies and acts on resource sources (e.g., additional funding sources) that will assist in the achievement of organizational goals. 	<ul style="list-style-type: none"> • Makes decisions that improve the management of First Nation resources. • Utilizes resources to meet current and future business goals with a view and tie-in to the tactical and strategic aspects of the First Nation. • Provides leadership outside of the First Nation in effective management and stewardship of First Nation resources.

THINKING CAPABILITIES CLUSTER

PROBLEM SOLVING AND JUDGEMENT

Core Question: Do you understand cause-and-effect chains and relationships?

Definition: The ability to analyze problems systematically, organize information, identify key factors, identify underlying causes and generate solutions.

Why Are Problem Solving and Judgement Important? Problem solving and judgement help you make the appropriate decisions within the context you are facing. They help you sort through the

complexity of a situation and identify the critical issues. They help you evaluate implications of alternatives and identify the most appropriate action for the situation. They help you identify solutions that are acceptable to both chief and council and the community and that will support the health and success of the First Nation. They help you think on your feet and identify solutions quickly if necessary, but they also help you identify the situations where you need to take some extra time to find the best solution.

1. Breaks Down Problems	2. Sees Basic Relationships	3. Sees Multiple Relationships	4. Makes Complex Plans or Analyses
<ul style="list-style-type: none"> • Makes a list of items (e.g., a "To Do" list). • Breaks problems down into simple lists of tasks or activities. • Reacts on gut feelings. • Sees the obvious answer and takes action. • Deals with crises requiring immediate decisions. 	<ul style="list-style-type: none"> • Sees single causal link between components of a problem/situation ("if this, then that" thinking). • Develops pros- and cons-lists and establishes basic priorities or relationships. • Recognizes cause-and-effect relationships. • Identifies the order in which a list of tasks should be done in order to address an issue effectively. • Considers whether those immediately involved in the issue should be involved in the creation of a solution. • Provides a solution to an issue that fits within current policy. 	<ul style="list-style-type: none"> • Breaks down complex situations into manageable parts in a systematic way. • Recognizes several likely causes of events or multiple consequences and undertakes activities accordingly. • Acquires new information and applies knowledge to analyze issues and resolve problems. • Considers whether others beyond those directly involved should be involved in solution creation. • Creates a solution by considering changes to existing policy and evaluating consequences of decisions. 	<ul style="list-style-type: none"> • Identifies a number of solutions and weighs the value of each to improve results. • Peels back multiple layers of complex problems. • Uses several analytical techniques to break apart complex situations or problems to reach a solution. • Demonstrates a sophisticated level of evaluative judgement that goes beyond simply drawing conclusions. • Creates a solution by creating new policy or by substantially revising old policy.



LEADERSHIP EFFECTIVENESS CLUSTER
BUILDING SELF-RELIANCE

Core Question: Do you work to develop other people’s and groups’ abilities to act independently?

Definition: The ability to share responsibility with individuals and groups in order to build their capabilities and their sense of commitment and ownership. People who build self-reliance in others participate and contribute at high levels, are creative and innovative, take sound risks and are willing to be held accountable for the development of others. They also foster teamwork among employees and with colleagues and, as appropriate, facilitate the effective use of teams.

Why Is Building Self-Reliance Important? Building self-reliance is important so your role can be focused on more than human resource issues. It assists you in not feeling overwhelmed and ensures that your staff and others can function independently. It helps ensure that all members of the community (including chief and council and staff) are capable of accomplishing their roles.

1. Expresses Positive Expectations	2. Delegates Routine Tasks	3. Delegates Activities	4. Delegates Fully
<ul style="list-style-type: none"> Expresses positive expectations of others and speaks of others in positive terms. Trusts their judgement and believes that they know what they are doing. Shows respect for the intelligence of others. 	<ul style="list-style-type: none"> Gives routine tasks to others and shares accountability with others. Demonstrates trust in the ability of others to accomplish independent tasks to acceptable levels of performance. Gives detailed instructions and/or on-the-job demonstrations to explain what needs to be done to complete a particular task. Builds accountability within individuals so that they want to accomplish tasks and succeed. 	<ul style="list-style-type: none"> Demonstrates trust by recognizing and acknowledging that others have the skills and abilities necessary to achieve high goals. Gives how-to directions, standard training or demonstrations, and explains the reasons and the context surrounding a particular activity. When delegating, uses methods such as asking questions and following-up to confirm that others have understood directions. Builds accountability within individuals so that they want to accomplish activities and are comfortable making decisions. Prepares others so that when a particular activity or one similar to it occurs again, they will be able to handle it on their own. 	<ul style="list-style-type: none"> After assessing others’ competence, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting. Arranges experiences for others to build-up their skills and confidence. Arranges appropriate and helpful assignments to foster others’ learning and development. Prepares staff so they are capable of dealing with unforeseen events. Builds accountability within individuals so they want to take control and initiate opportunities.

LEADERSHIP EFFECTIVENESS CLUSTER

CONCERN FOR ORDER AND QUALITY

Core Question: Do you demonstrate attention to detail in all you do?

Definition: Reflects an underlying drive to reduce uncertainty in the work area, ensure quality in the delivery of services and comply with existing rules, regulations and legislation. It is expressed in such forms as monitoring and checking work or information, insisting on clarity of roles and expectations and setting up and maintaining systems that enhance quality and maximize efficiencies.

Why Is Concern for Order and Quality Important? Concern for order and quality in obtaining funding and managing those funds once obtained is a critical piece of the First Nation administrator’s role. Concern for order and quality helps you with tasks such as accurately filling out detailed forms and managing the myriad of details for a complex project in a thorough and systematic manner. It helps you be aware of the small details that can sometimes have a huge impact on a project.

1. Checks Own Work	2. Monitors Own and Others' Work	3. Monitors Data and Projects	4. Develops Systems
<ul style="list-style-type: none"> • Double-checks the accuracy of information in own work in an effort to assure quality. • Keeps work organized and in control. • Follows all standard practices and procedures. • Complies with all policies and regulations relevant to own area of work. 	<ul style="list-style-type: none"> • Monitors quality and accuracy of own and others' work. • Checks to ensure that procedures and policies are followed. • Keeps a clear, detailed record of own and others' activities. • Follows a logical, step-by-step approach to work. • Uses a continuous and systematic approach to own work—doesn't assume all is correct. 	<ul style="list-style-type: none"> • Acts proactively to help assure or improve quality. • Monitors progress of deliverables against milestones and deadlines. • Monitors data, discovers weaknesses or missing data and seeks out information to keep order in existing systems. • Understands the implications of errors from a policy/legislative point of view. 	<ul style="list-style-type: none"> • Develops and uses systems to organize and keep track of information (e.g., working logs, filing systems and accessibility of information). • Identifies weaknesses in working practices and recommends where efficiency and quality can be improved. • Provides checking systems for others to ensure quality is in line with requirements and to maximize efficiencies. • Creates consistency in policy application.



LEADERSHIP EFFECTIVENESS CLUSTER

TEAM LEADERSHIP

Core Question: Do you lead your team to work effectively together?

Definition: 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.

Why Is Team Leadership Important? Team leadership allows you to create a vision for your staff, to help them understand what that vision will accomplish for the community and what that vision means for their roles within the team. It helps you create efficient, effective teams that are clear about what they need to accomplish and that work well together and support each other.

1. Keeps People Informed	2. Promotes Team Effectiveness	3. Advocates for the Group	4. Positions Self as the Leader	5. Communicates a Compelling Vision
<ul style="list-style-type: none"> • In a leadership role, lets people affected by a decision know what is happening, even if they are not required to share such information. • Makes sure the group has all the necessary information. • States agendas and objectives, controls time, makes assignments, etc. 	<ul style="list-style-type: none"> • As a leader, uses strategies to promote team morale and productivity, including recognizing the performance of the team. • Demands accountability. • Resolves team conflict within the group. • Builds commitment within the team to reach the desired results. • Filters priorities for the team to ensure staff are not overwhelmed and goals are met. 	<ul style="list-style-type: none"> • Advocates for the group and its reputation. • Makes sure the practical needs of the group are met—obtains needed personnel, resources and information for the group and uses them efficiently. • Removes barriers for the group, allowing the group to accomplish desired results. 	<ul style="list-style-type: none"> • Ensures that others support the mission, goals, agenda, climate, tone and policies. • Sets a good example (e.g., models desired behaviour). • Is a credible leader. • Uses own enthusiasm and commitment to motivate and guide others to achieve results. • Assists others in understanding the practical outcomes of the vision and the implications for the team. 	<ul style="list-style-type: none"> • Has a genuine belief in the vision and communicates to others in a way that generates excitement, enthusiasm and commitment to the group mission. • Provides direction to the First Nation and community in instances where direction isn't clear. • Foresees future trends and opportunities and works with the team to develop strategies to meet future challenges.

SELF-MANAGEMENT CLUSTER

FLEXIBILITY

Core Question: Do you adapt to change and adjust your approach when required?

Definition: The ability and willingness to adapt to and work effectively within a variety of diverse situations and with diverse individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as situations change and accepting changes within one's own job or First Nation.

Why Is Flexibility Important? Flexibility allows you to be willing and able to change the way you approach situations so that new ideas and solutions are encouraged and recognized. Sometimes change is forced upon you. In these cases, flexibility allows you to be open to the change, able to maintain your focus, consider different ways of doing things, learn new approaches and shift activities to meet the new priorities.

1. Values Need for Flexibility	2. Demonstrates Flexibility	3. Adapts Approach	4. Adapts Strategy
<ul style="list-style-type: none"> • Accepts that other people's points of view are reasonable or valid. • Acknowledges that people are entitled to their opinions and accepts that they are different. • Steps into co-workers' tasks when needed or required. 	<ul style="list-style-type: none"> • Works creatively within standard procedures to fit a specific situation. • Understands policies and can work within them to meet work group, team or individual goals. • Can adjust standard procedures during emergencies or special situations in a manner that still ensures the work gets done. 	<ul style="list-style-type: none"> • Changes one's approach as required to achieve intended outcomes. • Changes priorities as required in order to respond to numerous, diverse challenges and demands. • Changes approach in order to achieve unity or balance with different groups, while still keeping end-goal in mind. 	<ul style="list-style-type: none"> • Changes the overall strategy or plan and implements new practices when original approach and assumptions are no longer valid. • Able to shift strategic focus and activities quickly in response to changing First Nation priority. • With changes to chief and council, works to implement changes to policy and programs offered to the community.



SELF-MANAGEMENT CLUSTER INITIATIVE

Core Question: Do you recognize opportunities and act on them?

Definition: Identifying a problem, obstacle or opportunity and taking action and/or proactively creating opportunities to resolve or prevent problems.

Why Is Initiative Important? Initiative ensures plans are in place to support the success and growth of your First Nation and community. Initiative ensures that you and your team are capable of dealing with short-term, or crisis events, but that you have also spent time creating a vision for the future, and you understand what needs to be done to accomplish those objectives.

1. Addresses Current Opportunities or Problems	2. Proactively Anticipates Near-Term Opportunities	3. Anticipates Long-Term Opportunities	4. Plans for the Future
<ul style="list-style-type: none"> • Addresses problems as they arise, resolving them within a day or two. • Recognizes and acts upon present business opportunities in one's job. • Persists when things do not go smoothly. • Does not procrastinate. 	<ul style="list-style-type: none"> • Plans ahead to meet deadlines or job demands. • Looks at the short-term to create opportunities or minimize potential problems. • Has a system to identify near-term opportunities and address these. • Thinks beyond the obvious and takes action to avoid or minimize potential or likely problems. 	<ul style="list-style-type: none"> • Takes action to create an opportunity or avoid future crisis within the coming year. • Thinks ahead, year-to-year, and plans for contingencies. • Anticipates opportunities within the next year that could have a significant impact on the First Nation. • Anticipates problems by developing a better understanding of current issues. • Puts plans in place now to ensure that future opportunities are realized. 	<ul style="list-style-type: none"> • Anticipates business and community situations over a year ahead. • Anticipates funding, community issues, growth, cost management and service opportunities over a year ahead to create opportunities and avoid potential problems. • Sees and acts on emerging long-term opportunities and problems hidden in the future that others have not recognized are there. • Develops and implements comprehensive plans that bridge complex issues and span across time.

SELF-MANAGEMENT CLUSTER

REFLECTING ON DIFFICULTIES

Core Question: Do you reflect on difficult situations in order to improve future performance?

Definition: The willingness to “work through” the personal experience of having contributed to an unsuccessful outcome. It is expressed by how individuals explain problems, failures or negative events and what they have learned from those difficulties.

Why Is Reflecting On Difficulties Important? Reflecting on challenging or unsuccessful situations allows you to learn and grow as an individual and a leader. It provides you with feedback on your strengths and weaknesses on a personal level, and it provides valuable insight and information on the dynamics within your working environment and community. At the very least, it helps you better prepare for similar situations in the future.

1. Remains Positive	2. Takes Responsibility	3. Learns from Mistakes and Successes	4. Shares Learning with Team
<ul style="list-style-type: none"> • Re-energizes after loss or failure or after encountering a significant hurdle. Re-addresses the situation and how to overcome it. • Approaches new situations with continuing positive outlook, despite previous disappointments. 	<ul style="list-style-type: none"> • Acknowledges personal responsibility for outcomes, even when not all elements of a situation are within direct control but could have been personally managed. • Identifies all components or implications of a problem and ensures that they are resolved. 	<ul style="list-style-type: none"> • Analyzes situations on an ongoing basis to improve own performance. • Designs a personal action-plan to address own issues constructively and decisively. 	<ul style="list-style-type: none"> • Deals openly with failure by bringing team together to define specific problems and present solutions. • May involve team in diagnosis and in development of solutions to effectively transfer knowledge into the organization.



SOCIAL AWARENESS CLUSTER

IMPACT AND INFLUENCE

Core Question: Do you put thought and planning into how you might most effectively influence your audience?

Definition: The ability to influence, persuade or convince others to adopt or support an idea and to take action when required. It involves an understanding of key stakeholders and the use of techniques, presentations or negotiation skills to achieve desired results.

Why Are Impact and Influence Important? Impact and influence allow you to accomplish things with the support of others, rather than struggling against their resistance. They help you convince others of the worthiness of a particular action or decision and ensure their support going forward. In particular, they help you align chief and council and community needs by helping you communicate each group's point of view. They help you outside of your First Nation as well, by allowing you to communicate your position in a manner that is compelling and meaningful to your audience, and that ultimately gains consensus with your audience.

1. States Intention but Takes No Specific Action	2. Relies on the Facts to Persuade	3. Uses Knowledge of the Audience to Tailor Actions or Words	4. Uses Indirect Influence
<ul style="list-style-type: none"> Intends to have a specific effect or impact; expresses concern but does not take any specific actions. 	<ul style="list-style-type: none"> Uses direct persuasion in a discussion or presentation (e.g., uses concrete examples, data, visual aids, demonstrations, etc.). Makes no apparent attempt to adapt presentation to the interest and level of the audience. States the basic facts behind a position or argument. 	<ul style="list-style-type: none"> Adapts a presentation or discussion to appeal to the interest, needs and level of the audience. Anticipates and prepares for the audience's reaction. Plans current actions/words based on previous interactions with the audience. Reduces discrepancies and inconsistencies that might prevent the audience from understanding key information. 	<ul style="list-style-type: none"> Involves other key individuals who are already in support of a position to lend additional support for that position or point of view. This might include experts, community input, politicians, etc. Finds strong, credible voices and works with them to impact and influence key stakeholders.

SOCIAL AWARENESS CLUSTER

LISTENING, UNDERSTANDING AND RESPONDING

Core Question: Do you demonstrate a sensitivity to others and understand the underlying message?

Definition: The ability to accurately listen, understand and then respond appropriately when interacting with individuals and groups.

Why Are Listening, Understanding and Responding Important?

Listening, understanding and responding are critical to understanding a situation or another person’s point of view. Understanding allows you to respond effectively to people with diverse needs and

backgrounds. Listening carefully allows you to address underlying issues and create stronger relationships. Active listening and asking the right questions allow you to uncover and solve problems that might not always be obvious.

1. Listens Actively	2. Effectively Uses Empathy	3. Accurately Assesses Human Behaviour
<ul style="list-style-type: none"> Actively listens to others individually or as groups and listens when approached by others. Picks up on others’ immediate feelings and emotions. May ask questions to confirm understanding of the speaker. 	<ul style="list-style-type: none"> Actively seeks to understand others by getting the facts and pertinent information and reiterating this information to check understanding before drawing conclusions. Responds in ways that communicate clear understanding. Demonstrates the ability to see things from another’s perspective. Is open to others’ feelings. Interprets information beyond what is said, especially where thoughts, concerns or feelings are poorly expressed by others. 	<ul style="list-style-type: none"> Understands underlying or unexpressed thoughts, feelings or concerns. Accurately assesses root causes of individual/group behaviours (“they’re behaving this way because...”). Demonstrates sensitivity to subtle, underlying causes of behaviour and acts to help resolve personal issues/problems. Understands the longer-term reasons for behaviour and how different individuals respond to different situations.



SOCIAL AWARENESS CLUSTER

ORGANIZATIONAL AWARENESS

Core Question: Do you demonstrate an ability to understand and use the realities of organizational structure and politics?

Definition: The acumen to appreciate and the ability to use the power relationships in one’s own or others’ organizations. This includes the ability to identify the real decision-makers and the individuals who can influence them and to predict how new events or situations will affect individuals and groups within the organization.

Why Is Organizational Awareness Important? Knowing organizational realities allows you to develop solutions that fit within the

community and meet its needs. Your complex environment demands knowledge of funding agencies, relevant government departments and other stakeholder organizations, as well as your own community realities. You need to understand the role and culture of your community and the objectives of your chief and council to be better able to serve your community’s needs, anticipate changes and stay versatile and committed. Organizational awareness allows you to accomplish the results you need through the most effective channels.

1. Understands Formal Structure	2. Understands Informal Structures	3. Understands Climate and Culture	4. Understands Organizational Politics	5. Understands Underlying Organizational Issues
<ul style="list-style-type: none"> Recognizes and uses the formal structure or hierarchy of an organization, “chain of command,” positional power, rules and regulations, standard operating procedures, etc. 	<ul style="list-style-type: none"> Understands and uses informal structures—identifies key actors, decision-influencers, etc. Applies this knowledge in support of the formal structure. 	<ul style="list-style-type: none"> Recognizes unspoken organizational limitations—what is and is not possible at certain times or in certain positions. Recognizes and uses corporate culture, language, etc., that will produce the best response. 	<ul style="list-style-type: none"> Understands, describes and uses ongoing power relationships within the organization (e.g., alliances and rivalries), with a clear sense of organizational impact. Understands agendas of key stakeholders and opinion leaders. 	<ul style="list-style-type: none"> Understands and addresses the reasons for ongoing organizational behaviour and the underlying problems, opportunities and political forces affecting the organization (e.g., current social trends, demographic changes, union policies, national or historical issues that affect opportunities, etc.). Identifies and uses synergies between different stakeholders.

SOCIAL AWARENESS CLUSTER

STRATEGIC USE OF RELATIONSHIPS

Core Question: Do you cooperate and work with others effectively to achieve work-related objectives?

Definition: Involves building and maintaining ethical relationships or networks of contacts with people who are, or may be, influential in achieving work-related goals.

Why Is Strategic Use of Relationships Important? The strategic use of relationships is critical for the administrator because you routinely need to accomplish results through others, inside and outside of your

First Nation and community. Drawing upon and pooling talent and resources can accomplish results that didn't seem possible on your own. Given the complexity of your role, having an established network of contacts works as a support for you in your role, allowing you to seek answers and advice quickly and easily.

1. Establishes Formal Working Relationships	2. Develops Longer-Term Relationships	3. Uses Relationships	4. Builds a Network of External Relationships
<ul style="list-style-type: none"> • Makes a conscious effort to establish and build rapport with colleagues and stakeholders with whom there is regular contact. • Identifies and refers to areas of mutual interest as a means of establishing a personal relationship. 	<ul style="list-style-type: none"> • Meets regularly with stakeholders, colleagues, etc. when no specific project/initiative is underway. • Initiates social contact designed to improve the longer-term working relationship with the stakeholders. • Shows interest in colleagues' and stakeholders' issues and activities. 	<ul style="list-style-type: none"> • Calls upon established relationships in the First Nation or beyond in an ethical manner, to gain entry to higher levels/decision-makers to achieve an important goal. • Asks for referrals to other related First Nations or organizations. • Nurtures the relationship over time to build rapport and trust, and develop a basis for future relations. 	<ul style="list-style-type: none"> • Develops and maintains a planned network of relationships with peers, stakeholders and colleagues within First Nations and government. • Uses the broader network to identify opportunities, gather information and seek input to problems, with a view to sustaining success. • Identifies significant business opportunities and key contacts in the First Nation and government and finds ethical ways to make personal connections.



APPENDIX A: FIRST NATION ADMINISTRATORS TASK GROUP

The First Nations Public Service Committee appointed a Task Group of First Nation administrators to assist with the development of the draft *Primary Duties and Core Competencies Model*. Members represent the various geographical regions of British Columbia, First Nation sizes, urban and remote First Nations, treaty and non-treaty, and male and female administrators.

Because of the wide range of activities an administrator has to deal with, twenty-one core competencies were initially identified. There were too many to deal with practically so the Task Group assisted the human resource consultants to narrow the competencies down to the twelve shown in this document.

First Nation Administrators Task Group members were:

Lawrence Ambers 'Namgis First Nation
Craig Buchan Stone Indian Band
Brian Cofsky Ditidaht First Nation
Anita Dick Ashcroft First Nation
Joe Gosnell Jr. New Aiyansh Village Government
Dan Henry Coast Salish Education & Training Society
Mildred MacKenzie T'it'q'et Administration
Bill Moore Fort Nelson First Nation
Fred Shiffner Tsawwassen First Nation
Larry Skulsh Kispiox First Nation
Norman Taylor Ucluelet First Nation

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