The Design and Delivery of a Program for Management Training

in Aboriginal Social Service Organizations

by

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A Practicum Report
Submitted to the Faculty of Social Work
in Partial Fulfillment of the Requirements
for the Degree of

Master of Social Work

University of Manitoba
Winnipeg, Manitoba

© August 1995

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0-612-23303-0

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ABSTRACT

First Nations social service organizations operate in an environment different from that of the mainstream, and management practices are both determined and affected by this environment. Programs that intend to train management staff for these organizations must incorporate traditional cultural values with today's realities and today's knowledge. Aboriginal social service organizations, serving First Nations communities, often have difficulty in recruiting trained aboriginal staff to the rural and/or remote locations, and existing management training programs are not practical for these social service organizations. Faced with these factors it would appear that the best option for the agencies is to train and develop aboriginal staff who are already living in the area, who are committed to residing in the area, and who are familiar with the cultural context of the communities.

The practicum involved designing a culturally specific management training program for an aboriginal child and family services organization. This included a needs assessment of management training needs within the organization, an extensive review of literature for appropriate source materials, and designing twelve one week training modules. The training program was then implemented in the organization over a two year period, with nineteen of the staff participating as trainees.

The training had significant impact on the organization. It provided the organization with increased numbers of potential management staff, added to the knowledge and skill base of current management staff, and empowered staff to be participants in the management process. Within the organization, service and administration have become more culturally competent.

ACKNOWLEDGEMENTS

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1.1 STATEMENT OF PROBLEM

All organizations operate within an environment of social, cultural, economic, and

physical conditions that influence the life of the organization, the individual, and the

community. Organizations must adapt and adjust to the environment in which they

exist (Farmer and Richman, 1965; Schwartz 1980). With the growing movement

towards self government, and with increasing control over social services being given

to First Nations, an increasing number of aboriginal organizations are appearing.

These organizations come from a value base and cultural milieu that is quite different

from the mainstream society in which they exist.

For First Nations organizations, operating in an environment different from that of the

mainstream, management practices are both determined and affected by this

environment. Programs that intend to train management staff for these organizations

must incorporate traditional cultural values with today's realities and today's

knowledge. Concepts and values embedded in the traditional teachings need to be

looked at, together with the functions of management / supervision. These concepts

and values include: interdependence; balance and harmony; strong group

identification; caring, kindness, and honesty; respect as the foundation of discipline

and authority; dignity of each individual; sharing as the measure of one's competence and power; the interconnectedness of all things, or holistic worldview; the value of wisdom, knowledge, patience, and generosity in the learning process.

The challenge has come to develop forms of carrying out the management functions which incorporate, and build on, the strengths of the aboriginal values, customs, and traditions. As the institutions of First Nations governments, these organizations play a key role in the maintenance of cultural identity and integrity.

These emerging organizations are relatively new and struggle with human resource issues. Economic, political, and cultural integrity considerations dictate that aboriginal people staff these organizations. The effects of colonialism and the historical experience of aboriginal people within the mainstream educational systems has resulted in a lack of skilled aboriginal social service workers. Culturally based and culturally relevant training has emerged as a critical factor for these organizations. Such training is needed not only for the aboriginal staff, but also for the non-aboriginal staff that are presently employed with these organizations.

The experience in child welfare in Manitoba can serve as an example. Over the past twelve years, First Nations have made considerable gains towards having control of

the child welfare services delivered to their children and families. In Manitoba, all First Nations are served by a native child welfare agency. Agencies have had success in gaining increased control of services, along with improved funding and input into policy decisions. Services to native children and their families have seen significant improvement over this time, and the practice of large numbers of native children being removed from their homes and placed in non-native, out of community placements, has virtually ceased. There is a much higher involvement of the communities in the child welfare decisions being made, and generally, communities and families remain informed as to the whereabouts of their children, even if they are in the child welfare system.

Taking control has not been without difficulties, and many difficult and complex issues remain unresolved. The quality of service delivery by native agencies continues to be an area of concern for all parties, and the highly politicized environment in which these agencies operate often does not permit questions of service delivery to be adequately and/or primarily addressed.

One of the factors that has been consistently identified as a significant factor in the quality of child welfare services, both in the literature and in the experience of the Manitoba agencies, is the training and competence of the staff, both at the

management and front line levels. The lack of accessible, professional, and culturally appropriate training opportunities for staff at all levels is a major dilemma.

The rural / remoteness factor that the First Nations agencies have to deal with adds to this dilemma, both in making training accessible to people, and in being able to attract qualified aboriginal personnel at the supervisory level. The management training programs that exist are almost exclusively offered only in the urban areas, geared to a non-aboriginal business environment, and expensive and impractical for many staff to attend.

For management staff in these agencies, the problem is two fold: not only do they themselves often lack formal training, they are supervising untrained staff who require a high level of supervision and who work in communities with complex socio-economic problems. Thus you have untrained staff, with high supervision needs, faced with untrained supervisors with high workloads and high community expectations, working in relatively new organizations where developmental issues abound.

Faced with these factors, it would appear that the best option for the agencies would be to train and develop aboriginal staff who are already living in the area, with a

demonstrated commitment to staying there, and further, to look for these individuals

within their own existing staff, so that individuals are familiar with the cultural

context of the communities. In considering this, it becomes apparent that very few

existing management training programs are appropriate and/or accessible for

aboriginal social service organizations.

Social work supervision, itself, differs from supervision/management in the business

environment. Social work supervision is predicated on many of the values of the

social work profession (Middleman and Rhodes 1985), and as such, it carries out the

management functions in a unique fashion. Within the aboriginal community, the

social work, or 'helping' values differ, and supervision in aboriginal agencies must be

based on the aboriginal helping values.

Middleman and Rhodes (1985) identify five key supervision issues which are

primarily determined by the cultural context in which an organization operates. These

include the key values that inform/govern the supervisor, the type of environment that

the supervisor creates, the approaches to supervision that are taken, the leadership

style and qualities that are to be promoted, and the competencies and skills that are

important for the supervisor. A training program for management / supervisors in an

aboriginal social service organization needs to articulate culturally appropriate

responses to these issues, and needs to identify and teach the skills required to carry these out effectively within the aboriginal organization's environment.

Based on my own twelve year experience as director of an aboriginal child and family services agency, and my contact and involvement with other directors, Board members, and staff from other aboriginal social service agencies, I believe there are some key management training issues that have emerged that are similar for the aboriginal social service organizations. These are summarized below:

1. There is a need for comprehensive and culturally relevant training for management. Such training must include: current management theory and practices; cultural teachings and their applications to management; cultural competence in organizations; social work practice and theory; aboriginal helping and traditional social service systems; social work supervision and how it differs from the business environment; the historical experience of First Nations and the implications this has on communities and subsequently on service needs and service delivery; the role of supervisor as trainer/ educator.

2. There is a lack of such comprehensive, culturally specific training programs available that aboriginal social service organizations could utilize

3. Aboriginal organizations have a need for training programs that are readily accessible for people in rural / remote areas, and that use a format that allows staff who are employed full time to participate.

4. Many aboriginal staff require training in traditional teachings, ways, customs, meanings, and their applications. In addition, such training is needed cross-culturally as the present reality has non-aboriginal people employed in aboriginal organizations. This is necessary not only for organizations to be managed in a culturally appropriate manner, but also to improve the quality of culturally competent service delivery.

5. There is a need for all staff in aboriginal organizations to have a better understanding of the role and functions of management. The experience of First Nations has been one of colonialism, where policies and management decisions have been made without community input. The empowerment of aboriginal staff is essential if they are to take an active, participatory role in the management of their organizations and institutions.

6. It is important that management in the aboriginal organizations is well grounded in culturally competent management, as well as in the management approaches of the dominant society. Aboriginal organizations must interface with non-aboriginal institutions at all levels - political, policy, service delivery, administrative - and are often required to work within a legal or administrative framework set out by the dominant society. In some instances, as in the case of child welfare agencies, some components of their organizational structure are dictated by the legislation of the dominant group. Managers play a key role in ensuring the cultural integrity of their organizations, but they must be comfortable in dealing with the non-

aboriginal organizations in order to secure needed resources. The ability to move

comfortably between the two worlds, with minimal value conflict, is essential.

The purpose of the practicum was to address these issues by the planning, curriculum

development, and implementation of a comprehensive, culturally specific training

program for managers in aboriginal social service organizations. As Executive

Coordinator of an aboriginal social service organization facing the key management

issues discussed earlier, a unique opportunity existed for me to custom design and

deliver such a training curriculum to the staff of the organization. My familiarity, and

ongoing employment, with the agency made it possible to assess the impact of such

training on management staff and on the organization.

1.2 DEFINITIONS

Supervision

The terms "supervision" and "management" are used interchangeably, and refer

primarily to a particular position within an organizational structure. The premise put

forward by Middleman and Rhodes (1985), that management / supervision in social

work is different than management in a business context, is accepted. While it

includes the generally accepted functions of a manager, supervision in social work

includes a key element of teaching/educating. The authors make a distinction between

education and teaching, with "teaching" including the teaching of specific skills

related to the work environment (i.e. policies, procedures, forms, etc.) and

"educating" including the development of staff to higher levels of learning, integrating information and knowledge. Kadushin (1981) sees the educating function as one of the main activities of a supervisor. Within an aboriginal social service organization, a supervisor/manager is seen to have three distinct and important functions:

a) *Carrying out the functions of management*

This refers to the role a supervisor has as part of the management structure of an agency, and includes the basic management functions of planning, organizing, directing, controlling, and staffing.

b) Teaching and mentoring

In a social service organization, a manager/supervisor has a role in the learning and professional /self development of the staff. This goes beyond the basic management function of staffing: teaching staff the routines and procedures of the organization. It refers to the role of the supervisor in assisting the staff in the application of social work practices, in improving and enhancing professional skills, and in adding to the person's knowledge base. The terms teaching/educating will be used to denote the range of activities that a supervisor can carry out in the area of staff development and staff learning.

c)   *Supporting / maintaining culturally appropriate services*

In the aboriginal organization, an additional responsibility in placed on management and staff: they must ensure the maintenance of cultural values / systems throughout the services of the organization, to enhance the preservation of the cultural group(s). This means that services must reflect and incorporate a value system that differs from that of mainstream society, despite the constraints placed on the organization (e.g. policies, legislation, etc.). They must act as advocates and watchdogs for aboriginal communities in promoting these values with external agencies, and in protecting erosion of these values by the imposition of mainstream policies and regulations. It is critical, therefore, that the supervisor knows, learns, and integrates these values and approaches to service, and has the ability to evaluate the quality of service delivery in this context.

Aboriginal

In this paper, the term "aboriginal" will be used to refer to First Nations peoples, communities, and organizations. While the term can include all peoples of aboriginal ancestry, First Nations are identifiable as a distinct group with a unique legal status. Reference here to "aboriginal people", "aboriginal teachings", "aboriginal organizations" reflect those belonging to First Nations peoples specifically.

Culture

References to aboriginal culture too often limit the definition to certain cultural practices - i.e., sweatlodge ceremonies, sweetgrass ceremonies, powwow dancing.

Even among First Nations, an individual engaged in these activities is said to be practicing his/her culture. Culture, however, has a much wider definition as a set of shared values, beliefs, behaviors, and relationships among a group of people. The In-Care Network (1994) has put forward a "cultural wheel" which demonstrates the roots of any culture (Figure 1.1) This includes language, educational practices, child-rearing practices, literature, music, history, values, spiritual practices (religion), art, sacred places, sources of status, social rewards, social punishments, gender roles, age roles. All of these interact to make up a group's "culture", which is then an ever-changing and evolving thing, and which are evidenced in the thinking, behavior, and relationship structures of the people. References to aboriginal culture in this paper refers to this comprehensive set of components which form culture.

FIGURE 1.1 WHEEL OF CULTURE

Status sources   Sanctions

Language   Child rearing

Gender roles   Age roles

Literature   Education practices

Roots of Culture

Music   Ceremonies

History   Religious rites

Rituals   Economies

Values   Sacred places

Art
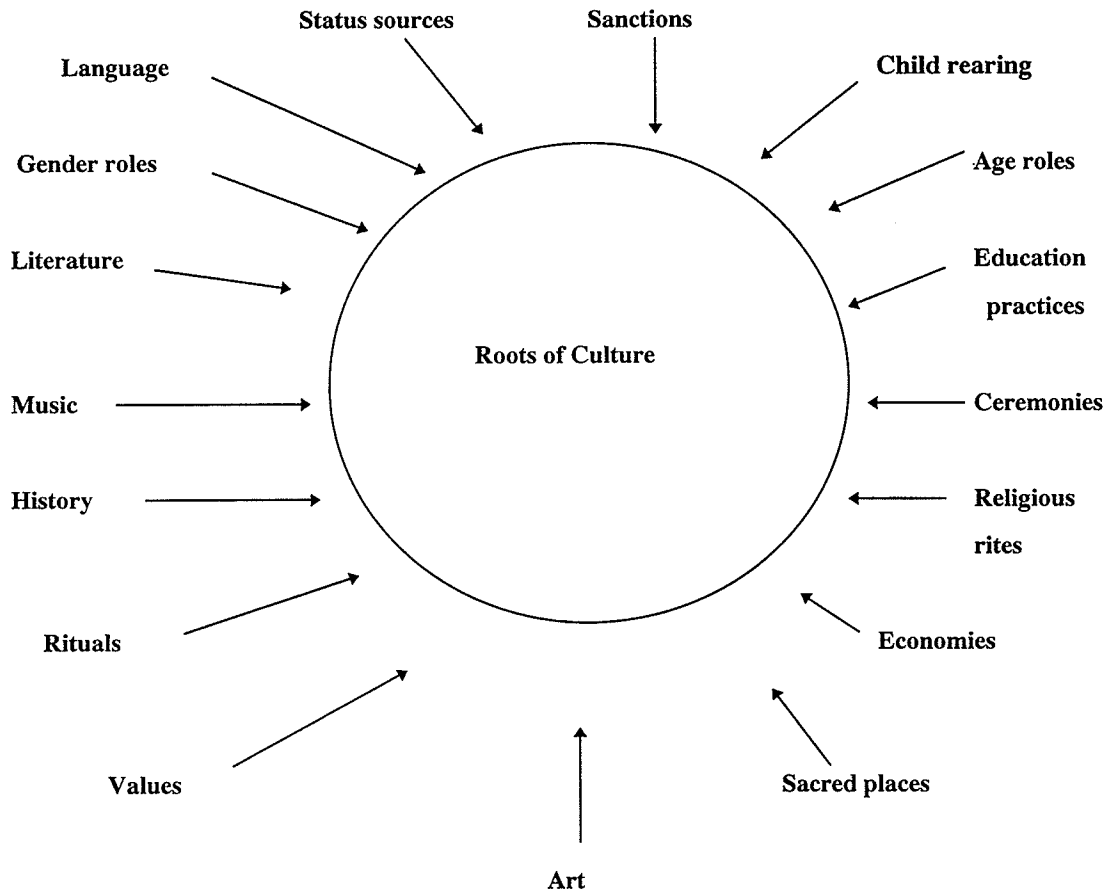
(Source: Adapted from InCare Network, unpublished paper, 1994)

CHAPTER 2   PRACTICUM SETTING & OBJECTIVES

2.1 PRACTICUM SETTING

West Region Child and Family Services Inc. is an aboriginal child and family

services agency serving nine Ojibway First Nations in the Westman / Parkland area of

the province of Manitoba. The agency is fully mandated under the provincial Child

and Family Services Act (CFS Act), and provides a wide range of community based

programs, both preventive and statutory. It operates with a Board of Directors, the

chiefs of the member First Nations, and has approximately 74 full time staff,

primarily of aboriginal descent.

The agency has been in existence for thirteen years and during this time has seen

significant and rapid growth in programs and staff. The immediate need in the initial

years was to hire and train aboriginal front line staff. Management capability was

weak during these initial years and included a higher ratio of non-aboriginal staff.

During the past three years, the emphasis has been on increasing the number of

management positions, as well as training (and hiring where needed) aboriginal

managers.

Staff recruitment has always presented challenges for West Region CFS. In addition

to requiring trained aboriginal staff, there was also the fact of the rural base of the

agency. Trained aboriginal social workers are primarily city based, in demand in the

urban areas, and have been reluctant, for a variety or reasons, to relocate to a rural and/or reserve location. Acceptance of staff within the communities is also a key consideration for the agency. In response, the agency decided to put considerable resources into training aboriginal staff already living in the rural area and/or on reserve. Front line staff received first priority, due to their role as primary contact people with clients. The agency relied on conventional recruitment methods to hire management staff, and decided to limit increasing the management positions for the time being due to lack of appropriate staff and training options.

As staff increased, and as the availability, and capability, of front line staff improved, the agency increasingly focused on a better balance of management staffing. This immediately dictated training needs for the agency. A search for existing suitable training programs found little that was suitable, and consideration turned to a custom designed curriculum and in-house training delivery for existing staff.

2.2 SUMMARY OF OBJECTIVES

Intervention Objectives

In an attempt to address the issue of management training in an aboriginal social service organization, the intervention had five general objectives. These are listed here and elaborated in Section 2.3:

1. Based on a model of supervision which uses the medicine wheel as a framework, develop and deliver a comprehensive and culturally competent training program for management in aboriginal social service organizations. (The use of the medicine wheel in aboriginal culture is elaborated on in Chapter 4.)

2. To increase the human resource pool of staff who have the training and experience to move into management positions in aboriginal social service organizations, with particular emphasis on increasing the number of aboriginal staff

3. To improve and /or enhance the skills of current management staff, both in management skills and in cultural competency

4. To increase the knowledge and understanding of the role of management and its functions among all staff in an aboriginal social service organization, so that empowerment of staff, as well as learning, could occur

5. To increase knowledge of social work practice and theory, management practice and current theory, the role of supervision in social services, and the unique situation of management in aboriginal social service organizations

Educational Benefits for Student

As a student, my personal objectives in carrying out this practicum can be listed as follows:

1. To increase my knowledge base in management theory and applications, current trends and issues, and organizational effectiveness

2. To increase my knowledge on the role of cultural relevancy at the managerial level and how it might relate to organizational effectiveness

3. To gain knowledge and experience in curriculum development

4. To gain experience as a trainer

5. To evaluate my role in the curriculum development and training delivery and in my personal learning

These objectives are elaborated in Section 2.4.

2.3 INTERVENTION OBJECTIVES AND GOALS

For each of the general objectives, intervention parameters were determined by setting the goals which served to detail the steps and the methods required to implement the objective. This section summarizes the goals that were specified in order to achieve each objective. Section 5.3 provides a more detailed discussion of the goals and the specific tasks which were associated with each goal.

OBJECTIVE #1:   **Based on a model of supervision which uses the medicine wheel as a framework, develop and deliver a comprehensive and culturally competent training program for management in aboriginal social service organizations.**

GOALS:

A. Develop the content of a management training program by completing a review of literature on management theory and practices, aboriginal teachings, adult education, and social work supervision, and by drawing on personal experience

B. Build a basis for the content by developing a model of supervision based on the medicine wheel framework

C. Ensure the cultural competency of the training by including aboriginal teachings, in an experiential as well as theoretical manner, on a daily basis

D. Complete a management training needs assessment within the organization

E. Provide training from a comprehensive and holistic perspective by including managers from all units of the organization - executive core, administrative support, accounting, front line supervisors, and program coordinators

F. Complete necessary arrangements with an aboriginal organization to allow for the delivery of the training program to its staff

G. Complete the administrative tasks necessary to support the delivery of the training (i.e., securing needed resources and facilitators, scheduling, booking space)

H. Develop the curriculum in detail for each module identified

I. Deliver the modules, as per schedule, in order to complete the training

J. Evaluate each module for content, delivery, and trainer's role, as part of an overall evaluation of the training course

OBJECTIVE #2: **To increase the human resource "pool" of staff who have the training and experience to move into management positions in aboriginal social service organizations, with particular emphasis on increasing the number of aboriginal staff**

GOALS:

A. Develop a format that can accommodate staff who are currently employed and who are working full time

B. Develop selection criteria, jointly with agency management, to identify appropriate candidates

C. Make provisions for all staff, from all units, to apply, with no restricting of applicants to current management staff and/or front line supervisors

D. Make concerted efforts to have a maximum number of aboriginal staff included in the training

E. Enter into contractual agreements between agency and trainees, to ensure that the staff complete the training and that the agency can plan on having these trained staff in their employ for a reasonable period following the training

F. Keep statistics on how many staff complete the training, how many move into management positions, and how many will be available to meet future management staffing needs within the agency

OBJECTIVE #3: **To improve and/or enhance the skills of current management staff, both in management skills and in cultural competency**

GOALS:

A. Ensure that all current management staff take the training

B. Design a format that will enable current management staff to attend as well as fulfill job responsibilities

C. Make no assumptions about the competencies that aboriginal trainees have in cultural knowledge of values, systems, practices, ways, customs

D. Incorporate cultural practices into the curriculum by design, so that trainees can acquire knowledge and skill as to how to apply these in day to day management activities, and so that aboriginal trainees can gain increased awareness of the extent to which these values already influence their behavior and their practice

E. Make no assumptions about the knowledge that current management staff have about management theory and practices

F. Evaluate the learning of staff upon completion of each module, as well as after the training program

OBJECTIVE #4: To increase the knowledge and understanding of the role of management and its functions among all staff in an aboriginal social service organization, so that empowerment of staff, as well as learning, could occur

GOALS:

A. Ensure that selection criteria do not limit training to management staff and/or those identified by the agency to move into management positions, but, in fact, encourage other staff to take the training for sake of learning

B. Foster a sense of team among the trainees, with shared mission and shared values

C. Share knowledge of management roles and functions to communicate the larger picture and demystify management, so that staff would feel informed enough to participate in, question, evaluate, and contribute to, the management practice of their organization

D. Evaluate the impact of the training on individuals as well as on the organization

OBJECTIVE #5: **To increase knowledge of social work practice and theory, management practice and current theory, the role of supervision in social services, and the unique situation of management in aboriginal social service organizations**

GOALS:

A. Ensure that all areas are included in the curriculum

B. Evaluate the curriculum content and the learning of trainees in each area

2.4 EDUCATIONAL OBJECTIVES AND GOALS OF STUDENT

For each personal learning objective, goals were specified to set out what needed to occur for the learning to take place. The following specifies what the goals are for each objective. These goals are discussed in more detail in Section 5.3.

OBJECTIVE #1: **To increase my knowledge base on management theory and applications, current trends and issues, and organizational effectiveness**

GOALS:

A. Complete a thorough review of the literature in this area

B. Include training material in this area and developing this material in detail for the module(s)

OBJECTIVE #2:   To increase my knowledge on the role of cultural relevancy at the managerial level and how it might relate to organizational effectiveness

GOALS:

A. Complete a review of the literature on cultural relevancy in management, on cultural teachings, and on application to organizations

B. Meet with elders and other knowledgeable aboriginal sources to acquire additional information

C. Include this material in the detail curriculum development

OBJECTIVE #3:   To gain knowledge and experience in curriculum development

GOALS:

A. Write the curriculum for the training course

B. Evaluate the curriculum content and presentation

OBJECTIVE #4:   To gain experience as a trainer

GOALS:

A. Deliver most of the training

B. Provide for an evaluation of my role as trainer by the trainees

C. Complete a self evaluation of my role as trainer, after each module and after the
    training program is completed

D. Observe the outside facilitators utilized during the training

**OBJECTIVE #5:   To evaluate my role in the curriculum development and
training delivery and in my personal learning**

GOALS:

A. Include an evaluation process in the practicum project

CHAPTER 3   LITERATURE REVIEW

3.1   ABORIGINAL TEACHINGS

"Aboriginal" includes a large number of peoples and nations, with diverse cultures. It should be cautioned that this is not intended to generalize aboriginal people and ignore the many nations that make up this group, each with their own specific cultures and values. There are, however, common values which can be found among these groups, based on the common tribal organization of these societies; these can be generally applied, with cultural applications made by each distinct group. Some of teachings will be reviewed as they have particular significance and relevance to management concepts and tasks, and their role in the establishment of aboriginal organizations.

Social Organization / Social Structures

In order to understand aboriginal teachings, it is essential to understand the tribal relations of the First Nations. These tribal relations are common to all First Nations. The origins of tribal society are based on a philosophy of interdependence and the structures of these societies are based on these origins. There is a strong theme of interdependence which distinguishes these societies. The interdependence of people was strongly emphasized and the maintenance of that interdependence formed the foundation for the balance of life that characterized the tradition of First Nations

people. It was the life of the tribal community which established the parameters of behaviors for its members.

Tribal groups exerted pressures of conformity and control on their members, developed out of an intricate relational network based on the clan system. Group identification was very strong. The importance of human relationships necessitated a society that was based on interdependence and responsibility, a cornerstone of the philosophy of First Nations people. This allowed tribal people to be acutely aware of balance and imbalance in the natural order of things, and the striving towards balance was the responsibility of each person. In this society, interdependence was a sign of maturity.

Values

DuBray (1983) describes a study that was done to compare American Indian values with Anglo-American values. His research supports the literature which points out that many of the values embodied in the aboriginal teachings differ from those of the urban/industrial, non-aboriginal society; in fact, most of the studies conducted reveal more differences than similarities in values between the two groups.

A comparison of the main values is shown in Figure 3.1. It is important to note the differences, as they are central to one's view of the world, one's organization of the outside world, or, in Piaget's terms, one's cognitive schema. As such, they shape and

influence one's definition of how things and tasks should get done. They are the determinants of observable behaviors.

Dumont (1988) compares studies by various researchers on a number of different tribes (Sioux, Cheyenne, Ojibway, Navajo, Apache) and concludes that certain prevalent values emerge that can be "universalized" as representative of most aboriginal cultures across North America. He maintains that these values have been resistant to acculturation, and have persisted over time and in spite of assimilative forces that have been at work over the past five hundred years. He identifies the following primary values:

- Vision / wholeness, or a holistic world view, forming a spiritual core that sees the interconnectedness of all things

- Respect as fundamental for all interactions and relationships that are reciprocal and interpersonal and that strive for balance

- Kindness as evidenced in a desire for harmony in interpersonal relationships and having a capacity for caring

- Honesty carried out by acting with honesty and integrity in all relationships, recognizing the autonomy and dignity of self and others

- Sharing which comes from the recognition that all life is interdependent and interrelated, and relating to others with generosity and cooperation

Fig. 3.1 : VALUE DIFFERENCES/CONFLICTS: COMPARISON BETWEEN TRIBAL VALUES AND URBAN/INDUSTRIAL, NON-INDIAN VALUES

TRIBAL/TRADITIONAL VALUES	URBAN/INDUSTRIAL/NON-INDIAN VALUES
group/clan emphasis	individual emphasis
present oriented	future oriented
time is cyclical	time is linear
age is revered	youth is revered
cooperation/concern for groups/harmony in relationships/sharing of goods	self-acquisition/competition
harmony with nature	dominance over nature
giving	saving
mystical	skeptical
shame	guilt
permissive	coercive
extended family/clan	nuclear immediate family
spiritualistic	materialistic/religious
non-confrontative	assertive/aggressive
silent, soft-spoken	noisy, firm tone of voice, brash
respect for the spirituality of others/uniqueness of each individual	attempts to convert/non-acceptance of other beliefs
natural resources belong to all	natural resources are privately owned
conserving/replacing of resource/connectedness with all of nature	depletion of resources/ taking of resources/above nature
egalitarian	hierarchical structures
face to face government/small units	impersonal units/large systems/ bureaucracies
compact living/close quarters	privacy/spacious living
group more important than any one person/place within the group valued	self seeking/self importance/egoistic

(Source: Adapted from National Indian Child Abuse and Neglect Center, 1980)

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- Strength of character and self-control in order to have peace, harmony, and well-being in the collective community

- Bravery displayed through courage so that life for oneself and others can be lived in an atmosphere of security, peace, dignity, and freedom

- Wisdom demonstrated by respect for knowledge and the gift of vision in others, for this encompasses the holistic view and demonstrates a depth of life experience

- Humility demonstrated through the recognition of self as a sacred and equal part of the Creation with the same autonomy, dignity, freedom, and equality as all other life, leading to sensitivity towards others, a posture of non-interference, a desire for harmony in relationships, and a striving toward balance with all of life

These values act as foundational to the observable patterns of behavior of the contemporary aboriginal person. They come from the different teachings of the various nations (e.g., Lakota Sundance, Ojibway Midewiwin) and are regarded as 'virtues', the beliefs and values that define appropriate behaviors. They serve as standards against which behavior can be measured.

World View

Gibbs (1988) states that the understanding of reality, which is comprised of body, mind, and spirit as being a complete whole, is essential to the aboriginal world view. Since everything is connected, all decisions and actions must be considered in terms of how the consequences will affect all others and the environment. This ensures that the one's lifestyle is not self centered and destructive, so that the parts of the whole can remain in balance.

Brown (1982), Hallowell (1975), and Tooker (1979) elaborate on this same concept. Two central life principles emerge: respect and appreciation - for the natural world, for others, and for self. Respect lies at the center of the individual's relationship to all others. Respect is the foundation for discipline and authority within the society and relationships and interactions seek to maintain the respect and dignity of each individual.

This fundamental philosophy of interdependence leads to a world view that all belong to one another. There is no hierarchical order - each has his/her own place and responsibility in the natural order of life. People and nature are seen as interdependent, and this balance needs to be maintained. This circle is a powerful symbol to represent this interdependence and connectedness - no one is above anyone, all parts belong and are connected, all are gifts from the Creator and, as such,

are sacred and to be treated with respect. What happens to one part of the circle affects all within the circle and so one is motivated to show respect, caring, kindness, and concern with all others in one's circle.

The philosophy of interdependence is the basis of the principles which govern relationships: self reliance, non-interference (interference with another being a sign of disrespect and non-caring), non-confrontation, respect for diversity, respect for elders. Sharing with others not only contributes to a sense of belonging, but is a measure of one's competence and one's power.

Leadership

Johnston (1979), Jaenen (1976), Nichols (1986) look at the way in which leadership was exercised among the tribes. Leadership was seen as a hardship and was not sought voluntarily. There was no contesting for leadership. A leader was chosen by consensus with merit as the criteria for assessing the quality of a potential leader. Merit was based on an individual's foresight and ability to lead the way. A leader had no source of authority other than that which was permitted by the people. Leadership was to be invoked with care and only in rare situations. The leader was not merely a commander, but an example by leading the way by being first in action. He was first only in terms of showing the way, and not in any other sense.

A leader was charged with expressing the sentiments of his people, not his own. He was not to act on his own initiative, as the well-being of the group superseded all other considerations. In matters that concerned the community, he was expected to seek and rely upon the guidance of clan leaders, men and women of the community. It was in having the support of these leading people, and by expressing their wishes, that the leader was permitted a greater authority than he might otherwise possess. Leadership was not constant nor permanent, but temporary and intermittent, as the need arose. For example, if there was a war to be fought, a warrior might be given the permission to lead. If the needs of the group were for food, a hunter might be chosen as temporary leader. In any event, when circumstances demanded leadership, there was no compulsion for either the leaders to accept leadership or for the other to be followers.

Decision-making

Decision making was done by consensus. Majority rule did not contribute to the well being and cohesiveness of the group, nor did it show respect for the opinions of all people. Nichols (1986) states that the strong communal ties, and the world view that all things were connected and that cooperation was essential for balance in life necessitated a consensus form of decision making. As well, the approach to leadership did not support decision making by one or more leaders. The inherent respect for each person's autonomy made it essential that all were heard and each opinion was valued. Acting on the wish of the majority would not respect the opinions of the minority.

Training / Learning

Johnston (1979), Couture (1985) and Brant (1990) have described ways of training and learning in aboriginal cultures. Spirituality resulted from the deep sense of connectedness to all creation, and it was believed that men and women had to have knowledge in order to grow in spirit. The well being and the continuity of a community required that the spirit be enlarged through learning and knowledge. It was important to foster understanding as well as the skills for everyday living; not only knowledge, but wisdom. Individuals had both a duty to teach, and an obligation to learn. The qualities valued for teaching were wisdom, knowledge, patience, and generosity.

Training / learning was two fold. One end of training was to prepare a man or woman to meet his physical needs by developing and learning the necessary skills. The other was to prepare an individual for the vision and the commitment to follow that vision, thereby developing his/her soul/spirit or inner being. For the first, adults taught their skills and knowledge to the young; for the second, the elders passed on their wisdom. Both forms of training were given at the same time so that the individual could become a well rounded person, skilled as well as wise.

The community had a duty to train its members as individuals, for its own survival and for the good of the person. The individual trained had thus received a gift from

the community which s/he was expected to acknowledge by achieving his/her full potential. Training was in three stages. For the first seven years, the women and elders looked after and taught the children. Then young boys went to learn with the men and the young girls remained with their mothers and the elders. The third stage began when a person started to seek wisdom from others - it was during this stage that the learner realized his desire for knowledge and sought out the elders to teach him/her. It was important that the individual sought to become an apprentice of the elders. The elders did not select or seek their own students.

Learning was through oral teaching, story telling, myths, legends, and by role modeling. Stories were repeated many times so that the spirit of the words became more important than the words themselves. The learner was to find his/her own lessons. Instruction through observation and participation was more common and allowed the learner to make his/her own judgments. The individual would observe until s/he felt ready to try. Encouragement was central to the learning process and group recognition was a powerful form of encouragement.

Respect was basic to every kind of learning. The teaching format was characterized by patience and the belief that learning took place in its own time. Instruction respected the individual for who s/he was as a person, not for how much s/he knew. In the process of learning, it was as important for the learner to examine the task in

relationship to him/herself as it was to master the content. Verbal instruction was closely linked with actual experience. Thus, teaching/learning was a holistic, experience-based process.

A person's self esteem came from four key sources: moral excellence, significance, mastery of one's world, and autonomy. The development of a person's self esteem was integral to the teaching and learning and all teaching was approached with these principles: generosity/sharing towards a person taught moral excellence; a person was given significance by being given a sense of belonging; a sense of mastery of one's world was developed by allowing the person the opportunities to develop competence over tasks; one's sense of autonomy was developed by empowering the person, giving them the permission and independence to try to master skills.

It is important to note that these teachings have relevance to today's aboriginal people. There is evidence that unique aboriginal systems exist, in spite of the concerted efforts by government to assimilate and/or integrate aboriginal people into the mainstream. Vogt (1972) notes that while aboriginal people have adopted many aspects of the material culture of the white man (food, clothing, shelter), the rate of change in social organization and religion has been relatively slow. Despite enormous pressures to change, there are still basically aboriginal systems of social structure and

culture that persist with varying degrees among aboriginal people. Hallowell (1975) and Nichols (1986) make the same observations..

3.2 FUNCTIONS OF MANAGEMENT

In moving towards an aboriginal model of supervision, the concepts and values embedded in the aboriginal teachings need to be looked at in conjunction with the functions of management. This provides a guide for determining the skills and competencies required of a supervisor, the approaches that should be taken in supervision, the qualities of leadership and leadership style best suited, and the type of environment that the supervisor should seek to create and maintain in order to facilitate the development of staff. These should all combine to help the supervisor effectively and creatively carry out the functions of supervision (Middleman & Rhodes, 1985).

The functions of management have been articulated in many different ways, but there is a common theme running through them all. Generally accepted in business (Schwartz, 1980) are the functions of planning (deciding what needs to be done and setting out a plan to do it), organizing (dividing and coordinating the work), staffing (ensuring that there are enough qualified staff to do the work), directing (motivating employees to perform), and controlling (setting standards and evaluating). These functions operate in a cyclical pattern and are the same for aboriginal and mainstream

organizations. The manner in which they are carried out, however, will be different between the two types of organizations.

Middleman and Rhodes (1985) outline nine functions of supervision, grouped under three main practice principles. The principle of integrating includes three functions: humanizing, managing tension, and catalyzing. These functions attempt to integrate the needs of the organization with the needs of the staff. The supervisor tries to make the work environment more responsive to the needs of people by looking for opportunities to give recognition to staff, by modeling behavior that will encourage cooperation and participation, and by trying to make relationships more egalitarian. A competent supervisor uses leadership skills to bring together the resources needed to carry out these functions.

A second principle is service delivery; included are the functions of teaching, career planning, and evaluation. These functions involve the development and growth of staff. The competent supervisor uses his/her skills to create an environment where learning and professional development is valued. The supervisor will act as a role model of the profession to the supervisees, and will provide feedback and evaluation to staff that allows the individual's strengths to be recognized.

A third principle is linkage, and it includes the functions of administering, advocating, and changing. The competent supervisor uses wisdom in order to respond to the needs of both the agency and the worker. This involves mediation between the worker and the agency, to eliminate injustices and inequities, and to deal with change in the agency and its environment in a constructive manner.

Another interpretation of the functions of supervision is put forward by Blanchard and Henry (1981) in their theory of situational leadership. They outline four functions of a supervisor: directing, coaching, supporting, and delegating. These are seen as being on a continuum, and are to be used in response to the situation. A supervisor would assess an organization and/or a situation, in order to determine which function should be emphasized at any point in time.

Four management functions are outlined by the Manitoba Institute of Management (MIM, 1991): entrepreneurship (devoting energy to creating services that will respond to need), production (devoting energy to produce results to meet the organization's objectives), administration (devoting energy to ensuring that the right things are done at the right time), and integration (devoting energy to making members of the organization feel good about their contribution to, and membership in , the organization). Three new emerging functions of management are also identified: networking/teamship; information processor, and resourcer.

MIM (1991) also outlines functions grouped under the leadership style of the supervisor. This theory states that a good supervisor will need to be able to adopt differing styles of leadership for different functions. Four leadership styles are presented, all with different functions. For the planning function, the supervisor will need to act as explorer. The explorer looks at internal and external threats and opportunities and explores options and alternatives. In order to create the vision, communicate it to others, and develop strategies to achieve it, the leader acts as the artist. It is the judge who chooses from the alternatives and options, makes plans, schedules, and budgets, staffs, organizes, and directs. Taking action, leading, adapting, adjusting and celebrating achievements, the role of the leader is one of a warrior. These styles of leadership, and the functions which accompany them, are viewed as operating in a cyclical, rather than linear manner.

Kouzes and Posner (1987) present five main functions of supervision which are regarded as necessary behavior for a peak performance by a supervisor. First, there is the function of challenging. The supervisor challenges the process, the status quo, encourages and supports critical thinking, searches for new opportunities, takes risks, and experiments. A second function is that of inspiring a shared vision. The supervisor enlists others to envision the future; s/he appeals to the values, beliefs, interests, and hopes and dreams of the staff to set out the vision, the plan. Third, a supervisor enables others to act. S/he does this through collaboration and cooperation,

building trust, strengthening and encouraging others. Fourth, a supervisor models the way for the staff, setting an example and behaving in ways consistent with shared values. The fifth main function of the supervisor is encouraging the heart. This is done by recognition of individual achievements and contributions, by setting tough standards and letting people know when they or others meet them, and by celebrating team accomplishments with "hoopla and pizzazz".

Figure 3.2 illustrates the various ways of presenting the functions of management. There is considerable similarity among them, despite the different terminology used. One can also see evidence of many of the aboriginal values in these descriptions, suggesting that an aboriginal model of supervision, focusing on emphasizing, applying, and utilizing traditional cultural values in the carrying out of these functions, would be congruent with modern theory and research.

3.3   ADULT EDUCATION / LEARNING

Morris (1984) lists twenty seven values held by aboriginal people, examines the attitudes and behaviors that come from these values, and identifies the cultural considerations that must be incorporated in the training/educating of First Nations people. The considerations applicable to a staff training program include:

a)   Evaluate a student's progress against his/her own past performance rather than in competition with other students (value: cooperation)

Fig. 3.2 : FUNCTIONS OF MANAGEMENT/SUPERVISION

BUSINESS	MIDDLE-MAN & RHODES	SITUAT'NAL LEAD'RSHIP	MIM	KOUZES& POSNER	LEADER STYLES MIM
Planning	Integrative:- Humanizing, managing tension, catalyzing	Directing	Entrepreneurship	Challenging	Explorer: looks at internal and external threats, opportunities ; explores options
Organizing	Service Delivery: teaching, career socializing, evaluating	Coaching	Production	Inspiring Vision	Artist: creates the vision and strategies and ideas to carry out the vision
Staffing	Linkage: administering advocating changing	Supporting	Administration	Enabling Others to act	Judge: choosing options, staffing, organizing, directing
Directing		Delegating	Integration	Modeling the way	Warrior: takes action, leading, adapting, adjusting, celebrating achievements
Controlling			Networking	Encouraging the Heart	
			Information processor; resourcer		

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b) Incorporate group work, as opposed to work for personal gain (value: group harmony)

c) Allow for individuals to work at their own speed and to take responsibility for their own learning (value: autonomy and non-interference)

d) Provide opportunity for the sharing of experiences, ideas, approaches among the students (value: generosity/sharing)

e) Allow time for people to process information, respond to questions, etc.; do not assume that the absence of an immediate answer means that the individual does not know (value: silence/placidity)

f) Emphasize role modeling and story telling, with concrete examples, not the abstract or theoretical (value: learning by modeling)

g) Include teaching by the elders directly and/or teachings of the elders in the content (value: valuing of age/wisdom)

h) Incorporate spirituality in discussions and practices as part of the training (value: interconnectedness of body, mind, and spirit: holistic world view)

Popkewitz (1988) explores the issues of pedagogy, culture, and power, and points out how current educational reforms that strive for multi-cultural education are being defined by the dominant western values and traditions, and result in reinforcing, not reforming, the power relations of the dominant group. He provides an example of a project to improve the self image of aboriginal children, to improve the teaching of

basic skills, and to produce more effective teachers of aboriginal children. The issues, and the priorities of the project, were all defined by the dominant group, based on their values, which defined the aboriginal culture as pathological, and in need of reform toward the dominant 'white' values. As such, it further legitimized status quo power structures, and classified the aboriginal community as deviant. He concludes that if training is to be culturally specific and competent, it must be defined, determined, developed, and delivered by the aboriginal community itself, as opposed to a training design developed for the dominant group and then adjusted to fit into an aboriginal context.

Culturally defined approaches are an integral part of, and indispensable to, providing effective training. Bringing together the strengths of traditional methods and the advantages of modern techniques can create a powerful teaching and learning environment. In the aboriginal learning environment, right answers and competency levels are secondary considerations. The emphasis is on process, group participation, and respect for others. This is not to say that this learning environment is necessarily better than another. We can assume, however, that people learn more effectively when the learning environment matches their cultural norms or values. Thus, the closer the supervisor comes to replicating the aboriginal learning environment, the better.

Couture (1985) looks at traditional native patterns of learning, and notes that the native learning style includes the development of both the analytical and intuitive capacities of the human mind. He contends that the western educational systems have focused on the development of the left brain, the analytical, and applauds the move towards holistic approaches in education. He asserts that if teachers learn how to develop affective and cognitive capacities, intuitive abilities, and analytical thinking, then traditional native learning and western educational approaches can be more compatible. Training programs for adult aboriginal people need to be cognizant of this and employ a comprehensive approach which will ensure that native learning styles are valued.

There is limited research and knowledge of cultural differences in learning styles. By reflecting on the traditional styles of teaching and the traditional learning environments, one can speculate on the impact of culture on learning styles. The fact that learning traditionally relied on observation, participation, and story-telling would suggest that the traditional methods have been rediscovered in the feeling, watching, thinking, and doing preferences discussed in modern learning theory. It is yet to be answered whether a preference for any given style is culturally determined. However, the emphasis in the aboriginal learning environment on observation may suggest a preference for that style.

Brant (1990) underscores the aboriginal tribes use of modeling (showing how rather then telling how) as a primary teaching tool. He maintains that not only is this a more effective way of teaching the aboriginal person, it also increases attachments between group members and promotes the value of group cohesiveness and balance.

Kolb (1988) suggests that learners retain new knowledge through a cycle which includes experiencing (feeling), observing (watching), conceptualizing (thinking), and experimenting (doing). Learning is most effective when feeling, watching, thinking, and doing are involved. Effective training therefore should include all four aspects of this cycles. Kolb states that people have strengths or preferences in certain areas; training must include a variety of approaches so that everyone's interest will be met.

Kolb's integrity theory is consistent with aboriginal thought and values (Kolb 1988). He outlines four challenges to integrity (wholeness, generativity, time, change and complexity) and presents an integrating response for each challenge. For the challenge of wholeness, the response is *centering*; for generativity, *caring*; for time, *visioning*; for change and complexity, *learning*. Aboriginal nations valued integrity and the integrating of knowledge, of experience, of body, mind and spirit. The challenges to integrity posed by Kolb can be reframed as challenges that aboriginal nations faced as they developed. Wholeness, represented by balance and harmony, was a task of the aboriginal society. Taking responsibility, developing

interdependence among each other, was important to the aboriginal community. Living in the here and now was also a key element of the culture. Managing change and its complexities was, and continues to be, critical to the survival of the group.

Denning and Verschelden (1993) describe a project which utilized a focus group to assess training needs of child welfare workers. Training delivery issues which were identified as important for effective training included: interactive training; variety in training, particularly in the use of visual aids; supplemental materials that are easily adaptable for use with clients and/or in the workplace; practice based credentials of trainers; the use of relevant case examples during training; multilevel training that could accommodate trainees at various stages of training and experience; a preference for ongoing training rather than one-shot approach; and the use of peer support groups within the agency as an effective way of providing ongoing training.

Kirkpatrick (1993) reviews the works of authors who have written on the theory and principles of adult learning (Brookfield, 1990; Mager, 1984; Pike, 1989) and summarizes ten common factors that affect adult learning: mental capacity; desire to learn; pertinence of subject; physical environment; psychological climate; attitude toward teacher; effectiveness of teacher; use of audiovisual aids; involvement of learner; rewards for learning.

Brundage and Mackeracher (1980) state that the most fundamental issues to keep in mind with respect to adult education are:

a) learning involves a dynamic balance between change and stability, structure and process, content and activity

b) learning occurs over time and within social contexts and relationships

c) adult learners have past experiences, present concerns, and roles relevant to work and family as well as to learning, and future expectations, all of which influence learning

d) adult learners bring not only their mind, but also their physical body, emotional responses, and important values to the learning situation

d) teachers are also adults and learners

While children learn by forming (acquiring, accumulating, discovering, integrating) knowledge, skills, strategies and values from experience, adults learn by transforming (modifying, relearning, updating, replacing) knowledge, skills, strategies, and values through experience.

Cross (1981) compares the teaching of children (pedagogy) with the art and science of helping adults learn (andragogy) by looking at the premises and design elements of learning models for both approaches. He puts forward five key assumptions on which to base an adult learning model:

1) Adult self-concept is developed by increasing self-directiveness

2) Adult learners bring their experience to the learning situation and are a rich resource for the learning environment

3) Adult readiness for learning is related to the developmental tasks of the social roles which the person occupies

4) Adult learning is optimal when the time perspective is based on the here and now, on immediacy of application

5) Adult orientation to learning is problem centered

In designing an adult educational program, Cross identifies seven elements of the framework:

1) The climate should be based on mutual learning, collaboration, respect and informality

2) Planning should include a mechanism for mutual planning between student(s) and teacher

3) Needs assessments should be mutual and based on self-diagnosis

4) There should be a mutual negotiation in the setting of objectives

5) The design or format should be sequenced in terms of readiness and be set up as problems units / modules

6) Activities in training should be inquiry based and utilize experiential techniques

7) Evaluation should be a mutual process, and include a re-diagnosis of needs and a measure of the achievement of program goals

Leatherman (1990) identifies twelve principles that a good training design incorporates:

1) it is based on an assessment of training needs

2) it provides the participants with a variety of learning experiences

3) it involves the participants in the learning

4) it reduces the tension felt by the participants

5) it is relevant to the participants "real world"

6) it results in programs that relate to the participants' experiences

7) it takes into account that adults tend to remember best what they see and hear, versus what they are told

8) it provides the participants with an opportunity to do what is being taught

9) it uses repetition to help the participants learn

10) it focuses on quality of instruction, not quantity

11) it provides for following up on the job what has been taught in class

12) it includes evaluation as part of the original planning process

It is worth noting the similarities between modern adult learning theory and the traditional aboriginal teachings on learning/teaching described earlier.

3.4 CULTURE AND MANAGEMENT

All organizations operate within an environment of social, cultural, economic, and physical conditions that influence the life of the organization, the individual, and the community. Organizations must adapt and adjust to the environment in which they exist. Farmer and Richman (1965) developed a model to illustrate this. They identified four external constraints (educational, sociological, legal-political, and economic) as influencing the performance of management functions, which in turn influence managerial effectiveness and practices. Together, these determine results. This model, used to compare management in different nations (Schwartz, 1980), is useful to demonstrate that for First Nations organizations, operating in an environment different from that of the mainstream society, management practices are both determined and affected by this different environment.

Middleman and Rhodes (1985) outline three main influences that affect the perspective which a supervisor takes. First, there is the individual way in which each person processes information, that is cognitive style. Second, there are the effects of the particular culture and traditions of the individual supervisor. Third, there are the general principles of the profession of social work. All three work together as

influences on people and the organizations they work in. Piaget (1977) puts forward the theory that one's cognitive style serves as a lens by which to see the outside world. The feedback from the outside is colored by this world view, so that the picture that results is not a 'true' one, but one that is based on beliefs, values, sense of self, and concept of the outside world. Development and learning is the result of the interaction between one's cognitive structure and the outside world. Thus, it would seem reasonable to explore the idea that the more congruency there is between one's beliefs and values, and the way in which things get done, the more optimum the learning and development will be.

Middleman and Rhodes (1985) maintain that social work supervision is unique in that it is predicated on many of the values of the social work profession. They argue that basing the supervision of social work staff on these values makes supervision more competent, more creative, and more effective.

There is a growing body of research that documents the value differences that exist between the mainstream social work practice and the aboriginal helping practices. Programs and policies are shaped by the values of the group that has the power to make these decisions; differences in programs and policies between nations/countries is primarily the result of value differences. The key differences between helping as seen by aboriginal people and helping as viewed by the mainstream are outlined in

Figure 3.3. In the aboriginal organization, workers who utilize these helping behaviors require supervision that supports and develops these approaches and these skills. Thus management must not only be familiar with these, but must support, implement, and maintain an administration and organizational structure that incorporates and actively promotes these values and helping behaviors.

Fig. 3.3 : FIRST NATIONS HELPING AS COMPARED TO MAINSTREAM SOCIAL WORK HELPING

FIRST NATIONS HELPING PRINCIPLES OF PRACTICE	MAINSTREAM HELPING PRINCIPLES OF PRACTICE
Subjective	Objective
Person oriented	Problem/task oriented
Indefinite intervention	Short term intervention/termination point
Acceptance of change/destiny	Control change/planned change
Goal is to access resources to restore harmony/balance	Goal is to solve problem/progress is the mediation of the problem
Helper as catalyst/use of self	Helper as linker/use of environment
Helper has no accountability for the progress of the client/ individual choice	Workers feel/are made accountable for client success and progress
Client responsible for assessment of problem	Worker responsible for assessment of problem
Prime resource is worker/allows dependency	Discourage dependency/ other resources are important
Interdependence seen as progress	Independence seen as progress
Cannot change people	People can be changed
Respect	Expertise
Use of self as principle resource	Other resources are of principle value

(Source: Adapted from Germain and Gitterman, 1980)

Nelson and Kelley (1984) discuss how this approach can cause conflicts with the mainstream requirements and expectations. An aboriginal organization must strive to reduce or minimize such conflict, while at the same time, meeting the needs of the non-aboriginal system with which it must interact and interface.

Recent developments in the business environment have increased awareness on how cultural differences are evidenced in management practices. For example, due to cultural factors, management styles and approaches in a Japanese company are considerably different than in the traditional American company (Peters & Waterman, 1982). Global markets have led companies to become increasingly cognizant that business gets done differently in different cultures. Management practices and behaviors, like other behaviors, have their roots in the values of the culture.

Hasenfeld (1983) points out that human service organizations are characterized by goals that reflect ideological commitments and belief systems about human welfare, morality, and deviance. Aboriginal organizations need to reflect the belief systems of their culture, and not those of the dominant group, even though the dominant group continues to impose its values through legislation, funding regulations, and so on. Management in aboriginal organizations must continuously ensure that it operates from an aboriginal culture base, and that this is reflected in the day to day practices.

An example of this difference might be evidenced in hiring practices. If group

cohesion and cooperation is a key value, an organization will look for individuals that

behave in a way which will support this value. If individualism and competition are

valued, the type of individual desired will be quite different. Another example can be

seen in the statement of core values of an aboriginal child and family services agency.

These core values, stated in Figure 3.4, are based on traditional tribal values,

particularly with reference to the primacy of the group. Adherence to these values

results in practice and organizational management which will differ from that of the

mainstream. For example, one of the values is that children belong not only to the

natural parents, but to the extended family or clan, and also to the tribe. This differs

from the values of the mainstream, which recognizes the child as belonging to the

nuclear family. In mainstream child welfare practice, this value can be seen practiced

by having only the parents served with notices of hearing in an apprehension, and the

agency having obligations only to the child and the parents. Confidentiality guidelines

further support this value, generally restricting the sharing of information to nuclear

family and other professionals. In the aboriginal agency, operating under a different

value, the right of the extended family to be informed of an apprehension, to be

involved in case planning and decision making, and to have access to information is

recognized. A structure exists which allows the community to have input into case

planning and decision making, and removing a child from a community is given equal

weight and consideration as the decision to remove him/her from the immediate

family. An agency operating with this value requires an organizational structure that

Fig. 3.4 CORE VALUES OF WEST REGION CHILD AND FAMILY SERVICES

- Aboriginal children are best protected within their tribal communities.

- To protect the aboriginal child, one must protect the families and ensure the survival of the tribal communities.

- First Nations are unique, and, as the primary resource for these nations, its children must be given every opportunity to grow up in a healthy environment.

- First Nations are entitled to services that respect the culture and traditions of the tribe.

- Tribal life is the essence of aboriginal society; children belong not only to the natural parents, but also to the extended family or clan, and also to the tribe.

- The responsibility for raising a child does not rest only with the natural parents; it is the responsibility of the clan and the tribe. A family seeking help is exercising its right as an extended family member and as a member of the tribe.

- First Nations have the right to self determination and to the exclusive jurisdiction over their children, regardless of where these children may reside. The includes those children previously removed from their tribes, as well as their children.

- Each First Nations community is unique; the needs and priorities of each community are best determined by people of that community and they have the right to input into decision making for their community; services must be community based.

- Provincial legislation has no place on First Nations communities; the use of such legislation is an interim measure only and the development of First Nations codes and standards is crucial.

- A child and family service agency must be an arm of First Nations governments and must deliver services that unique and not a part of the mainstream. The agency is to be an extension of the support offered by clans and tribes; as such, it is to have a broad scope in its delivery of services and is to deliver services from a holistic view, respecting and recognizing community structures.

supports family and community decision making, and that is able to share power and

authority with the community. The role, and the skills, of the manager will look quite

different in this environment, than in a setting where the decision-making rests

primarily between the worker and the supervisor.

Pearse and Fram (1991) identify four types of employees and state that different

approaches are needed in the supervision of each type. In an aboriginal setting, it is

important to know the values of the cultural group in order to effectively supervise the

staff. A supervisor who attempts to motivate with rewards of personal achievement

may be frustrated in his/her efforts with an individual that values group cohesion and

group support.

Chapman, McCaskill, and Newhouse (1991) advance the thesis that aboriginal

organizations can, and are, managed quite differently from their mainstream

counterparts.

> Aboriginal managers have perspectives on the appropriate way
> to manage an organization that differ from those of their
> equivalent counterpart in the mainstream society. These
> differences arise from the distinct cultural differences held by
> each group. At the heart of all these views on culture is the
> notion that value systems have consequences for the structuring
> and functioning of institutions and organizations and the
> behavior of individuals within them. Since we know that
> Aboriginal culture is different from that in the wider Canadian
> community in that it has a different world view and value
> system, then we might expect to see Aboriginal organizations
> run differently from those in the mainstream society (p. 336).

They note that there is ample literature which identifies the differences in values between aboriginal people and western culture, but that there is little documentation of the practice of management in aboriginal organizations.

Figure 3.5 illustrates some of the key differences between aboriginal management and western mainstream management schemes which they have identified. One notes with interest that the aboriginal approach is one that is more frequently being discussed by the mainstream organizations as they move towards self-directed teams, less hierarchy, and paying greater attention to employee well being. Hendry (1969) notes that organizational philosophies are in transition, from mechanistic forms to organic forms; from competition to collaboration; from separate objectives to linked objectives; from resources as owned absolutely to resources regarded as belonging to the larger society.

Chapman, McCaskill, and Newhouse (1991) also note that the development of management education and development curricula becomes critical for the training of managers of aboriginal organizations:

> One of the main ways in which organizational values are transmitted is through the education process. Without significant attention paid to the specific influences of Aboriginal cultures upon management practices, the individuals who leave these programs will lack the necessary skills to develop organizations which are consistent with Aboriginal cultural values (p. 347).

Figure 3.5 : Key Differences between aboriginal and western mainstream Management Schemes

ABORIGINAL	MAINSTREAM
Group orientation : interests and functioning of the group are more important than those of the individual	Individual orientation : interests of the individual are paramount over the group
Consensual decision making : expectation is that employees will contribute to decisions in an equitable collective process	Majority rules : generally a vote gives the majority the right to choose a course of action
Group duties : reliance on peer support, teamwork, and task delegation as opposed to highly specialized roles	Specialized duties : each person has a well defined job with a set of well defined duties
Holistic employee development : concern is with all aspects of an employees life, inside and outside of the organization	Organization employee development : concern is mainly with those aspects of the employee which directly relate to the job and the ability to do assigned tasks
Elder involvement : included formally and informally in the organization as advisors and teachers	No elder involvement : employees retire at 65 and expertise and knowledge is lost/ not valued

(Source: Adapted from Chapman, McCaskill, and Newhouse , 1991, page 341)

3.5 SUMMARY OF THE LITERATURE

The literature reviewed in this chapter has implications for this practicum. It provides

a number of relevant principles on which to base a culturally appropriate and

comprehensive management training program, and provides some direction as to what

the elements and components of such a program might be.

From the readings on aboriginal teachings, some key principles emerged which a

training program for aboriginal organizations should include. These principles were

found throughout the readings, whether it was on social structures and organizations,

values, world view, leadership, decision-making, or teaching/learning. The first

principle was that of interdependence, rather than independence. Management needs

to develop and practice skills of working interdependently with each other and with

the staff, rather than learning how to work independently. They need to be able to

think in a cyclical, rather than hierarchical, manner, particularly when it comes to the

exercise of authority. This philosophy should be the principle which governs the

relationship of management with other staff. This means that competencies are

required in team building, negotiating, mediating, delegating. A second principle is

that of striving for balance and harmony. Management is often faced with problem-

solving in an organization, and viewing this from a perspective of restoring balance

rather than one of 'fixing' will lead to differing problem solving skills being utilized.

A third principle is that of the holistic view, the interconnectedness of all things. This

is the premise from which to build organizational cohesiveness and effectiveness. It

will determine the manner in which an organization is structured, and how the various

components work together. It requires competencies in working with multi-

disciplinary teams, teaching, reaching consensus, motivating others, sharing power.

The literature provides information on traditional teaching methods which can be

utilized in today's setting. These can be utilized in a training program, and

management in aboriginal organizations can become skilled in applying these methods. From the literature, one can see parallels between these methods and the methods recommended for adult education. They include story-telling or application of actual experience, letting the learner go at his/her own pace, acquiring both skills and knowledge, incorporating group work. Morris (1984) in particular provides a good summary of what elements should be included in a culturally specific training program.

There is considerable similarity found in the literature between the various theories on the functions of management. It is possible to identify clearly what management functions need to be included in a management training program. From the recent literature, and the paradigm shifts that appear to be occurring in the thinking about what managers should do, one can see similarities with many of the aboriginal values. Thus, the management functions can be presented from a clearly aboriginal perspective, and still allow for the applicability of the training to diverse organizations.

The literature on adult learning was useful in the design of the training program. It provided insights as to my role as instructor and the types of methods that could be used most effectively. I became more aware of the type of learning environment that I needed to create in order to maximize learning for the group. As well, the literature

pointed out the importance of involving the potential trainees in the training from the outset, at the planning stage.

There is limited research specifically on aboriginal organizations and management styles and approaches. There is a growing body of knowledge on differing management approaches in different countries and cultures. From this, one can make some assumptions that differing cultural bases will result in differences in management approaches. However, it is also apparent that market influences will shape management styles. For example, globalization has led to many American companies adopting a management approach similar to the Japanese, while still retaining significant cultural differences. Aboriginal organizations operate in 'two worlds', both of which will impact their management styles. More research on these organizations and their management practices and behaviors would be of value. Chapman, McCaskill, and Newhouse (1991) identified some elements of aboriginal management schemes, but whether these are in fact practiced in aboriginal organizations in a consistent manner or remain more of an ideal management model, requires further research.

The next chapter reviews the model of the Medicine Wheel approach to management, followed by a discussion of the implementation of the practicum. This includes a detailed list of the objectives and goals, and the tasks which were completed to

achieve these, and will show how I was able to incorporate the knowledge and

direction gained from the literature review into the design and delivery of the training

program.

CHAPTER 4

A MODEL OF SUPERVISION : A MEDICINE WHEEL APPROACH

Supervision in an aboriginal agency, with aboriginal staff and serving aboriginal clients, must be based on, and incorporate, the traditional teachings and cultural values. Supervision must take into account the uniqueness of these agencies, the social, political, and economic context in which they operate, and the differing values and world views that are held by their constituents. The challenge is to develop an approach that recognizes and integrates this particular environment in the provision of competent and effective management.

4.1 ELEMENTS OF AN ABORIGINAL SUPERVISION MODEL

In order to arrive at a model, the essential elements of aboriginal supervision need to be developed; to do this, it is necessary to examine helping in the aboriginal context. The uniqueness of supervision in the social services comes from the values embodied in the social work profession. The mainstream social work profession evolved from non-aboriginal institutions and one cannot assume that what aboriginal people define as helping is based on the same values, nor that it necessarily embraces the same principles of practice.

The first necessity in understanding First Nations helping is to recognize that it has its

roots in the context of the tribal community. The obligation to respond to another

person's human need was part of the context of the tribal community. It was part of a

mutual aid system which traditionally helped tribes to survive, and which

characterized tribal social welfare systems. It was founded on a world view quite

different from that of the European and Western world view. The ethic of non-

interference was premised on a high degree of respect for every person's

independence, and to directly request or advise another to change was seen as

disrespectful and uncaring. The focus was on restoring balance, not on solving

problems. The belief that every person and creature had its place in the universe and

that all things were connected, put power and control over destiny in the hands of the

Creator. Individuals did not seek solutions to problems through active attempts to

influence change or destiny. The purpose of helping was to support the individual(s)

or families in need within their environment, providing them with the emotional and

concrete resources that would enable social functioning to be maintained, balance to

be restored. The holistic world view led to an approach that sought balance between

mind, body, and spirit; when there was a problem, this balance was threatened or

disturbed, and had to be restored or maintained. The focus was on restoring balance,

not on "fixing" the problem.

The recognition that each person had their place in the world, and in nature, led to a

recognition and respect for the rights of individuals to determine their own course of

action and make their own choices. Intervention sought to support the individual in restoring harmony and balance. The desire to maintain the respect and dignity of each individual led to a respect for the individual's unique qualities and identity, resulting in a non-judgmental approach.

In the aboriginal community, a helper (worker) is judged more on the basis of their sincerity and empathy than on their credentials and position. A helper must establish him/herself as a person. To do this, it is important that the worker respond as a non-judgmental and trusting person early in the relationship. Professional distance will not work. The focus is personal, friendly, individual, not impersonal, aloof, bureaucratic. In the aboriginal community, the worker's credibility will be based less on training or position, and more on his/her ability to provide caring and concrete help.

Five principles of practice among aboriginal helpers can be articulated. These principles evolve from the context of tribal society and the principles which govern social relationships in such societies. First, a holistic world view leads to the recognition and understanding that each person lives in a relationship with the environment; all things are interrelated, and a balance exists which makes the individual and the environment interdependent. Practice seeks to restore and maintain this balance. Second, a belief in individualization is founded on the principle of respect for the unique qualities and identity of each person. Recognition of the

intrinsic value of the individual manifests itself by a non-judgmental attitude and is

the basis for the helping relationship. Respect diminishes the possibility that shame

will be brought to the person. Third, the principle of self determination is important to

helping. This is the recognition of the right of the client to direct the course of his/her

own life and to make his/her own choices. The right of the client not to have the

values of helpers imposed on them is a priority limited by the framework of the law.

This reflects a value for the right of the client(s) to be free from intrusive intervention,

and enhances the chances for restoring balance. The fourth principle of practice is the

concept of groupness. There is a high value placed on the well being of the tribal

group and/or extended family or clan. Recognition of the concept of groupness allows

the worker to function within the natural helping network and draw on its strengths. A

fifth principle is self awareness. Through self awareness, a worker is able to establish

rapport with the client and thereby establish a trusting relationship.

Figure 3.3 presented the differences between the principles of helping for First

Nations helping and the helping of the mainstream society. Figure 4.1 illustrates the

key practice principles of First Nations, the underlying values, and the focus of

intervention that emerges.

Middleman & Rhodes (1985) identify five key questions that a model of supervision

needs to address:

1) What are the key values that inform/govern the supervisor?

2) What type of environment is conducive for good management?

3) What approaches to supervision should be taken?

4) What leadership styles/qualities should be fostered?

5) What competencies / skills are important for a supervisor to have?

The manner in which these issues are addressed is primarily determined by the cultural context in which an organization operates. These questions can be answered from an aboriginal cultural perspective, to provide a framework for an aboriginal model of supervision.

Fig. 4.1 : Aboriginal Practice Principles

Practice Principle	Underlying Value	Focus of Intervention
Interdependence - all things are connected and interrelated; people are interdependent, not independent	Holistic world view Vision and wholeness	Restoring and maintaining balance
Individualization - the intrinsic value of each individual	Respect	Non-judgmental and not shame based
Self determination - Person's responsibility and right to direct the course of their own life	Respect Non-interference	Non-intrusive intervention, with no imposition of values
Groupness - the well being of the group is paramount	Sharing Kindness	Use of natural helping networks in the clan and community systems; not expert based
Self-awareness	Honesty	Establishing rapport and trust; personal involvement

Key Values

The key values that should govern the supervisor are the key values of aboriginal

society. They are the values of sharing, caring/kindness, honesty, and respect. Sharing

is the means of showing authority and power, of demonstrating your status. The

supervisor shares his/her skills, knowledge, and wisdom while at the same time

learning from the supervisee. S/he is not the expert, the person with the definitive

answer. Authority and power are not derived from position and should not be shown

in a hierarchical manner. Rather, there is a granting of authority from the people by

their permission to let the supervisor lead, demonstrated by their choice to follow.

Personal power is the basis for this relationship. Caring shows the importance of

relationships and the interconnectedness of all things. What happens to one, affects

all, as all are connected. Caring about all is a responsibility essential for survival.

Rather than the use of reprimands or power and control tactics, the supervisor should

strive to model the value of caring to his/her supervisees; this will foster the

collaboration and cooperation required by the supervisor to carry out the functions of

management. Kindness/honesty represent the need for authenticity of the leader, that

as leader, personal qualities are more important than credentials. The supervisor

should seek to build trust, by showing kindness of spirit, and in this context, being

open and honest with supervisees. There should not be an avoidance of issues,

pleasant or unpleasant; these can be dealt with in a forthright and kind, constructive

manner. Respect is integral to all - the respect for each individual as having their

place and their role in the universe, as deserving of the respect. Respect is not

reserved for those who are skilled and well trained. The diversity of all is valued and respected and there is recognition that every individual has special gifts that others can learn from.

Type of Environment

The environment that the supervisor creates is important to the effectiveness of the supervisor. This is particularly true for the function of educating/teaching. People cannot learn when their environment is unfriendly, competitive, and negative. The supervisor can seek to create the type of environment which optimizes adult learning. This environment should pay attention to mind, body, and spirit. People need an environment where they are valued, where they belong, and where they have control over their lives. Using the concept of the circle, supervisors should create a "circle of caring" around their supervisees (Brokenleg & Brendtro, undated).

This kind of environment fosters and develops self esteem in individuals. The supervisor strives to give individuals a sense of belonging to the group and to the organization, giving the individual significance. This is achieved by emphasizing an interdependence among staff, the responsibility of one to another. It leads to strong group identification and gives individuals motivation to strive to maintain balance and harmony within the group.

In demonstrating the value of sharing, the supervisor shows generosity, teaching

virtue and allowing people to feel valued. All staff are valued as equal and worthy of

respect, regardless of their job classification and/or educational background. The

supervisor provides opportunities for learning by experience, and gives the supervise

the room to make mistakes and learn from them. People are accepted at their skill and

performance level, and mistakes are accepted as part of a learning process. The sense

of mastery that the person gains increases their competence.

The supervisor respects the autonomy of the individual and allows the individual to

control their own learning and development. This sense of being in charge of yourself

and your life empowers the individual. The storytellers and elders in aboriginal

culture, past and present, provide an example of an effective and powerful approach

to teaching that a supervisor can use.

The environment that supports adult learning is one which the supervisor can seek to

create in the workplace in an ongoing manner. This must be an environment where

people feel safe, where they can think critically, explore ideas and opinions without

fear of ridicule or put down. It is an environment where the focus is on the process of

the person seeking a meaningful answer for him/herself, seeking understanding and

wisdom. There is explicit permission given to discuss and express feelings honestly.

There are no hidden agendas or manipulating behaviors. There is a mutual respect for

each other and each other's contributions. It is an environment in which each person has the responsibility for the direction of their learning. Interdependence is fostered by creating a non-competitive environment where peer learning and support are valued and encouraged (Northwest Indian Child Welfare Institute,1987).

Supervisory Approaches

Consistent with the concept of all things having their place, that there is a harmony and balance to the world, the supervisor should take a supervision approach that is focused on restoring and/or maintaining balance. A problem that may arise threatens the harmony and balance. The approach taken should focus on the strengths and resources which can be drawn upon to restore harmony. The problem itself should not be the focus. Thus, the supervisor focuses on the strengths of individuals; the approach becomes solution based rather than problem oriented.

The supervisor should supervise with a goal of maintaining the dignity of, and respect for, each individual. Any issues that arise with a supervisee should be approached with this orientation, that the person deserves respect for who they are, not for what they did. The importance of the value of interdependence should lead the supervisor to take a non-judgmental approach, to allow the person their dignity at all times. There should be no belittling, demeaning, "put downs", comparisons of people by the supervisor. Respect is the foundation of all discipline and exercise of authority.

A supervisor must show authenticity to his/her supervisees. In the aboriginal culture, this is more important than having credentials and expertise. There must be an empathy which values and respects the other person. Honesty, both given and permitted, is essential in order for the supervisor to build a trusting relationship with the supervisees. Respect, again, is core.

Encouragement is another essential approach for the supervisor to take. Individuals should be encouraged to try new ideas, new tasks. Accomplishments are to be noted and recognized as a form of encouragement. Individuals are allowed to make mistakes, given the opportunity to learn from them, and encouraged to keep on trying until the task is mastered. This is an approach which is based on the autonomy of individuals to control their own learning, to learn their own lessons. There is no coercion, no demand for competencies to be achieved. There is consistent encouragement to keep trying, to master new tasks, and when these are mastered, encouragement to learn a new task, a new wisdom, to gain a new understanding.

Leadership style/qualities

The five supervisory behaviors seen by Kouzes and Posner (1987) to demonstrate peak performance of a leader fit particularly well with the aboriginal values and teachings. These were listed earlier in this report in Fig. 3.2. They denote a leader who strives for egalitarianism, not hierarchy, who views him/herself as showing the way by doing and action, who fosters interdependence of group members.

A supervisor, particularly in an aboriginal organization, should challenge the system, the process, the usual way of doing things. New opportunities for learning and doing are sought. The supervisor should use, and encourage the use of, critical thinking. Risks should be taken, experimentation welcomed. Mistakes are seen as a way to learn; in fact, mistakes present excellent opportunities for learning to occur.

A supervisor should inspire a shared vision. The notion of a vision as a way of finding your road, your purpose, is very well understood in the aboriginal culture. Others in the group should be enlisted to envision the future, by appealing to the values, interests, hopes and dreams that are shared.

A supervisor should enable others to act, to carry out the vision and the plans. Collaboration and cooperation should be fostered, so that there is a strong interdependence and connectedness among individuals in the group. Peer support is promoted, as a means of support, and a way of learning. Cooperative goals are formulated and trusting relationships are built and nurtured.

As in the cultural notion of a leader being first only in showing the way, so should the supervisor model the way in a manner consistent with the shared values. The

supervisor is the role model, and sets the example. The way is shown, not by commands or orders, but by action.

Finally, the supervisor should encourage the heart. Again, consistent with encouragement and solution focused approaches, the supervisor should recognize individual contributions and give the supervisees the credit due them. Even more important, the supervisor should *celebrate* team accomplishments, rewarding the display of cooperation, collaboration, teamship, and interdependence. By doing so, the supervisor can act as leader in role modeling this type of behavior, so that the groups members can also encourage each other and celebrate their team accomplishments.

Competencies/Skills Important for a Supervisor

Based on the aboriginal values and teachings, this model looks for the following skills/competencies in a supervisor:

1) A supervisor must be mature, as demonstrated by interdependence with others.

2) There must be a belief and pride in the culture and history of aboriginal nations.

3) There is a demonstrated value and respect for the diversity of people, their differing views, beliefs, and experiences.

4) There is a strong belief in egalitarianism and a discomfort with hierarchy.

5) The individual demonstrates authenticity and is able to build trusting relationships with others, with no game playing and no manipulative behaviors.

6) There is a knowledge base that is not only skill based, but also incorporates a wisdom and understanding, and a strong sense of being one with the universe.

7) Teaching is seen as a responsibility; learning is regarded as a mutual process.

8) Team building and group skills are important in a cultural milieu that places the group's interests above that of the individual.

9) The ability to work in a multi-disciplinary setting, and to foster this type of interdependence and working style, is important in a setting where the belief is holistic, where interdependence is valued, where everyone is seen as having their place. It would allow the supervisor to develop a very powerful approach to service, consistent not only with aboriginal values, but also with modern service delivery approaches.

4.2 THE MEDICINE WHEEL MODEL

General Application

The elements of aboriginal supervision can be placed within the framework of the medicine wheel. The Medicine Wheel is an ancient symbol used by almost all Canadian and American aboriginal people. It is a powerful teaching tool which provides a framework for the learning of concepts and ideas. Like a mirror, which helps us to see things that cannot normally be seen (like one's own image or behind us or around a corner), the Medicine Wheel helps us to visualize, or see, and thereby understand, those things which cannot be seen because they are ideas and concepts, and not physical objects. There are many different medicine wheel teachings to be found among the aboriginal people, and although the versions differ, they are related. There are some common teachings among all: the four directions, the four dimensions, the four fundamental values, the four races of man. A common basic teaching of the medicine wheel is that of balance among the four dimensions and the interconnectedness of all things. This reminds us of the need to strive for, and restore, balance, and of the interdependence or groupness necessary for such harmony and balance.

The four colors represent the four races of man: red, yellow, black, and white. The Wheel teaches that all races are part of the same human family, and all are needed to complete and balance the circle. The four elements are earth, air, fire, and water; all

are part of the physical world, and all are equally important for their gift of life. There are four aspects to human nature: physical, emotional, mental, and spiritual; all must be developed equally in a healthy well balanced person. These aspects of our nature have potential to grow into powerful gifts. There are also the four stages of human development: childhood, youth, adult/mid-age, and old age. While they are stages of physical development, they provide a picture of the characteristics of the four aspects of man. For example, childhood is a time of physical development where rapid growth occurs, curiosity and learning are intense, right and wrong behavior is learned, and respect for others is developed. The four fundamental values are honesty, sharing, courage/strength, kindness/caring. Each is represented by a physical symbol: tree (honesty); animals (sharing); rock (courage/strength); four medicines (kindness/caring).

Specific Application To a Management Model

The ability to extract many different lessons and insights from the Medicine Wheel makes it a very powerful teaching tool. One can look at the wheel many times over and see and learn new concepts and applications each time. Thus, any discussion on specific application of the medicine wheel is limited by this fact. The following will provide a basic discussion on application of the medicine wheel approach to management, but it is by no means a definitive application. Hopefully it will enable readers to begin to use the medicine wheel teachings and be able to draw their own insights and learning from its application.

Figure 4.2 provides an illustration of the medicine wheel approach to management. For each direction, there are specific colors, elements, values, and gifts. Each one can present a key value, an approach to leadership, a leadership style, a description of the kind of environment the supervisor should provide, and the competencies needed in a supervisor who has developed the human aspects of him/herself in a balanced manner.

Overall, the management focus is to create a "circle of caring" (Brokenleg and Brendtro, undated) around the supervisees. The focus of the supervisor's role and approach would be to strive for balance and harmony, and to work within a context of interdependence/ groupness, thus taking a holistic world view. The organization would seek to motivate people by fostering cooperation, relationships, and interdependence, rather than through competition for resources, recognition, and so on. All staff would be valued as having a contribution to make and hierarchical decision making would be discouraged. A medicine wheel approach to management would provide the organization with direction as to the kind of environment which needs to be fostered, and from there, appropriate management strategies and practices would be developed.

N

WHITE

FIRE

GIFT: BEHAVIOR

GENEROSITY: VIRTUE (teaching what's right)
Modeling the way: Carrying out the Vision

WISDOM   G   E   C   H   RESPECT
A   S   P   I
E   L
D   C   D
R   H
L   O
O   O
                        D

SPIRITUAL   PHYSICAL

VISION

W ←   → E

BLACK   RED
WATER   MENTAL   EMOTIONAL   EARTH
KINDNESS/CARING: A   H   SHARING: Animals
4 Medicines   T   GIFT: FEELING
GIFT: VISION   D   T   BELONGING:
AUTONOMY:POWER   R   C   U   SIGNIFICANCE
Encourage the Heart   U   Share the vision, the
L   E   E   O   plan
T   S   P   Y

HUMILITY   COURAGE

AIR
COURAGE/STRENGTH:
ROCK
GIFT: KNOWLEDGE
MASTERY: COMPETENCE
Teach skills and knowledge

S

Figure 4.2 The Medicine Wheel Approach to Management :
A Circle of Caring

The competencies that management is required to have in order to work within such

an organization can be organized within this model. Specific competencies can be

more closely associated with each aspect (physical, mental, emotional, spiritual). An

example of how this is done is provided in Figure 4:3. A supervisor needs to work at

developing these in balance for him/herself, and at the same time, be reminded that

the development of competencies in a supervisee needs to be balanced among the four

aspects. The objective is not to excel only in one area, but to excel in a balanced way

among all four aspects.

Looking at the four directions of the Wheel, a supervisor can visualize, or be

reminded of, the various components of successful supervision, as well as the

perspective s/he requires in order to achieve balance. In the North, the value of

honesty dictates the leadership style. The image in nature is the tree, growing tall,

straight, strong, and firm. This value also reminds the supervisor of the environment

Fig. 4:3 Management competencies within the medicine wheel model

PHYSICAL	EMOTIONAL	MENTAL	SPIRITUAL
■ High Performance Standards	■ Relational	■ Innovative	■ Principled
■ Administrative skills	■ Uses personal power	■ Perceptive	■ Courage of convictions
■ Business vision	■ Team leadership	■ Intelligent	■ Maturity
■ Risk taker	■ Group skills	■ Conceptual	■ Understanding
■ "Judge" of people	■ Inspires Trust	■ Discernment	■ Wisdom
■ Pro-active	■ Respect for Diversity	■ Skilled	

that s/he needs to create, one where there is permission to express feelings openly and honestly. The gift here is behavior, a reminder that the supervisor models the way, and that s/he needs to exercise this gift well. The supervisor is also reminded that s/he teaches others how to do what is right by exercising generosity, not just with physical possessions, but generosity of spirit and of heart. It is at the North, with its emphasis on behavior, that the management task of carrying out the vision is located. This quadrant of the Wheel is associated with childhood; just as behavior is learned in childhood, so the competencies that come under "physical" are learned. One can picture a small child learning how to do something - it is through repetition, mistakes and failure, and encouragement from others, that the child finally masters a behavior. In the same way, the supervisor can help the supervisees master the behaviors required.

In the East, the value of sharing dictates how a supervisor uses power and authority. The imagery is of animals, who share their life. Sharing is how your status in the group is determined, and by sharing, the supervisor inspires trust in others. The gift here is feeling, the ability to be relational, to build positive relationships with others, helping others to feel that they belong, thereby giving them significance and building self-esteem. The management task is sharing the vision, sharing knowledge and skills, empowering others. The developmental stage is that of youth, and one can think of

the emotional and relational struggles of adolescence in visualizing how the competencies associated with the emotional aspects can be developed.

At the South, the value of courage/strength is symbolized by the rock, something solid, not easily broken, strong. The supervisor's approach is based on this value as s/he demonstrates personal strength, fortitude, perseverance, not easily giving up on people or tasks. The supervisor's mastery of skills requires that s/he teach these to others, and s/he is able to allow people to try, to make mistakes, and thereby gain competence. The quiet strength and assurance of the supervisor results in encouraging others to try, to overcome their own fears. This is associated with the developmental stage of adult/mid-age, where skill and mature attitudes generally prevail. The competencies that are associated with the mental aspect of a person are a product of maturity and skill, and are developed over time, by application and practice.

In the West, the value of kindness/caring, as represented by the four medicines (tobacco, sage, cedar, sweetgrass), reminds the supervisor that this requires an environment of acceptance and understanding of others. To practice this value, you need to learn humility. Your power derives from your sense of knowing who you are, your own autonomy, and yet your deep sense of knowing your place in creation. The nurturing of the gift of vision enables the supervisor to acquire wisdom and insight, not just knowledge and skill. S/he knows who they are and where they stand, and can

act ethically and with principles. It enables him/her to carry out the management tasks of seeing the larger picture, of being able to look beyond only him/herself. The supervisor challenges and rewards others, encouraging the heart. This stage is associated with old age, where life experience and knowledge combine to give an individual this inner strength and wisdom. As with old age, this is not achieved instantly and/or easily, but is the result of experience and self actualization.

At the core of the wheel is Vision. As in the traditional teachings, your vision is your direction. It guides you and dictates your behavior. It is the primary source of your value system. If you operate without a vision, you are not centered, out of balance, and lack a set of core values that determine your behaviors. In a model of management, this applies to both the vision and/or direction that management needs to have for the organization, as well as to the importance of each individual having a sense of who they are and where they are going. The actions of the organization, as well as the individuals within it, come from the values that they hold. An organization that values cooperation will have quite a different practice with respect to its clients and its staff than an organization that highly values and promotes competition.

The value of respect is found within the wheel, for it is the all-encompassing value, necessary for balance and harmony. Respect is foundational for all of the other values

and behaviors, and reminds management of the fundamental importance of respecting the dignity of all people at all times.

In practice, a supervisor can easily visualize the Wheel to be reminded of its elements and to have a mirror image of how s/he needs to conduct him/herself. Practically, the supervisor could construct a physical model or picture, and keep it handy, where it can be seen on a daily basis and act as a strong and powerful visual symbol of what s/he is striving to become.

4.3   APPLICATION OF THE MEDICINE WHEEL MODEL TO THE DESIGN AND DELIVERY OF THE PRACTICUM

In determining both the design and the delivery of the management training, I used this Medicine Wheel model as the basis for decision making. In the design of the training, the model served as the guide to determine what content to include and what teaching methods to use. Throughout the training, there was continual examination of what management theory and practice might look like in an aboriginal organization with culturally competent management. In using the medicine wheel approach, there were four key areas where I sought to develop, both in curriculum design and later in the training session with the trainees, a unique aboriginal context:

■ Based on the medicine wheel teachings, what would the management environment in a culturally competent organization look like?

- How would such a culturally competent organization carry out the functions of management?

- What specific implications would this have for an organization?

- In order to develop, support, and/or maintain such a culturally competent organization, what are the core competencies / skills that are required of management personnel?

I used the medicine wheel to try to answer these questions, at least in part, and from that I made the decisions about what material to include, what skills to focus on, what specific applications this would have for management practice, and how this might be implemented in an organization. In one module, for example, I examined the context of supervision and its theoretical bases. This included a review of current mainstream literature on social work supervision, an historical overview of the social work profession, various theories and philosophical bases of social services, values of aboriginal and mainstream helping, traditional aboriginal ways of providing social services, the historical experience of aboriginal people, colonialism and its effect on culture, and the current situation of aboriginal people living as a minority culture in their own land. A subsequent module dealt with functions of management, where I examined different theories about management and its functions, identified the common elements found in the theories, and examined traditional aboriginal societies and their institutions and the way in which they were managed. Two modules dealt with various skills required by management, and the skill areas which I chose to focus on were those which I felt might be core competency areas if one was applying the

medicine wheel teachings. Two other modules covered the use of teams within an organization, as the team approach is beneficial in fostering group harmony and interdependence. The module on personnel management examined ways in which to use the medicine wheel teachings in dealings with staff, while still meeting the legal requirements that the mainstream society imposes, i.e., labor unions, labor laws, human rights legislation. The Wheel also dictates that balance is needed and so content had to be applicable to the four aspects of human nature - physical, emotional, mental, and spiritual. It was necessary to teach skills and procedures, to learn the task oriented functions, but it was equally necessary to learn how to build good relationships with others, how to increase self awareness, how to become a better person, how to get in touch with one's spiritual self.

Figure 4.4 provides an overview of the four key areas and the various questions, issues, and responses that might be relevant for an organization that applies the medicine wheel teachings.

The curriculum content explored these areas in depth, as did the discussions in the training sessions. What became clear, in spite of the fact that definitive answers were not always found, was that not only would a culturally competent organization be managed quite differently than its mainstream counterpart, but the application of cultural values and approaches could not be done superficially or in part. Traditional

Fig. 4.4 Questions, issues, and responses for an organization that is managed in a culturally competent manner, based on the teachings of the medicine wheel

KEY AREAS	QUESTIONS, ISSUES, AND POSSIBLE RESPONSES
ORGANIZATIONAL ENVIRONMENT	■ Organizational commitment to cooperation does not promote competitive strategies ■ Participatory management, not authoritarian leadership ■ Respect for all individuals as being equally important, but the good of the group supersedes the good of any one person ■ Values based leadership ■ Authority is exercised in a context where the dignity of people is respected, supported, and maintained, and the building of self esteem is fostered in ways which are built on traditional aboriginal sources of self esteem, not western / mainstream sources ■ Holistic approach sees personal and work lives as part of the circle and does not seek to separate issues in dealing with personnel; recognizes and includes physical, emotional, mental, and spiritual aspects of individuals ■ The respect for age is incorporated in the use of elders and in valuing older employees ■ Vision is sought and is shared among employees ■ Promotion of self reliance, non-confrontation, a respect for differences among all staff, built on the premise of interdependence ■ Organizational structure is holistic, not highly departmentalized based on specialized division of labor; a team approach is promoted
CARRYING OUT MANAGEMENT FUNCTIONS	The organization needs to examine all the management functions from the perspective of the medicine wheel teachings. Some of the following questions might be asked for each function: ■ Planning: who is involved? Is it holistic rather than departmentalized in approach? Is it based on a vision? ■ Organizing: is there a balance between physical, emotional, mental, and spiritual tasks and procedures? Are tasks based on a value of interdependence? Is the approach to carrying out task one of groupness and group harmony where each one carries their own weight, but no one person does it all? ■ Directing: How are the leaders chosen? How are mistakes dealt with? How are instructions given? What strategies are used to motivate people? Are people being led in teams or as individuals? ■ Controlling: Who monitors? How is it done? What sanctions and

	rewards does the organization use? How is authority exercised in the organization and which of these ways is rewarded? ■ Staffing: How are staff selected? What criteria are important? What staff are valued? What are the interpersonal qualities sought after? How are staff supported? How are staff assessed?
IMPLICATIONS FOR MANAGEMENT PRACTICE	An organization needs to review its policies, procedures, and management approaches to ensure that they are consistent with the teachings of the medicine wheel. For example, does the system of rewards in the organization foster cooperation? Are the performance appraisals based on the group work/effort or on individual effort? Are salary increments given based on what the individual has accomplished or on what the team has achieved? Are people rewarded for being able to work independently with little input from others, or are the rewards based on demonstrated ability to be interdependent? Is hiring competitive? In recruitment, is emphasis placed on skill and knowledge, or is emphasis placed on the balance which an individual has achieved? Do employee policies foster group well being or are they focused on individual rights and privileges? Are tasks divided with individual work assignments in mind or are they more often based on group work approaches? How are people promoted - is it based on their years of experience or their skill base, or is it based on their ability in carrying out the values of respect, kindness/caring, sharing? Is management highly directive or is there an expectation that management work alongside? How are management decisions made and who is involved? How is insubordination defined?
CORE COMPETENCIES FOR MANAGERS IN CULTURALLY COMPETENT ORGANIZATIONS	Team building; negotiating; mediating; delegating; conflict resolution; consensus building; collaboration; developing personal power; role modeling; community development; empowering others/sharing power; using encouragement effectively; motivation through cooperation; information sharing; group work skills; communication skills; holding effective meetings; problem solving using an approach that has its focus on restoring balance, not on fixing the problem

values and cultural approaches needed to be understood in the context of tribal society, and needed to be implemented at all levels and in all aspects of the organization. An effective management training program for aboriginal organizations needed to provide management staff with the skills and competencies required, as well as with the knowledge of how to apply the medicine wheel teachings in order to develop and promote such cultural integrity within the organization.

CHAPTER 5   IMPLEMENTATION OF THE PRACTICUM

5.1 TRAINEES

The practicum was implemented for staff at West Region Child and Family Services Inc. (WRCFS), a mandated aboriginal child welfare agency. A more complete picture of the agency was provided in the discussion of the practicum setting in Chapter 2.

Consideration was given to having a group of trainees from a number of aboriginal social service organizations. The decision to have all trainees come from one agency was based on a number of factors: logistics of accessibility; shared/common organizational goals and objectives and a common understanding on how the one organization operates; simplifying the needs assessment process; simplifying coordination and scheduling issues between training program and agency needs.

The staff selected to take the training (trainees) were representative of the various areas of the organization where management staff are required: social service delivery, administrative support, accounting, and executive core. The trainees represented various levels of formal training and varying years of direct and/or related experience. All were regular employees of WRCFS.

Trainees were chosen through a selection process developed jointly with other senior management. This included an application form (Appendix 1), an interview with the person's immediate supervisor, and in some instances, an interview with the

applicant. In my position as Executive Coordinator with WRCFS, the applicants were

all well known to me, and in-depth interviews were not required. The

recommendation from the management team, that all current management staff and

program coordinators be required to take the training, was implemented. These

individuals were required to complete the application form.

With the exception of the existing management staff, applicants were required to have

three or more years of direct experience with WRCFS and/or a social services

organization. In total, nineteen staff were accepted into the training program. Figure

5.1 provides statistical information on the group of trainees.

The curriculum was developed for use by aboriginal social service organizations and

the content was not restricted to a particular organization or field of social service,

although examples used in the training could be more specific.

The nature of the agency - aboriginal, rural, reserve based, relatively new, and with a

community based model of service delivery - dictates some specific requirements of

management. Figure 5.2 looks at what some of these unique aspects are for each of

four management skill areas: the use of authority, building relationships,

accountability and evaluation, and agency politics and organizational dynamics. Staff

and Board agreed that these particular requirements needed to be specifically

addressed in any model of management which would be the basis of an extensive

agency training program.

Fig. 5.1 : Statistical information on the selected trainees

Current Management Staff in training	
Finance	1
Administrative Support	1
Social Service Delivery	9*
Executive Core	2*
Non-management staff in training	
Finance	1
Administrative Support	1
Social Services Delivery	7
Executive Core	0
Gender	F = 15 M = 4
Education Levels	
MSW	1
BSW	2
Some form of 2 yr. Certificate in social work	9
Certificate training other than social work	4
Professional degree other than social work	0
No formal training	3
Aboriginal	12
Non-aboriginal	7
Aboriginal in management at outset of training	5
Non-aboriginal in management at outset of training	5
From West Region First Nations	6
Employed at WRCFS	
3 - 5 years	5
more than 5 years	14
less than 3 years	0

(* One member involved in social service delivery and the two members from the Executive core were not part of the regular training program but participated in one or more of the modules.)

Fig. 5.2 : UNIQUE ASPECTS FOR MANAGEMENT IN ABORIGINAL SOCIAL SERVICE ORGANIZATIONS

AUTHORITY	Traditional views of authority are of a circular orientation, rather than hierarchical; a supervisor must be able to envision him/herself within this value orientation
	Personal power is main source of authority and personal credibility is essential
	Due to the community based nature, indirect points of authority exist and these must be respected and/or maintained by management
	Groupness may create conflicts for staff who are working in their own communities as direction can come from numerous sources
	The extended family is given standing and a supervisor must know how to exercise authority in this relational dynamic
	Authority boundaries may be challenged when issues involve community leaders and/or their families
	Historical experience of First Nations has left distrust for authority and mutuality, rather than forceful exercise of authority is required

BUILDING RELATIONSHIPS	Clear expectations that a supervisor build relationships not only with the staff, but also with the community
	Supervisors may be supervising relatives and/or who are working with relatives of the supervisor; balance between personal and work issues is essential
	Establishing boundaries for authority must be done not only with staff but also with communities and local governments
	Community cultures exist and differ between communities and a supervisor must be able to deal with communities in this manner
	Staff training needs are high and the relationship between supervisor and staff must be high on support

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Table 5b continued....

ACCOUNTABILITY & EVALUATION	Accountability and evaluation mechanisms must provide for input from the communities and supervisor must respect this while at the same time ensuring that staff are not victims of unjust community politics
	More points of accountability results in more avenues to manipulate; supervisors need to have good relationships with staff and with community points of accountability
	Supervisor must respect and support the workers' role in being accountable to community governments; must be able to acknowledge this as a potential point of stress and conflict for staff and agency
	Supervisors need to ensure that they work in an accountable, but not submissive, manner; that they are able to represent agency needs and maintain cultural integrity of services

AGENCY POLITICS & ORGANIZATIONAL DYNAMICS	Community politics have a major impact on the organization; there is a perception of no back up for staff who become object of political activity. Management needs to support staff and take a role in mediating conflict
	Supervisors require good diplomatic skills and need to build good working relationships with the political people in the community
	Management must be aware of the community dynamics as well as the agency dynamics, and take these into account in day to day operations and decisions
	Supervisors need to depersonalize many of the situations and/or comments that come his/her way and to learn to identify the source of these comments and situations

5.2 PERSONNEL INVOLVED IN DELIVERY OF THE TRAINING

Personnel involved in this practicum included the Executive Coordinator (and the author of this report), the Director of Programs, the management assistant, and outside trainers. The project involved exclusively staff personnel as trainees. An organizational structure chart is included in Appendix 2, marking the staff involved and their positions within the organization.

The role of the other personnel was more supportive in nature. The Director of Programs was responsible to ensure coverage of agency business while the other management team members attended the training. He assisted in reviewing module outlines and content, and identifying specific areas where training would be beneficial. He was not part of the training group, but did participate in some of the modules. The management assistant did most of the photocopying required, booked facilities, sent memos, looked after travel and other arrangements for outside trainers, made sure audio-visual equipment was set up, and generally helped with other administrative tasks. Outside trainers were used on two occasions: the module dealing with situational leadership and the module on personal growth. A staff person who was also a trainee taught a portion of the module dealing with the medicine wheel. Trainees were divided into groups of four and were given responsibility for one module on skill development, with each group being responsible for one day of training. An outline of the content to be covered was provided by myself for all of these modules.

With these exceptions, I was responsible for all the planning, scheduling, curriculum development and writing, and the delivery of the training modules involved in this practicum. The various tasks involved are outlined in detail in Section 5.3.

5.3 PROCEDURES

The procedures used in the practicum can be grouped into three main phases: planning, curriculum development, and implementation and evaluation. A discussion of the procedures in these three phases will be followed by an outline of how the objectives of the practicum were operationalized by these procedures.

Phase 1 : Planning

The need for a management training program for WRCFS had been identified by a process discussed earlier in this report. Options for purchasing external training and/or for utilizing existing educational institutions to train staff had been reviewed and no suitable alternative was found. Therefore, management and Board reached a decision to custom design a management training program for on site delivery at WRCFS.

With the conclusion of the most recent New Careers program, which was a two year certificate training program for front line child welfare workers, and no commitments for participation in another similar training, there were agency resources available to consider the undertaking of such a project. Approval was sought and given by the

Board of Directors, and a survey of staff found strong support for a management training program. In the fall of 1991, it was decided to proceed with the this training starting September, 1992.

A survey of staff was done to determine their ideas of such a training, what they felt should be included in the content, what kind of format should be used, and what criteria should exist for the selection of applicants. The information received from these surveys was discussed at numerous management team meetings from which general objectives were developed.

An outline and overview of the training was drafted, indicating the module topics and general content, as well as a possible sequence and format for the delivery of the training. This outline (Appendix 3) was circulated to the management team for feedback and input. At the same time, an application form was developed (Appendix 1) and distributed to staff. A memo was attached to the application form for current management staff, outlining the agency decision to make the training mandatory for them. This group of staff participate on the management team and had been involved in arriving at this policy. It was initially decided to limit the group to 15 trainees, but following the application process, 19 staff were selected.

A draft schedule, with dates for the training and the sequence of modules, was given to all the selected applicants for their input and comments on the sequence and general contents for each module. They were asked to identify any additional areas

where training was needed, either for them personally or for the agency. Additionally, they were asked to identify any conflicts between selected training dates and other planned events of the agency and/or the communities.

With this feedback, training dates were confirmed and a training location booked for the duration of the training. Module sequence was also confirmed, but it was understood that there would be flexibility in both sequence and content during the course of the training period. Twelve modules, each covering a different topic, were set out. The sequence of the modules was based on their content, and on my own judgment as to the readiness of the learners. The module topics were as follows:

Module 1:   The Context of Supervision/Theoretical Bases
Module 2:   The Transition Period - from worker to supervisor
Module 3:   Roles and Functions of Management / Supervision
Module 4:   Supervision Styles and Approaches: Situational Leadership;
             The Medicine Wheel Approach
Module 5:   Week of Ceremonies
Module 6:   Skills Required for Effective Supervision (Part 1)
Module 7:   Skills Required for Effective Supervision (Part 2)
Module 8:   Teams and Supervision
Module 9:   Supervision and Service Delivery using a Team Approach
Module 10:   Personnel Management
Module 11:   Personal Growth
Module 12:   Being a member of the management team; administrative functions

The training began in October 1992 and was completed in October 1994. The training sessions were approximately six weeks apart, with some exceptions for summer and

Christmas. Each module involved one week, or 32.5 hours, of classroom instruction utilizing a variety of methods. A day would typically begin at 8:30 A.M. with a smudge, prayer, and sharing circle, followed by classroom instruction, a one hour lunch break, and classroom instruction until 4:00 P.M. Breaks during the day were determined by the trainees and/or the trainer. A copy of the final training schedule is found in Appendix 4.

Overall objectives for the training were put into written form, along with the goals and potential tasks. An outline was then developed which detailed the content for each module, and which articulated the objectives of the module and for the learner. Each trainee was given a copy and asked for comment and input (Appendix 5).

A memo was sent to all the staff, the local CFS committees in the communities, and the Chiefs and Councils, advising them who had been selected for training, the dates of the training, the service implications, and what arrangements had been made for coverage. The resources required for the training were identified. A facility was booked, and the equipment available there was confirmed. Additional resources such as reference material, videos, books, refreshments, and so on were listed for follow up tasks. The modules that lent themselves to having an outside facilitator were identified and a list made of possible resource people, as well as the dates by which they needed to be confirmed. A general budget was drawn up and included in the agency's planning process. The possible methods that could be used for the training

(small groups, role playing, simulations, etc.) were looked at and incorporated into the appropriate module.

The trainees were asked to identify some of their own personal objectives for taking the training. For most, primary objectives included the desire to establish strong groups ties and develop as a team, as well as to have a "time out" from the stress of the daily job routines. Consequently, provision for social interaction was targeted as an item to discuss with the group at the outset of the training.

I was quite familiar with all of the trainees and was able to keep the individual characteristics and preferences in mind when designing the individual module formats.

Phase 2 : Curriculum Development

Curriculum development began after the initial planning phase and reaching agreement on objectives and general course content, and continued through all of phase three, the implementation and evaluation process. This enabled revisions to be made as required to the content, to minimize duplication, irrelevancy of material, and to allow for flexibility throughout the training period.

Following the initial planning and mutual determination of general course content, I began the detailed development of each module. This started with an extensive literature review as well as the purchase and collection of numerous written and

audio-visual resources. The content of each module was outlined and divided into a five day teaching plan. Potential handouts and reading materials were identified, a possible variety of methods to be used was listed, and the resources required itemized.

A decision was made to compile student manuals, to be used in an ongoing manner throughout the training. The manuals were not complete when handed out as I wanted the trainees to be participants in the material which they felt they wanted to include in their personal manual.

Once all the modules had a specific outline and table of contents, the author began working on each module in the sequence in which it was to be presented. Through this process, some sequence changes were made in order for material to be presented in a more logical manner.

During the first week of training, the participants were asked to complete a management training and development needs survey purchased from the Manitoba Institute of Management (Appendix 6). Once scored, the results were helpful in targeting certain areas more specifically and in spending less time on others. Overall, the surveys indicated a need for training in all areas.

The trainees and I agreed that flexibility was a critical element of a successful training program. It was necessary to be able to adapt to where the learners were at, to take into account the events that might be occurring in their lives and/or in the

organization's life at any point in time, to their preference for a particular teaching method, and so on. During the week of training, I would continue to refine the next day's material and make necessary changes.

Feedback from the trainees served as impetus for ongoing changes in content. In one instance, a new module was added to the training schedule based on the group's suggestion. This resulted from the module on the teachings of the medicine wheel when it was suggested by the trainees that attendance at spring ceremonies would be personally and professionally beneficial. Thus, a week of attendance at ceremonies was included as an experiential module as a result. This provided trainees with additional learning, from elders, about aboriginal ways and teachings.

In the six weeks between training modules, I would work on the upcoming module and would ensure that all handouts and material were ready for the training week. Any assignments from the previous module were graded by myself, while the trainees were expected to complete new assignments and readings. I was available to the trainees throughout this time to answer questions, deal with concerns, and discuss ideas.

Throughout the development of the modules, the need to train management in the context of the aboriginal organization remained the focus. Content was reviewed continuously for cultural relevancy and for applicability to the work environment. Material was presented using the medicine wheel framework, with the value and

emphasis of the content dictated by that model. At the same time, the need to ensure a comprehensive training was kept in mind, so that trainees would be informed of the 'larger picture' and be able to make connections where they fit in, and how.

As stated in the objectives, no assumptions were made that any of the trainees were culturally competent, and I felt it imperative that there not only be discussion of cultural ways and values, but that there also needed to be an opportunity for trainees to practice these. Consequently, they were build into each module as teaching methods, as regular group activities, and as theory. It was hoped that trainees would not only be more informed about cultural ways and methods, but be able to know when and how to use them in their day to day lives, personally and professionally. This included sharing circles, healing circles, talking circles, group feasts, smudging and prayer, a giveaway, a powwow, regular use of the medicine wheel to organize information on a variety of subjects, continuous examination of theory and information in light of aboriginal values. At the outset of each training week, time was set aside for a sharing circle to review any concerns or problems that trainees might be having, from content of the training, studying, baby-sitting, transportation, work issues, and so on. This was helpful in adapting and adjusting the training with other life issues of the trainees.

Phase 3 : Implementation and Evaluation

The training was carried out over the course of a two year period. The format was one week of training, every six weeks. With the exception of the experiential module,

each week of training was classroom based. In addition to the classroom instruction, there was an assignment given which was to be completed by the next training session. The assignments were based on the module just covered, and/or were in preparation for the upcoming module. In one instance, a test was given on the last day of the training session. Other examples of assignments included completing an annotated bibliography, writing papers on an assigned topic, preparing and presenting an oral presentation, listening to, and providing a written summary of, audio-tapes, working in a group to prepare and deliver one day of training for the class. The assignments were graded and made up the final mark for the trainee. Figure 5.3 presents the assignments for each module.

In addition to writing the content for each module, I did most of the training. Out of the twelve modules, I taught eight. Four modules were delivered using alternate facilitators. One of these modules involved attendance at spring spiritual ceremonies, one was taught by a facilitator from the Manitoba Institute of Management and a staff person who was also a trainee, one was facilitated by an aboriginal person from out of province, and one was the responsibility of the trainees.

A set of "rules" was developed jointly by the trainees and the author to outline expectations and responsibilities, and group members were responsible to hold each other accountable. A plan for social interaction, developed by the trainees, was built into each week of training. The trainees were also responsible for group feasts, sharing circles, and refreshments during the week of training.

Fig. 5.3 Assignments by Module

MODULE	TOPIC	ASSIGNMENT(S)
1	Context of supervision; Theoretical Bases	1. Annotated Bibliography for readings under "Culture" and "Native Peoples" 2. Written Test 3. Paper : Critical thinking re. Self-government and Social Services
2	The Transition Period : from worker to supervisor	4. Ted, the new Supervisor 5. Listen to and provide a written summary of the tape series on Assertiveness Training OR How to Delegate OR Personal Power OR First Time Manager
3	Roles and Functions of Management / Supervision	6. Paper : A Case Example OR "A Day in the Life of...."
4	Supervision Styles and Approaches: Situational Leadership; the Medicine Wheel Approach	7. Paper on using the Medicine Wheel as a Model of Supervision 8. Prepare and give an oral presentation on Situational Leadership, using an example from your work setting
5	Week of Ceremonies	9. Keep a daily journal while at ceremonies to be submitted for review by instructor only
6	Skills Required for Effective Supervision (Part 1)	10. In a group of 4/5 people, prepare a day of training for the next training session on the topic provided to your group (Topics: Delegating; Effective Meetings; Negotiation; Problem-Solving;)
7	Skills Required for Effective Supervision (Part 2)	11. Two papers: one on delegating and one on a choice of Meetings OR Negotiation OR Problem Solving OR Motivating People
8	Teams and Supervision	12. Paper on the Stages of Team Development 13. Read and complete 2 workbooks: Team building AND Leadership
9	Supervision and Service Delivery using a Team Approach	14. Plan, prepare, and deliver a team building workshop for your unit/team at work; do a brief write up 15. Give a verbal presentation of workshop
10	Personnel Management	16. Watch the Video on "Performance Reviews" and complete the workbook 17. Read the articles assigned 18. In preparation for the next training, complete a Performance Poster on one other person in the training group AND complete a "coat of arms" for your own family
11	Personal Growth	No assignment
12	Being a Member of the Management Team; Administrative Functions of a Supervisor	19. Assigned readings

A field placement component was included in the training and most of the trainees were given a placement within the agency. These were generally six month placements and evaluations of the field placement was completed by the author and the individual's immediate supervisor. Not all trainees were able to complete a field placement.

A graduation to celebrate the accomplishments of the group was held in June 1995, in conjunction with the agency's annual meeting, to allow all agency staff, Board, and community members to share in the event. This was a traditional event planned by the trainees and included a powwow, a traditional feast served by the trainees, a giveaway in honor of the trainees, and a graduation ceremony. It was both a celebration and a learning experience.

Evaluation procedures were built into the training program using a variety of methods, and these are discussed in greater detail in Chapter 6 of this report.

These following presentation illustrates how the intervention and educational objectives of the practicum were operationalized. Each objective and its related goal statements are summarized and the tasks completed in relation to each goal are presented, along with a completion date, in a chart format. During the planning phase, I used this format to draw up an action plan for the training program. It served as a project management guide during the two years of the training, helping me to track progress. I could readily track which tasks were done, which ones were behind

schedule and required rescheduling, and which, if any, had been forgotten. In this

planning guide, the time frames were projected as planned, and revisions were made

as needed during the two year period.

With the practicum complete, this same format summarizes what was accomplished

and when, and provides a succinct outline of the tasks involved in the implementation

of such a training program. It can serve as a planning guide for future and/or ongoing

training.

Unless otherwise indicated, the tasks were all carried out by myself.

Operationalizing Intervention Objectives

Objective #1: Based on a model of supervision which uses the medicine wheel as

a framework, develop and deliver a comprehensive and culturally competent

training program for management in aboriginal social service organizations.

**Goal A: Develop the content of a management training program by completing
a review of literature on management theory and practices, aboriginal teachings,
adult education, and social work supervision, and by drawing on personal
experience**

TASKS	HOW AND WHEN COMPLETED
1. Search for current literature on the above topics from various sources (libraries; training consultants; management consulting groups)	Started in fall 1991 Completed at end of training in October 1994
2. Recognizing the oral traditions of aboriginal people, as well as the ways of teaching, spend time with elders and aboriginal teachers, listening to their teachings	Met with five elders throughout the two year period specifically for this purpose

3.	From this material, develop an outline for the training program which will be inclusive of current knowledge in the various areas	Completed in July 1992. See Appendix 3.
4.	Circulate the outline to other staff/people for feedback; make revisions to the outline	Completed in August 1992
5.	Based on the completed outline, use the information in the literature to set out the content of the various modules	Completed in September 1992 See Appendix 5

Goal B: Build a basis for the content by developing a model of supervision based on the medicine wheel framework

TASKS		HOW AND WHEN COMPLETED
1.	Based on a review of the literature, and on the teachings from the elders and aboriginal teachers, organize the information within the medicine wheel framework	Completed in Fall 1991 but made ongoing revisions
2.	Develop this model in written form	Completed in fall of 1991
3.	Circulate the model to others for input; make necessary revisions	Fall and winter 1991 -1992 Used in a course paper, received feedback Discussed with elders
4.	Clearly articulate the model in writing, and show how it is to be used in day to day management of an organization	Done in Module 4 in particular, which was delivered April 5-8, 1993.
5.	Make additions / revisions to this model in an ongoing manner so that it is a relevant and useful tool	Ongoing process

GOAL C: Ensure the cultural competency of the training by including aboriginal teachings, in an experiential as well as theoretical manner, on a daily basis

TASKS		HOW AND WHEN COMPLETED
1.	Compile a list of the various teachings and practices that can be used in this training	Began in fall of 1991 and was ongoing throughout the training
2.	Get detailed knowledge about them, both theoretical and practical; write it out if necessary	As above

3.	Do an in-depth analysis of where and how this can become an integral part of the training and where opportunities exist, on a daily basis, to include these. Inclusion should not only be in the classroom component, but in the ongoing social interactions that will occur among trainees	Process in the development of each module, particularly from July 1992 to the end of the training Information included in all the modules
4.	With the trainees, identify where and how these same practices can be incorporated into the life of the organization effective immediately and the kind of leadership role they can take in doing this	During each module training session Also done by way of three assignments (module 4, 7, 8)
5.	Make provision for trainees to learn and participate in aboriginal ceremonies	Module 5 June 1-5/93

GOAL D: Complete a management training needs assessment within the organization.

TASKS		HOW AND WHEN COMPLETED
1.	Circulate a survey to all staff asking them to identify management training needs	September and October, 1991
2.	Ask staff to identify their objectives for such a training	Spring 1992 and August 1995
3.	Circulate draft content outlines to staff asking them for revisions / inclusions	August 1992
4.	Review existing evaluations completed on the organization to see if management training needs are identified	June, July, August 1992
5.	Ask the Board of Directors for input	September 1992
6.	Complete an analysis with the management team of current management training needs within the organization	Supervisors Planning Session, May/June 1992
7.	After the selection of the trainees, use a needs survey to get an analysis of the needs and the training levels of that particular group	MIM Survey, October 1992
8.	Review Job descriptions for competencies needed by management staff	July 1992
9.	Review service plans to identify long and short term needs for management at the agency	June - August, 1992

GOAL E: Provide training from a comprehensive and holistic perspective by including managers from all units of the organization - executive core, administrative support, accounting, front line supervisors, and program coordinators

TASKS	HOW AND WHEN COMPLETED
1. Include all staff in all information sharing and gathering	Done at a number of staff meetings prior to training
2. Ensure that all staff are clear that the training will not be restricted on the basis of current position within the organization	Memos sent out Discussed at staff meetings
3. Speak to the supervisors of all units to ensure that their staff are aware of the program and are encouraged to think about applying	Management Team meetings June - September 1992
4. Discuss the details at a staff meeting	June and September, 1992
5. Make sure that all staff get an application form	August 1992
6. Make sure that the selection criteria does not eliminate individuals who are not in social work positions	Selection committee reviewed application form and criteria; selection done in September 1992

GOAL F: Complete necessary arrangements with an aboriginal organization to allow for the delivery of the training program to its staff

TASKS	HOW AND WHEN COMPLETED
1. Get indication of staff support for such training	Staff meetings and unit planning sessions held in 1992 - 1992
2. Get necessary Board approval	Ongoing need expressed by Board; formal approval June 1992
3. Finalize budget arrangements	September - October 1992
4. With the management team, review impact on service delivery and make needed arrangements	September 1992
5. Write up the contractual agreement between staff and organization	Contracts signed in September 1992 See appendix 7 for sample contract
6. Finalize arrangements for various administrative tasks: photocopying, traveling provisions, purchases, and so on.	September 1992
7. Jointly develop the agency policies that will apply to staff who are in the training (attendance requirements; sick leave; studying during work hours; etc.)	September 1992

GOAL G: Complete necessary administrative tasks necessary to support the delivery of the training (i.e., securing needed resources and facilitators, scheduling, booking space)

TASKS	HOW AND WHEN COMPLETED
1. Arrange for clerical to book the training room/facility	August and September 1992
2. Have clerical arrange for necessary equipment to be available	September 1992 and prior to each week of training
3. Make arrangements with the outside facilitators	May 1993 and May 1994
4. Circulate the training schedule to staff for feedback, to avoid any major scheduling conflicts during the training	August 1992
5. Arrange for provision of coffee, refreshments, etc. during the training week	September 1992 and responsibilities assigned to various trainees throughout the training
6. Arrange for photocopying with clerical staff	Week prior to each training session and during the week of the training

GOAL H: Develop the curriculum, in detail, for each module identified

TASKS	HOW AND WHEN COMPLETED
1. Following the identification of module topics, and using the materials reviewed and acquired, write up, in detail, the content of each module, breaking the material into 6 hour days, 5 days per week per module	Began in June 1992 and continued to October 1994
2. Include specifics of time limits for each topic area, what method of teaching/learning is to be used, what resource materials are required	See above
3. Do a continual review to ensure that material is in line with the module and learner objectives and with the overall training objectives; make revisions as required.	Prior to and after each session; ongoing process

GOAL I: Deliver the modules, as per schedule, in order to complete the training

TASKS	HOW AND WHEN COMPLETED
1. Finalize the schedule for the dates of the training modules	September 1992
2. Provide copies of the schedule to trainees, agency staff, Board, and CFS Committees	September 1992
3. Carry out the schedule as planned; minimize changes but where needed, ensure that consultation takes place so that major schedule conflicts are avoided; ensure that all arrangements and notifications are done in time	October 1992 - October 1994

GOAL J: Evaluate each module for content, delivery, and trainer's role, as part of an overall evaluation of the training course

TASKS	HOW AND WHEN COMPLETED
1. Have trainees evaluate each module at the end of the training week	On last day of each training week
2. Identify the evaluation tool to be used during the planning of the module	During the detail development of the module
3. Review attendance records for indications of possible issues	Kept attendance each day of training; reviewed at the end of each training week and prior to the next week
4. Track assignments for patterns in lack of understanding or knowledge on topics covered in training	Recorded marks Made notes for individual trainees Tracked general progress and issues
5. Complete a self evaluation at the end of each training week, using module and learner objectives identified and assessing how well they were achieved	Done at the end of each training week
6. Have trainees complete a comprehensive evaluation form upon completion of the last module	Completed during the last training session in October 1994

OBJECTIVE #2: To increase the human resource "pool" of staff who have the training and experience to move into management positions in aboriginal social service organizations, with particular emphasis on increasing the number of aboriginal staff.

GOAL A: Develop a format that can accommodate staff who are currently employed and who are working full time

TASKS	HOW AND WHEN COMPLETED
1. Get staff input into what format would work best for them	August and September, 1992
2. Discuss recommended format with management team; finalize	September 1992
3. Work with the organization to make sure that adequate coverage provisions are in place so that job responsibilities can be met while at the same time, training disruptions are kept at a minimal	With the management team in September 1992
4. Get an agreement from the trainees as to how job related interference with the training will be handled	At the first training session in October 1992; rules were set out and agreed to

GOAL B: Develop selection criteria, jointly with agency management, to identify appropriate candidates

TASKS	HOW AND WHEN COMPLETED
1. Jointly, agree on the application form and the questions asked	August 1992, with management team
2. Get an agency position/policy if the training is to be mandatory for any staff	August 1992
3. Jointly, with organization's management, agree on the selection process, who will be part of it, what appeal process will be, and what the number limits will be	August and September 1992

GOAL C: Make provisions for all staff, from all units, to apply, with no restricting of applicants to current management staff and/or front line supervisors

TASKS	HOW AND WHEN COMPLETED
1. Ensure that there is support for this position from Board and management	Board approval in September 1992 Management team - June 1992
2. Ensure that staff are aware of the training and their ability to apply	Memos and staff meetings
3. Where necessary, follow up with staff who are not in management and who may be hesitant to apply	August - September 1992
4. Ensure that the trainer keeps this makeup of the target group in mind	Ongoing
5. Make sure that the content of the modules supports and encourages this principle	Ongoing

GOAL D: Make concerted efforts to have a maximum number of aboriginal staff included in the training

TASKS	HOW AND WHEN COMPLETED
1. Track statistical information on applicants	Compiled at outset and throughout the training
2. Discuss one on one with aboriginal staff who meet the criteria but have not applied	August and September 1992
3. Deal with issues that may be unique to aboriginal staff that might keep them from applying	August and September 1992
4. Track progress and attendance of all staff, but pay particular attention to aboriginal staff to identify concerns and issues early on and allow for problem solving	Throughout the two year training

GOAL E: Enter into contractual agreements between agency and trainees to ensure that the staff complete the training and that they agency can plan on having these trained staff in their employ for a reasonable period following the training

TASKS	HOW AND WHEN COMPLETED
1. Have each trainee sign a contract that outlines the agency's expectations around attendance, drop-out, and continuing employment	Contracts signed in September 1992
2. Make sure each trainee has a signed copy; keep handy for easy reference	Signed copies given to trainees at the first training session in October 1992

GOAL F: Keep statistics on how many staff complete the training, how many move into management positions, and how many will be available to meet future management staffing needs within the agency

TASKS	HOW AND WHEN COMPLETED
1. Keep statistical information during and after training sessions to evaluate this information	Information kept as stated
2. Share this information with management, staff, Board, and CFS Committees	Reviewed at the end of training at agency planning session and Board meeting; information also included in Annual Report, June 1995

OBJECTIVE # 3 : To improve and/or enhance the skills of current management staff, both in management skills and in cultural competency

GOAL A: Ensure that all current management staff take the training

TASKS	HOW AND WHEN COMPLETED
1. Get support for the idea of mandatory training	Management team meetings prior to training
2. Make sure that the organization has a written policy on this	September 1992
3. As much as possible, try to ensure that current management staff remain in agreement with this	Ongoing
4. Make sure that individual concerns of these staff are discussed and addressed as much as possible, particularly if there are personal circumstances that might create some hardship	Ongoing (examples that occurred : maternity leave/pregnancy; illness; death in family)

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GOAL B: Design a format that will enable current management staff to attend as well as fulfill job responsibilities

TASKS	HOW AND WHEN COMPLETED
1. Have the staff affected be involved in the decision as to what type of format will be used	Reviewed with staff at training sessions Reviewed with management team June 1992
2. Assist in dealing with organizational issues that may interfere (crisis)	Ongoing; involved other members of the management team
3. Provide adequate and capable coverage for the staff where possible	Coverage arrangements completed September 1992
4. Make sure the agency has some written and/or agreed to policies on the expectations. for these staff during the training	September 1992
5. Keep this in mind when assigning readings and assignments; help find a balance	Ongoing; invited ongoing feedback from trainees

GOAL C: Make no assumptions about the competencies that aboriginal trainees have in cultural knowledge of values, systems, practices, ways, customs

TASKS	HOW AND WHEN COMPLETED
1. Assume that everyone is at "zero base" in their knowledge, so that no one is centered out and so that information is covered in detail and with thoroughness	During course development and during training sessions Use of sharing circle
2. Minimize some staff trying to play "expert" as much as possible	Ongoing task during training sessions
3. Have an expectation that everyone will be involved in practice situations and that all are both teachers and learners	Ongoing task of trainer to make sure all participated
4. Ensure that there is no shame based approach for any staff person	Ongoing task of trainer in trainer-trainee interactions and in trainee-trainee interactions
5. Have content material in detail, in writing, and based on factual information; review the knowledge and theory of the information and then provide equal time for hands on practice by all trainees	Written handouts with source materials provided Included in materials in modules and in lesson plans
6. Make sure that the training materials are not based on jargon and that every reference to aboriginal cultural ways / practices are explained and clarified	Review of materials Trainee participation and feedback to monitor

GOAL D: Incorporate cultural practices into the curriculum by design, so that trainees can acquire knowledge and skill as to how to apply these in day to day management activities, and so that aboriginal trainees can gain increased awareness of the extent to which these values already influence their behavior and their practice

TASKS	HOW AND WHEN COMPLETED
1. Have a sharing circle and smudge every day	Each day of the training week started this way
2. Use talking circles to deal with issues	Occurred on a number of occasions during the training
3. Use healing circles to deal with hurts/needs	Occurred three times during the training
4. Provide explanation on the underlying values, the methods, and the reasons for each practice	Ongoing; trainees were also required to give explanations during the training
5. Incorporate all possible practices and allow for ongoing input from staff on other things that could be included	Constant addition and review throughout the training
6. Provide concrete application of teachings and practices to current day situations in professional and personal lives of the trainees	During training sessions and ongoing

GOAL E: Make no assumptions about the knowledge that current management staff have about management theory and practices

TASKS	HOW AND WHEN COMPLETED
1. Assume that everyone is at "zero base" in their knowledge, so that no one is centered out and so that information is covered in detail and with thoroughness	Ongoing
2. Minimize some staff trying to play "expert" as much as possible	Ongoing trainer task during sessions
3. Have an expectation that everyone will be involved in practice situations and that all are both teachers and learners	Ongoing task of trainer to ensure all participate
4. Include a field placement and evaluate performance of current management staff in the training	Field placements assigned and evaluated during July 1994 and February 1995

5.	Have content material in detail, in writing, and based on factual information; review the knowledge and theory of the information and then provide equal time for hands on practice by all trainees	Hand outs; Lecture material; Practice and applications included in the daily lesson plans
6.	Make sure that the training materials are not based on jargon and that every reference to management theory and practice is explained and clarified	Ongoing review of materials and trainee participation and feedback in monitoring

GOAL F: Evaluate the learning of staff upon completion of each module, as well as after the training program

TASKS	HOW AND WHEN COMPLETED
1. Include ways to evaluate in the various evaluation tools	Questions included in the surveys
2. Review the assignments to see if learning / understanding are evident	After each module
3. Review the learner objectives and the ability of staff to meet these	During the training week and after each training session

OBJECTIVE # 4 : To increase knowledge and understanding of the role of management and its functions among all staff in an aboriginal social service organization, so that empowerment of staff, as well as learning, takes place

GOAL A: Ensure that the selection criteria do not limit training to management staff and/or those identified by the agency to move into management positions, but, in fact, encourage other staff to take the training for the sake of learning

TASKS	HOW AND WHEN COMPLETED
See previous	Objective 1 Goal E Objective 2 Goal C Objective 3 Goal E

GOAL B: Foster a sense of team among the trainees, with shared mission and shared values

TASKS	HOW AND WHEN COMPLETED
1. Review and incorporate various team building activities in the training	Done during training sessions
2. Encourage and provide for social interaction among the trainees	Each week included planned event; lunch hours were encouraged and supported
3. Incorporate the trainees being responsible for team building activities as part of their assignments	Module 8 and 9 assignments included this
4. Review mission statements and core value statements; discuss; analyze; ensure that these are indeed shared	Module1,2,3,9 in particular Discussion throughout the training
5. Use the circles as a key component of building this sense of groupness	Constant use of the circle - both physical (sharing circle) as well as in presenting material in this context

GOAL C: Share knowledge of management roles and functions to communicate the larger picture and demystify management, so that staff would feel informed enough to participate in, question, evaluate, and contribute to, the management practice of their organization

TASKS	HOW AND WHEN COMPLETED
1. Have open and honest discussions of current management issues in the agency and seeking group input and ideas into possible ways to address	Constant use of examples based on actual situations at WRCFS
2. Share the basis for decisions made in the past	Done by trainer (Executive Coordinator) and the Director of Programs throughout the training
3. Continuously focusing staff on the "bigger picture" so that they become familiar and comfortable with the context of managing and decision making, and aware of how one decision affects many pieces	Ongoing use of the concept of inter-connectedness and applying this to the organization and the roles of management
4. Use the method of small groups and role play to increase staff ability	Used numerous times throughout the training

GOAL D: Evaluate the impact of the training on individuals as well as on the organization

TASKS	HOW AND WHEN COMPLETED
1. Include questions on this area in the evaluation tools to be used	Included in various evaluations - see Chapter 6 for full discussion

OBJECTIVE # 5 : To increase the knowledge of social work practice and theory, management practice and current theory, the role of supervision in social services, and the unique situation of management in aboriginal social service organizations

GOAL A: Ensure that all areas are included in the curriculum

TASKS	HOW AND WHEN COMPLETED
1. Modules were included that covered all of these areas in detail	See Appendix 4 Handouts provided for future use/reference

GOAL B: Evaluate the curriculum content and the learning of trainees in each area

TASKS	HOW AND WHEN COMPLETED
1. Include questions to evaluate this in the various evaluation tools	See chapter 6 for full discussion

Educational Objectives

There were five key objectives that I had for my own personal learning. First, I wanted to increase my knowledge base on management theory and applications, current trends and issues, and organizational effectiveness. I have been in a management role in my professional career for fourteen years and am informed about

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many of the theories and issues. Recent global developments, such as free trade, global markets, and economic restructuring, have resulted in many organizations reviewing their management practices in order to remain competitive. Consequently, there has been a great deal of recent literature particularly on current trends and issues and working within multicultural and diverse organizations.

I completed a thorough review of the literature in this area throughout the two year period of this practicum. In order to include this material in detail in the modules, and in order to be able to teach it, I had to become very familiar with the information. The content of Modules 1,2,3,and 4 in particular dealt with this subject matter.

A second learning objective was to increase my knowledge on the role of cultural relevancy at the managerial level, and how it might relate to organizational effectiveness. The literature review was one task completed in achieving this objective, and I looked for literature from cultural organizations and universities. As well, recognizing the oral traditions of aboriginal teaching, I spent time with a number of different elders and aboriginal teachers to acquire more information and to request feedback on the content of some of the modules. The development of a supervision model based on the medicine wheel could only come about with a good understanding of the medicine wheel and its application in aboriginal cultures. I gained a great deal of knowledge in these teachings. I attended ceremonies and conferences to get additional information and participate in the application of some of these teachings, so that I could share this information with the trainees as well as find

ways of applying this within the training and within WRCFS. The development of Modules 1,4,8, and 9, in particular, required detailed information and a good knowledge base on my part.

A third objective was to gain knowledge and experience in curriculum development. At WRCFS, many resources go towards the training of staff and community helpers. The use of curriculum has appeared to be an effective way of training and of using resources. For example, if you have a written curriculum, you have the ability to deliver more than one training with some assurance of consistency, and without having to redevelop training materials. In addition, working within an aboriginal organization, I have found that available curriculum often needs to be customized to adapt to the unique aspects of these organizations. It has been a goal of WRCFS to put an increasing amount of its training materials into curriculum format for these reasons. Thus, having an opportunity to write curriculum for this practicum was timely and beneficial. I did all of the curriculum writing for this training, which was an excellent learning for me. The first few modules were very difficult and took a lot of time, but as I gained experience, my skills improved. Receiving feedback from the trainees was very beneficial and served to increase my knowledge and ability in this area.

A fourth learning objective was to gain experience as a trainer. I had delivered training in one or two day workshops in the past, but had never had the opportunity to train for a one week period at a time. The feedback I received from the trainees about

my role as trainer, and the opportunity to improve with each module, was of great benefit to me.

The final learning objective which I had for this practicum was to be able to evaluate my role, both in curriculum development and in training delivery, as well as my own personal learning. To achieve this objective, various evaluation tools were built into the training program, and I completed self assessments at the end of each module and at the end of the training. These evaluations were very helpful in identifying areas to work on and in seeing if, over the period of the training, I was improving in my skills. Chapter 6 deals with the evaluation and the results in detail.

5.4 DURATION

I began working on the training following the agency decision to proceed, in the fall of 1991. The various activities listed under the planning phase were primarily carried out between fall of 1991 and fall of 1992.

The training began in September 1992, and the last module was completed in October 1994. This involved one week of classroom training every six weeks. In total, eleven weeks of classroom training were delivered (357.5 hours). I was the trainer for eight of these weeks, a total of 260 hours training time. One module was taught by the trainees as part of their training, and I was responsible to evaluate and grade each group. I was in attendance at all the modules, with the exception of the one week of ceremonies. Attendance at that module was optional for the trainees.

The trainees spent approximately six months in a field placement. These began towards the end of the training, and were carried out between July 1994 and February 1995. Staff in management positions at the outset of the training continued in their positions for the field placement. Others were given various assignments within the agency, all of which had program coordination and/or supervision responsibilities.

On average, I spent about 80 hours on the development of each module, for a total of about 800 hours, in addition to the time spent teaching and meeting with trainees.

5.5 RECORDING

The progress of the trainees was recorded by the trainer through various formats: attendance, assignment marks, module and self-evaluations, and on job supervision. Discussions were held regularly with each trainees' individual supervisor regarding performance issues and improvements. In some instances, I was also the supervisor of the trainee, and job performance reviews were used as one way of recording progress. The written training schedule served as an implementation plan, as any changes were immediately noted and adjusted for.

For each module, the module objectives, daily outlines, content, methods used, and resource materials distributed and/or used, was put into written format. This has resulted in an extensive and complete trainers manual being available for future use.

CHAPTER 6   EVALUATION AND CONCLUSION

6.1 EVALUATION OF THE TRAINING PROGRAM

A variety of evaluation tools were used throughout the training. They are identified in

the following list, along with a brief description of each one. The discussion which

follows identifies which tools were specific to particular stages of the evaluation

process.

Evaluation Tools

1. An evaluation, in survey form, was given to the trainees after each week of

    training and they were asked to evaluate that particular session. Survey questions

    dealt with content, delivery, trainer's role, applicability, and suggestions. I also

    completed a survey as a self assessment tool.

2. Sharing circles were held at the beginning of every day of training. During this

    time, trainees would share their feelings and assessments about the training, and

    share recommendations and/or ideas.

3. Assignments were given after each training session, and graded by myself when

    they were handed in. The assignments dealt with the contents of the modules and

    were designed to determine how well trainees had understood the information

    and/or whether the teaching had been clear.

4. Attendance records were kept for each day of training. I would review these

    regularly. These provided some indication of staff reaction to the training as high

    absenteeism and/or attendance problems could indicate dissatisfaction with the

    sessions.

5. Learner objectives were set out for each module prior to the training. I used these during the week of training to ensure that I was covering the material that would enable these to be met. Trainees were also asked to rate their perception on how well these had been met for each training session.

6. Objectives for each training module were developed prior to the start of the training and used in a similar manner as the learner objectives discussed in item 5.

7. A comprehensive survey of the training was completed by the trainees at the end of the two year training period. This survey asked questions in nine key areas: course content; usefulness/applicability of course; delivery format; supports needed; setting/physical environment; assignments; role of the trainer (myself); group interaction / empowerment; and general comments. I completed a survey as a self assessment tool.

8. A survey was completed by selected staff not taking the training. This survey asked for the perceptions of this staff about the impact of the training on the trainees and on the organization.

9. Field placement evaluations were used to determine what trainee behaviors might have changed as a result of the training.

10. Job performance reports were reviewed to determine if improvements might have resulted from the training. This provided a very limited form of pre-post evaluation.

11. The intervention objectives for the practicuum were reviewed to determine if they had been achieved and to what extent. They also served as a self evaluation tool to determine if the tasks had been completed in a timely and planned manner.

12. My educational objectives were reviewed to provide a self assessment of if and how well they were achieved.

Kirkpatrick (1993) identifies four stages in the process of evaluating a training program. The first stage is the reaction of the trainees to the training. While this does not measure learning, a good reaction can indicate that learners paid attention, enjoyed the experience, and made an effort to learn. It can give information on "customer satisfaction" with the training program. The second stage of the evaluation is the learning. This attempts to determine what knowledge, attitudes, and skills were learned. The third stage, the evaluation of behavior, involves an assessment of whether the skills were used and whether they resulted in changes in behavior on the learner's part. The fourth stage in evaluating a training program is to look at results of the training within an organization. If proof of results is not possible, then one can look for evidence. Often, this type of evaluation is difficult because it is difficult to get a separation of variables. Kirkpatrick's framework will be used to to present the evaluation of the training program, and evaluation criteria, tools, procedures, and results will be discussed for each stage.

6.1.1 Stage One : Reaction

Criteria for evaluation

The evaluative questions in this stage attempted to measure reaction and trainee satisfaction, and were as follows:

1) Did trainees enjoy the training?

2) Were trainees involved during the sessions?

3) Was there satisfaction with the format of the session, the delivery styles, and the content?

4) Were trainees satisfied with the trainer?

5) Did trainees feel the sessions were worthwhile?

6) Did trainees have suggestions for improving the sessions?

Evaluation tools

The evaluation tools used for this stage of evaluation included:

1) Surveys / module evaluation forms

2) Sharing circles

3) Attendance records

Evaluation Procedures

With the exception of two modules, trainees were asked to complete an assessment survey following each training session. These were done on the last day of the five day training. The survey of the experiential module (ceremonies) was done verbally, in the form of a sharing circle, two weeks after the event. The survey forms used differed from module to module, and I completed the same form as a self evaluation.

At the end of the training, trainees were asked to complete a comprehensive evaluation. Time for this was provided during the last day of training. In addition, during the last week of the training, survey forms were given to agency staff who had not been involved in taking the training. I completed applicable sections of both

forms as a self evaluation. I also kept attendance records for each day of each training week.

Evaluation Results

From the comprehensive surveys (see Appendix 8) handed out at the end of the training, 16 out of a possible 19 were returned. From the surveys given to other staff (see Appendix 9), 9 out of a possible 13 were returned. From the surveys handed out at the end of the modules, the average return rate was 17 out of 19. Appendix 10 provides examples of surveys used for module evaluation. The sharing circles involved all trainees with the exception of those absent from the training and on average, would have 17 out of 19 participants, plus the trainer.

There was a high level of satisfaction with the training and the training sessions. Samples of written statements are: "... this is the best training I have ever taken"; "...I am so glad I was part of the training"; "...the classes and the interactions have been personally beneficial and enjoyable"; "...everyone in the agency should take it because they are really missing out"; "... this was one of the best things that has happened to me"; "...this training has led to a major positive change in my life".

The attendance records indicated good attendance and from my perspective, attendance was never a problem. The trainees looked forward to the week of training. The absences that occurred were due to illness, work related court attendance, funerals, and maternity leaves. Three trainees took maternity leave during the two year period, but at most, missed only one week because they came to the week of

training with their babies. The week of ceremonies was optional and involved trainees being away from home for the five days - only six of the 19 trainees did not attend. During the week of training, in the sharing circles, trainees often expressed how they looked forward to coming to the week of training and how much they were enjoying it. Of the nineteen trainees that started the training, eighteen graduated. The one person that did not graduate left the employment of the agency due to illness and was not able to complete the training for health reasons.

Group members actively participated in the training sessions. Trainees identified the small groups and the sharing circles as being most valuable for them in terms of teaching/learning methods. Both of these methods involved a high level of participation. Trainees often noted their identification with each other as a group, and the sense of this closeness increasing over the training, which would indicate involvement and participation in the sessions. I observed that trainees were cooperative in the use of various methods, including role playing, discussions, and games. There were many discussions during the presentations of the materials, and all participants were equally involved. It was not difficult for me to engage the trainees in taking part. In fact, the cooperation and willing participation of the trainees was consistently a positive reinforcement for me.

Training Format

Trainees indicated they were very satisfied with the format of the training. The one week of training was adequate and the six weeks in between training sessions seemed a reasonable period of time. There was also high satisfaction with the training

facility. Trainees indicated that what they liked most about the format were 1) the variety of methods used, 2) the sharing of ideas, 3) the learning environment, and 4)the flexibility. Trainees appreciated the variety of methods that were used during the training. There were preferences among the group for certain methods. The sharing circle and the small group discussions were consistently rated highly by all the trainees. Role playing was a method identified as being beneficial and enjoyable as was the application of examples from WRCFS to the material being taught. Trainees also liked the games and the energizers. Varied preferences were noted in the group work and independent work. Some trainees stated that they enjoyed working in groups while others did not like that method, preferring to work independently. Another notable variance among the group was in the preference for the group presentations. For some trainees, this method was not very beneficial, while others indicated that they had learned a great deal from this method. A lecture format was disliked by almost all, as was receiving and completing assignments. However, all respondents agreed on the benefit of the assignments for their learning. The staff not involved in the training felt that the format was good and had worked reasonably well. They expressed more concerns about workload during the week of training than did the trainees. They stated that they noticed that the trainees were eager to go to training and that they really seemed to enjoy the week.

Content

There was high satisfaction overall with the content of the training. Some modules were preferred by individuals, but there was no module that was uniformly liked or disliked by the group. Trainees felt that the content was not repetitive, and that it was

primarily new information for them. Again, some modules were exceptions for certain individuals. Content on culture was rated high on all modules, and overall, all trainees indicated that this material was well integrated in the content. The content was rated as very relevant to the trainees and the work environment. Most trainees rated the content as challenging. In a few modules, some group members found the volume of the material to be overwhelming, and they found the readings difficult. In spite of this, they indicated that overall, they were able to keep up with the pace and the content of the sessions. There was a high level of satisfaction with the sessions, and trainees felt that they were worthwhile professionally and personally. There were frequent comments made that all agency staff should take the training and that it was very worthwhile to the organization. Participation and attendance would also indicate the sense among participants that the training was of value. The staff not involved in the training indicated that they did not have much knowledge on the content of the training. This group included 2 staff from accounting; 1 clerical staff; 5 social work staff; and 2 management staff. The two in management indicated that they were somewhat familiar with the content.

Role of Trainer

The questions in the comprehensive survey dealing with the role of the trainer reflect the trainer and do not rate the training per se, although inevitably there is overlap. In the literature review, there was reference to the credibility and knowledge base of the trainer as being an important element in learning for adults. Thus, the rating of the trainer provided information to me on my role, but also provided information on the training.

There was high satisfaction expressed with the trainer. Comments provided to me by the trainees included the following: "...well organized...", "...excellent, extensive preparation put into it...", "...good use of humor...", "...committed...", "...focused...", "...clear presentations...", "...knowledgeable of material...", "...very open to discussion...", "...good training style...", "...created a relaxed learning environment...", "...was very good at getting people to think and see things differently...".

On the comprehensive survey, I was rated on a number of points on a scale of 1 to 4, where 1=not at all, 2 =somewhat, 3 =good, 4 =very good. Figure 6.1 summarizes the results of this rating:

Fig. 6.1 Ratings of Trainer by Trainees

ITEM	Not at all	Somewhat	Good	Very good	Mean
Knowledge of material	0	0	1	15	3.94
Able to give clear answers to questions	0	0	1	15	3.94
Open to discussion	0	0	3	13	3.81
Managed the group well	0	0	7	9	3.56
Kept discussions on track	0	1	7	8	3.44
Prepared for sessions	0	0	0	16	4.00
Good use made of handouts and resource materials	0	0	4	12	3.75
Encouraged critical thinking	0	0	3	13	3.81

The trainees felt that the trainer had a good balance between theory and practical application (15); content was presented just right (12); pace of the sessions was just

right (12). The flexibility of the trainer was rated as one of the things most liked about the trainer's role overall.

There were a number of suggestions made by trainees, many of which were incorporated into later modules. In the comprehensive survey, the predominant suggestion from the trainees was that the training should be ongoing in some format.

6.1.2   Stage Two : Learning

Evaluation criteria

The evaluation criteria in this stage was concerned with content, process, relevancy of material, and learning by the trainees. The evaluative questions can be stated as follows:

1) Did the process and the content of the course increase the knowledge base of the trainees?

2) Was the material presented relevant to the trainees and to the organization?

3) Was the learning of cultural teachings enhanced and integrated in the course content?

4) Were the learner and module objectives identified for each training session met?

Evaluation tools

The scope of the practicuum did not include detailed pre- and post-testing of learning which occurred and the evaluation tools used were primarily perception instruments which included:

1) Surveys

2) Assignments and tests

3) Sharing circles

Evaluation Procedures

The survey procedures used were the same ones discussed in 6.1(a); they included questions that attempted to evaluate learning. Assignments and tests were completed by the trainees during the training. There was an assignment or test given for each module. Sharing circles, involving discussion with the trainees on what learning had taken place, were held regularly throughout the training. These provided opportunity for the author to ask specific questions to determine if there was knowledge and understanding of content material.

Evaluation Results

Trainees indicated that for them the most learning had occurred in the following areas:

1) Situational leadership

2) Increased knowledge base of management and awareness and understanding of the "larger picture"

3) Awareness of and sensitivity to cultural issues/factors; self awareness of cultural behaviors; impact of culture/value diversity; value differences and behavior

4) Medicine Wheel teachings

5) Sharing circles and their use

6) Learning how to think critically

7) Team building

8) Conflict management

9) Delegation

The learning and awareness of critical thinking was rated as one of the most significant learning areas by the trainees and myself. Trainee learning in this area was evident in the classroom setting, in application at the work setting, and in application to community issues. Trainees felt that learner objectives were met. On a scale of 1 to 5, with 1 =very low and 5 =very high, 36% rated the meeting of learner objectives as high and 44% rated it as very high. All 16 responses in the comprehensive survey indicated that their personal learning objectives had been met, and a number stated that the training had exceeded their personal objectives.

Fourteen stated it had been a major learning experience for them. Fifteen stated that they learned a significant amount of new information, and all stated that the training added greatly to their overall knowledge base. The use of small groups was identified as a very effective way of learning. The application of actual work situations which all were familiar with was another learning tool that rated high. Learning in the area

of cultural teachings, values, and applications was high and all 16 responses stated that this material was very well integrated into the content and delivery of the training. The sharing circle was identified as the way in which most self awareness and personal growth took place.

All respondents stated that the assignments helped their learning. Six had found them difficult to complete but stated that it was primarily due to time factors. All stated that they had found the assignments to be relevant to their work. The assignments most beneficial for their learning were the journal kept during the week of ceremonies, and the assignments on the Medicine Wheel, team building, situational leadership, and transition.

On the test, the average mark was 39 out of 45; one person scored low (15) but this seemed to be a result of language; when the test was given orally, the person was able to give correct answers. While this could indicate learning and understanding of the material, it must be cautioned that these test results are limited in that the reliability of such tests is weak.

In grading the assignments (refer to Figure 5.3 for the list of specific assignments), the author felt that the module and learner objectives had been met and that the trainees had a good grasp of the material which had been presented and were able to apply this to their own situations and to the organization. Overall, the quality of the assignments was high. In compiling all the grades, the average grade was 75%.

6.1.3 Stage Three : Behavior

Evaluation criteria

The evaluation criteria for this stage tried to determine if there was evidence of behavioral change. The questions asked were:

1) Was the course content practical and were trainees able to apply what they learned?

2) Did the training have on effect on how the trainees now work?

3) Did the training serve to empower the staff?

4) Did the training improve/enhance the skills of the staff currently in management?

Evaluation tools

The evaluation tools used at this stage were:

1) Surveys

2) Field Placement Evaluations

3) Job Performance Reviews

Evaluation procedures

Survey procedures were completed as discussed in 6.1(a). Field placements evaluations were completed by the author and the trainees immediate supervisor, where applicable, following completion of the training. Performance reviews were requested from the trainees immediate supervisor. In some instances, I was also the immediate supervisor. These reviews were verbal, but recent written reviews were also considered.

Evaluation results

There appears to be evidence that the training had an effect on behavior. I would

caution that while one can find evidence of such change, multiple variables can be at

play and the separation of these variables is difficult. Thus, it is not possible to prove

that these changes were solely, or even in part, due to the training. However, they are

based primarily on perception data from the trainees and from other staff, and one

must assume that these individuals would have some ability to connect behavior

changes with the training.

The other staff surveyed noted observable changes in the behaviors of the trainees

which they perceived to be a result of the training. The changes are summarized

below:

- Noticeable changes in team approach and team building efforts by the trainees
- New outlooks and new ways at looking at things / cases
- Increase in knowledge among trainees
- More confidence
- Better communication
- Noticeable changes in the incorporation of cultural practices and cultural relevance
- Lots of sharing of ideas and efforts made to teach staff new ideas and approaches
- Morale improved
- Noticeable increase in self esteem among trainees
- Better approaches to dealing with issues, conflict, problems
- Increasing use of critical thinking
- More involvement in planning process
- Better communication
- More awareness of what management needed to do and more cooperation among staff
- Asked more questions, challenged, participate in decisions, less dependence on supervisor to make the decisions

- Saw trainees come out of being withdrawn and begin to speak up/be assertive
- Saw some supervisors in the training apologize to staff for past ways of dealing with issues and look for new ways
- Increased willingness among the trainees to address their personal issues

These other staff were asked to give their rating of the overall impact of the training on the trainees. On a scale of 1 to 5, with 1=no impact and 5=major impact, the ratings were as follows:

- 3 rated at number 3 - some impact
- 5 rated at number 4 - significant impact
- 1 rated at number 5 - major impact

In completing the comprehensive survey, the trainees were asked to rate the applicability of the training to their work setting. On a scale of 1 to 5, with 1=very low and 5=very high, 42% rated very high, 35% rated high, and 18% rated moderate. All the trainees stated that they had been able to apply the things they learned at work and had been able to see changes in the behavior of other trainees particularly in the following areas:

- use of team building techniques with their staff
- use of critical thinking
- teaching others critical thinking
- incorporating cultural practices with their staff
- using situational leadership in their dealing with staff
- Using the medicine wheel on a regular basis to organize information and approach situations
- Delegating had improved
- Meetings were more effective
- People were meeting deadlines and requirements more quickly because of their understanding of how their role affected others - big picture/interconnectedness
- Less competition and more cooperation among staff
- Assertiveness had improved
- Confidence levels were up
- Personal growth

In their personal life, trainees indicated changes in behavior had occurred because of

the training primarily in the following areas:

- delegation
- communication
- team approach
- Balancing life (medicine wheel)
- negotiation skills
- risk taking
- conflict management
- goal setting
- critical thinking

Changes in the way trainees did things in the work setting was noted in a number of

performance reviews, as well as in interviews with the supervisors and the person's

subordinates. It was evident from these sources that some behaviors had changed as a

result of the training.

As the Executive Coordinator in the agency, I noted changes in behavior during the

course of the training. There were often references made by the trainees that the

training was causing them to do things differently. For example, numerous times

trainees stated that they had been able to look at a situation differently because they

were now using the critical thinking they had learned during the training. Some of the

trainees stated that they were now more conscientious about meeting deadlines

because the training had taught them to look at the larger picture and they were better

able to see what effect their own behaviors could have on the organization as a whole.

One trainee made some visible changes in her personal life and attributed it primarily

to the confidence and the knowledge she had gained from the training.

6.1.4 Stage Four: Results

Evaluation criteria

This stage attempted to evaluate the results the training had on the organization, and the questions asked were:

1) Did the training result in the organization becoming more culturally competent?

2) Did the training increase the "pool" of staff who have the training and experience to move into management positions?

3) Did the training result in more competent and knowledgeable management?

Evaluation tools

The tools used to evaluate for results on the organization included:

1) Surveys

2) Agency statistics

3) Performance reviews

4) Feedback from staff, Board members, community members

Evaluation procedures

Survey procedures were completed as discussed in 6.1(c). Agency staffing statistics were looked at over the course of the two year training period, as well as the period from October, 1994 to June, 1995. Performance reviews completed by supervisors as part of ongoing agency procedures were reviewed by the author, and verbal

discussions with the supervisors took place. Verbal feedback from others relating to the impact of the training on the organization was recorded.

Evaluation results

Seeing results from training within an organization takes time, but there was evidence of this over the two year period of the training, and to June 1995. The trainees and I saw a noticeable increase in the use of cultural ways and practices. Units and teams began incorporating some of these into their meetings, thus sharing the information with other staff and community members. There was a greater awareness of cultural values in decisions and behavior and in approaches to cases and situations, evidenced in case planning meetings. During the agency planning sessions in May 1995, there was a greater emphasis on culturally relevant programs, and more attention was given to reviewing programs and services for cultural competence.

Trainees stated that they felt much more a part of the agency (13 responses) and that their sense of being a team had increased and/or improved (13 responses). One of the assignments had been to conduct team building workshops with their units. This had a major impact on the agency and as a result, there has been great support and significant progress made to move towards more self directed community based teams. Other staff indicated that they saw this as a direct result of the training.

As noted in the discussion of learning (stage three), there appeared to be considerable increase in the knowledge base among staff on management and its roles, organizational effectiveness, and the ability to look at the larger picture. This is

consistent with the goal of increasing the empowerment of staff within the agency. There has been evidence of this in the increased participation in management planning and decision making, in challenging accepted ways of doing things, in greater cooperation among staff, in increased support for management decisions and directions, and in less reliance on senior management to provide all the direction and make all the decisions. Thirteen responses from the trainees indicated that they were more able to participate in management decisions, and two stated that they were a lot more able to participate. The responses of other staff, discussed in the learning section, would also seem to point to agency staff being more competent and knowledgeable in management as a result of the training. At a management meeting, following the training, there was discussion about a the handling of a personnel matter by senior management. The trainees were offering suggestions about how this might have been handled differently, and one of the trainees commented that I had taught them too well. They were all so aware now of how things should happen and therefore were more critical when situations were not handled correctly.

The training appears to have had benefit for the organization in increasing the number of staff available to move into management positions. Of the 19 trainees, three have left the employ of the agency: one left prior to completion for health reasons; one moved out of province; and one took a leadership position in a West Region community. One moved from acting supervisor to supervisor. Five have moved from non-management into supervisory positions since the completion of the training.

Three remain with the agency and could be available for supervisory positions in the future. The other remain in management positions.

This kind of benefit to the agency speaks to the need to review the possibility of delivering another such training program. A one time training event cannot meet ongoing staffing needs created by attrition, growth, and so on.

6.2 EVALUATION OF THE STUDENT'S ROLE AND LEARNING

Evaluation Criteria

To evaluate how well my personal learning objectives were achieved, I asked the following questions:

1) Was the student's knowledge base in current management theory and applications and cultural relevancy and organizational effectiveness increased?

2) Did the student gain knowledge and experience in curriculum development?

3) Did the student gain experience as a trainer?

4) Did the student meet the objectives for developing and delivering the training program?

Evaluation tools and procedures

A self assessment, which utilized the information from the various evaluation tools discussed in section 6.1, was completed.

Evaluation results

A review of the operationalization of the practicum objectives was completed in Chapter 5. This included a review of how and when each task was completed. From this, I believe that the objectives for developing and delivering the training program were adequately met and achieved favorable results for the trainees as well as for the organization. The amount of research involved to develop the different modules was extensive, and through this process, I feel that I have gained a great wealth of knowledge and that I am very informed of current management theories, trends, and applications. I have enjoyed this immensely, and am able to use it on a daily and ongoing basis in my work. It has had many impacts on my behavior and the ways in which I carry out my job responsibilities

The research into cultural teachings, and in particular the impact of culture on organizational structure and effectiveness, was timely and of great interest to me. There is increasing information available in this area, but more research into the nature of management, and culturally competent management, with aboriginal organizations would be of benefit, particularly as such organizations increase in number.

The experience of developing curriculum was relatively new for me. I had experience in developing materials for workshops, two/three day training sessions, and conference presentations, but putting together a training plan and having relevant, timely, and adequate material for 30 hours of teaching at a time was quite a challenge

for me. I was overwhelmed at times at the amount of time and work this involved. It was particularly challenging to put a great volume of information and material into a concise, clear, and logical sequence that could be used to train others. My learning in this area was extensive. It is an area that I would like to develop and refine, as I found that I enjoyed this task. Based on the results of the evaluations discussed earlier in this report, I feel that I was able to include the materials that were relevant to the organization and to the trainees.

Being a trainer for 30 hours at a time was another challenge and was quite different from conducting a two to three day workshop. I was often surprised at how hard I was working during these days of training and how concentrated and focused I had to be. The need to be very knowledgeable and very prepared prior to coming to train was impressed upon me. There were a couple of modules where I was not as prepared as I would have liked and these were very difficult to teach. The need for flexibility as well as constant review and revision of material and approaches became very clear to me. I enjoyed doing this type of training and it is an area in which I would like to increase my experience. I feel from my own assessments of how the training sessions went, and the responses from the trainees in the various surveys, that I did a good job in this area and have good skills for training. It should be noted that the surveys were completed by the trainees who are also staff at WRCFS. As the Executive Coordinator in that agency, and therefore in a position of authority in the work environment, there may have been a higher rating given to my abilities, or at least a somewhat less critical one. Generally, I do not think that this is the case, as I feel that

most of these staff are able to give me accurate feedback, and I constantly encouraged them to do so throughout the training. However, it could be a factor, perhaps more for some than others.

One area of the training that was weak was the field placement component. More thought and planning needed to be done to ensure that there was role clarity and that performance criteria were clear to all concerned. The evaluations of the field placements were confusing due to my role as trainer and as Executive Coordinator. Generally, a person's immediate supervisor completes the evaluation. For the trainees, I was included in this process, in the role of trainer. However, I was also the Executive Coordinator, and I felt that my presence was often disconcerting to the supervisor. As well, it was often difficult for trainees to be clear on what was being evaluated for the training, and how that differed from their regular job performance. I would generally clarify at the outset of the evaluation that the specific job behaviors which I was looking for were in relation to what they had learned in the training, but there was no way of clearly separating these behaviors from their ongoing performance.

Overall, I believe the practicum went well. The training appears to have had, and continues to have, an impact within WRCFS. In my opinion, it has made significant impacts at all levels of the organization and in the lives of the trainees who were involved.

6.3   RECOMMENDATIONS AND IMPLICATIONS

There are a number of recommendations that came from the training, both from my own self assessment, as well as from the trainees and the other staff. These would be worthwhile considering in the event of a similar training program. In addition, there are some implications that would be relevant to the applicability of this training to other aboriginal organizations.

Recommendations

There are seven recommendations which would be worthwhile considering if one were to undertake a similar training program. I will briefly discuss each one:

1. The need for a good resource library became very evident during the training. Access to existing libraries is limited for staff based in the rural area that WRCFS covers. I spent a lot of my time looking for appropriate articles, books, videos, etc. and would photocopy material, buy and/or borrow the books and videos to make them available, and provide staff with the list of possible resources. It would have been beneficial to their learning to have the trainees do some of this research themselves, but time and distance did not allow for this to happen easily. As a result of the training, quite a library has been developed at WRCFS, and if the training were to be repeated in this setting, the trainees would be given greater responsibility to find appropriate sources of information. If the training were to take place in another rural location, the feasibility of building such

a library in-house, or at least having one readily available, should be considered.

2. The need for additional tutoring in reading and writing skills was identified by a number of trainees. I know that the need to improve writing skills is an agency training issue as well. The management training program would have been a good way in which to provide this. I would recommend that a module be included that deals with reading and writing skills, doing research, using a library, writing papers, and so on.

3. I would recommend that a future training program include greater use of the methods that were particularly identified by the trainees as helpful to their learning. Although different groups may identify other methods as helpful, the consistent response by all of the group to the use of small group discussions and the sharing circle in particular would make it likely to be applicable to other settings, particularly in aboriginal organizations.

4. I would recommend that some changes be made to the curriculum that was used for this training. Module one requires some refinement in the selection of the content to include. Based on the responses from the trainees, the volume of information received in this module was somewhat overwhelming. It was the module which was presented primarily in lecture format, and it had the highest number of handouts. Module eight, on teams and supervision, needs to incorporate more practical applications of the information. An increased use of methods such as role playing, small group discussions, and case examples would be helpful. Module four

covered situational leadership, taught by an outside facilitator, and the medicine wheel approach, taught primarily by one of the trainees. I would recommend that the medicine wheel and other aboriginal teachings be done in a separate module, so that more time and discussion can be allowed. In addition, I would recommend that elders be primarily used to teach this module, with the trainer making the linkages to the overall training program at the end of the session.

5. The use of field placements needs to be better planned. I would recommend that this be more fully developed in the planning phase, with clear objectives and procedures. It would be preferable if trainees were able to do a placement outside of their own agency, but the logistics of this may not be easy to work out. However, it would be helpful to provide more specifics on the field placement to the individual and his/her supervisor. As well, more discussion of this at the management team level, during the planning phase, might generate some practical implementation ideas.

6. I would recommend that more information on the content and the progress of the training be shared with other agency staff, particularly team members and/or immediate supervisors of the trainees. One suggestion was that a summary of the session and the handouts be made available to this group, so that they have a better understanding of what has been learned, and would be able to provide the trainees with feedback on their ability to apply this to the work setting. More information sharing could

also be helpful in dealing with any resentments that might exist among the other staff, especially if the training week results in an increased workload for them.

7. I would recommend some form of ongoing training be provided for the group of trainees following completion of the training program. This would assist in the learning process as there would be feedback and reinforcement for them as they apply what they have learned. It could also be a mechanism to maintain and/or enhance the group cohesiveness that developed during the training. Currently, at WRCFS, ongoing training is being done for two days every three months. The initial response from the staff has been very favorable.

Implications

There are a number of implications to be aware of if this training is to be repeated in another setting:

1. It is important to recognize that I was the trainer, and the Executive Coordinator of the agency involved in the training. This provided me with a unique opportunity to train staff, and to set policies and procedures that would complement and support the training and the trainees. It might have been a factor in the attendance and the participation of the trainees during the training sessions as the authority vested in the position of Executive Coordinator can be a motivating factor for staff to participate. It is perhaps somewhat more risky to miss a training session when the trainer is the boss!

2. All the trainees were from one organization and knew each other quite
   well. I have worked with them for some time, and am quite knowledgeable
   of their individual needs. This was beneficial in building group
   cohesiveness, in designing training to meet specific needs, and in quickly
   establishing the credibility of the trainer. It was easier to make the training
   relevant to their jobs, and to use examples that everyone was familiar with
   during the sessions. There was quite clearly a shared vision and mission
   for the organization among the group, as well as a shared organizational
   history. This knowledge and understanding facilitated discussions, as it
   was not necessary to review and/or explain case examples in great detail.
   This would not be the case in a group where trainees come from a number
   of different organizations. You might have situations where some of these
   organizations have significant management problems and the trainee's
   ability to impact or resolve these is minimal. This could lead to frustration
   and disillusionment with management training of any kind. The trainer
   would also need to pay more attention, at the outset of the training, to
   building trust and cohesiveness among the group.

3. The training group in this practicum involved a number of individuals
   already in management positions, with experience in many of the
   management functions. This was beneficial in helping them relate to many
   of the discussions and ideas presented in the training, and allowed them to
   share their experiences for the learning of others. A group that was made
   up of individuals with little or no management experience would need a

different approach and possibly a different emphasis in the presentation of the materials. For example, when talking about hiring staff with people who have interviewed and hired in the past, the focus would be on improving skills and techniques. With a group with no experience, the focus would need to be more on structuring the interview, what kinds of questions are permissible, and basic skills needed to conduct such an interview.

4. The literature on adult education points out that the trainer needs to establish credibility and trust with the trainees in order to be effective. Trainees need to know that the trainer is knowledgeable on the subject matter. Trust is built by the trainer approaching the situation as both a teacher and a learner, and by seeing the trainees in the same way. In this case, because of my relationship with all of the trainees, a high level of trust and credibility existed, and this task did not have to be attended to in the initial training sessions. If the training curriculum were to be used for another training, these principles of adult education need to be attended to, particularly in the determination of who the trainer(s) will be.

5. Perhaps the most important consideration is that such a training program requires a high level of support and interest from senior management. This is particularly true if a large group from one organization is being trained. In my case, I was senior management, and because of this position, was able to be supportive not only of the trainees, but also in implementing, at the agency level, many of the concepts and ideas from

the training. For example, the training on teams and supervision complemented the changes occurring within the agency in moving towards self directed teams. Trainees were able to quickly put their training into practice, in an environment where management decision-making supported this direction. As well, I had influence at the management team level in getting consensus and agreement for such a process. I was able to involve management staff on an ongoing basis during the planning phase, because I chaired the meetings. A group of staff who are learning new concepts and approaches would be quickly disillusioned if, within the agency, there was no support, and perhaps even reluctance, to make any changes. In this event, the trainer would need to spend considerable time with senior management during the planning phase, and have effective, frequent, and consistent contact with senior management throughout the training. This might prove more problematic than was the case at WRCFS, particularly if senior management was not highly committed to making the training a priority on their own agendas. The trainer would, at the planning stage, need to undertake some tasks that would assess not only the individual training needs, but the organization's management overall.

Having stated these considerations, I believe that such a training program can be implemented with success in other organizations and/or in a training group which originates from a number of different organizations. The curriculum itself is such that it is easily applicable to aboriginal social service

organizations, and indeed, was written with this in mind. The use of modules can accommodate changes in format. For example, if an organization is not able to free up staff for five days in a row, two day combinations might be an alternative, and one module can be delivered over two- two day sessions. As well, an organization could elect not to have a particular module in their training program. That kind of flexibility is built into this program.

I would find it quite a different and challenging experience to repeat this training program in a setting where I was only the trainer, not also the Executive Coordinator, and where the staff come from a number of different organizations. It would be beneficial to my personal learning and development, as well as to the overall improvement of the design and delivery of this training program.

Finally, this practicum has implications for further research in the area of aboriginal organizations and the nature of management, culturally competent organizations, and/or how aboriginal organizations can achieve cultural integrity. There is very little research to be found in this area, and to my knowledge, based on my research, little being done in the way of developing aboriginal organizations from this perspective. These organizations can become significant institutions of aboriginal governments, playing a key role in the revitalization and maintenance of the First Nations cultures. More

research could provide valuable information and support to them and the

emerging aboriginal governments.

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APPENDIX ONE : APPLICATION FORM

APPENDIX ONE

APPLICATION FORM
SUPERVISORS TRAINING

> TO ALL APPLICANTS: Complete ALL of the questions below. This will assist in the screening and selection process. There are no trick questions. Please answer all questions as straightforward and complete as possible.

NAME:
CURRENT POSITION:

1. For how many years have you been employed with WRCFS? _____

2. What positions have you held, and how long were you in each one?

3. In any of these positions, did you ever supervise anyone?
 If yes, indicate what the positions of these people were and how long you supervised them.

4. What positions did you have prior to coming to WRCFS and how long were you in each? (List only those positions related to present employment)

5. Did you supervise anyone during that time? If yes, how many and for how long?

6. What formal training do you have?

7. What are your plans for continuing your formal training? You must be specific. For example, if you put down that you are interested in getting your BSW, indicate when and where you are arranging to do this. If you have no concrete plans, and/or no intentions of furthering your training at this time, please say so.

8. Please list, in order of priority, your three main reasons for wanting to take the supervisors training course.

9. Attached is a sample of the type of contract you will be asked to sign if you are selected to take the supervisors training course. Are you prepared to sign this? What are your main concerns?

10. What would you see as the main problems for you in taking and completing this training?

11. If you successfully complete the training, what would be your expectations of WRCFS?

12. A draft outline of the content of the training is attached. Please review this outline. What areas do you   feel should be covered that are not included in this outline? What areas of the course outline do   you feel are of particular interest to you?

13. Do you have any suggestions for the location of the training? Would you prefer the same place for each training session or would you prefer changing training sites from module to module?

14. Would you prefer the training to be limited to WRCFS staff ? or Would you prefer a mix between WRCFS staff and other people? or Does it not make any difference to you either way?

15. Do you have any suggestions and/or recommendations for making this training successful and effective? Your ideas are most welcome!

APPENDIX TWO : STAFF ORGANIZATIONAL CHART

ORGANIZATIONAL CHART 94-95

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┌─────────────────────────────┐
│     BOARD OF DIRECTORS      │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│    EXECUTIVE COORDINATOR    │
│        Elsie Flette         │
└─────────────────────────────┘
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WINNIPEG OFFICE MANAGER	MANAGEMENT ASST. CLERICAL SUPERVISOR	DIRECTOR OF FINANCE	DIRECTOR OF PROGRAMS	PROGRAM ANALYST	REPATRIATION COORDINATOR
Leona Butchart	Barb Ostapowich	Carolyn Bohdanovich	Corbin Shangreaux	Esther Seidl	Shirlene Parisian

MANAGEMENT ASST. CLERICAL SUPERVISOR (Barb Ostapowich)
- Wendy Loewen
- Cary Lavallee
- Lana McKay
- Gloria Racette
- Phillip Thompson

DIRECTOR OF FINANCE (Carolyn Bohdanovich)
- Debbi Cwir
- Jody Frykas
- Sherry Perry
- JayJay Toews
- Pearl Whitford
- Tracy Cholka
- Eileen Neff
- Kelly McKay
- Irvin Palmer - Systems Manager

DIRECTOR OF PROGRAMS (Corbin Shangreaux)
Programs Asst.
Esther Beaulieu

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TEAM SUPERVISOR	TEAM SUPERVISOR	TEAM SUPERVISOR	TEAM SUPERVISOR	ALTERNATE CARE SUPERVISOR	THERAPEUTIC FOSTER CARE COORDINATOR	TRAINING & RESEARCH COORDINATOR
Diane McDonnell	Dave Boyd	Ed Langevin	Laury Fontaine	Stella Bone	Don Barnes	Linda Dustan

TEAM SUPERVISOR – Diane McDonnell

LLING RIVER:
- Murray McKay, CFS
- Dorothy McKay, PRS

IE CREEK:
- Margaret Chartrand, CFS
- Vivian McKay, PRS
- Debra Ives, School Based Worker

ESEEKOOWENIN:
- Donna Ducharme, CFS
- Norman Bone, PRS

TEAM SUPERVISOR – Dave Boyd

EBB & FLOW
- Glennis Mousseau, CFS
- Brenda Malcolm, PRS

CRANE RIVER:
- Julius Moar, CFS/PRS

WATERHEN:
- Marvin Catcheway, CFS
- Margaret Catcheway, PRS

GAMBLER:

TEAM SUPERVISOR – Ed Langevin

WAYWAYSEECAPPO
- Georgaline Beaulieu, CFS
- Georgina Houle, CFS
- Leanne Flett, PRS
- Sherri Carter
- Scott Lynxleg
- Myrtle Mentuck

WINNIPEG OUTREACH:
- Joan Molloy

TEAM SUPERVISOR – Laury Fontaine

VALLEY RIVER:
- Lillian Lynxleg, CFS
- Gail Mentuck, PRS
- Priscilla Rattlesnake, Case Aide

FAMILY AND COMMUNITY HEALING CENTRE

TREATMENT SUPPORT
- Laurie Church, Coordinator
TX Support Workers:
- Gaylene Byskal
- Eileen Ranville
- Marge Favell
- Sheila Brown
- Lenore Fenton

FAMILY VIOLENCE
- Terry Hinton, Coordinator
ADDICTIONS:
- Stan Roulette
FAMILY LIFE & PERSONAL GROWTH:
- Delbert Nepinak, Senior Worker
- Colin Kakewash, Life Skills Coach
- Corinne Kakewash

ALTERNATE CARE SUPERVISOR – Stella Bone
- Lisa Monych
- Elizabeth Perry
- Karen Wilson, Secretary

THERAPEUTIC FOSTER CARE COORDINATOR – Don Barnes
- George Anderson
- Noreen Myles
- Shannon Hart
- Marcel McKay
  - Eva Mecas
- Patty Caine
  - Ramona Pavaghadi

TRAINING & RESEARCH COORDINATOR – Linda Dustan
- Ron Evancio Special Project

┌─────────────────────┐
│   ABUSE TEAM   │
│   · Vince McKay   │
│   · Laura Simpson   │
└─────────────────────┘

APPENDIX THREE : INITIAL MODULE OUTLINE AND OVERVIEW

APPENDIX THREE

LIST OF MAJOR TOPICS IN THE COURSE / PROGRAM

Module One: Context of Supervision / Theoretical Bases

- Historical Overview
- Current Practice
- The Role of Supervision
- Working with Adults

Module Two: The Transition from Worker to Supervisor

- Transition from peer to supervisor
- Changes in the nature of the task
- Changes in focus
- Four critical issues
- Making the transition successfully / effectively

Module Three: Roles and Functions of Supervision

- Model of Management
- An aboriginal model of supervision
- Supervisor as teacher and trainer
- Leadership : what makes a leader?
- Examining the functions of management and the supervisors role
- Settings for supervision
- Supervision in a community based setting

Module Four: Skills Required for Effective Supervision

- The Medicine Wheel as the framework for skill development
- Interpersonal Skills required
- Technical Skills required
- Process Skills required

Module Five: Personnel Management

- Staffing
- The Probationary Period
- Discipline
- Evaluating
- Job Descriptions
- Ongoing supervision
- Dealing with problem employees
- Dealing with personal problems of employees
- The ongoing professional development of staff
- Maintaining positive employee relationships

- Use of authority
- Administrative functions associated with personnel management

Module Six: Supervision and Service Delivery

- Case Management
- Program Development

Module Seven: Being a Member of the Management Team

- The Larger Picture
- Learning to Delegate
- Decision Making
- Political Interference in the Management Process
- The Planning Function
- Being supervised

Module Eight: Administrative Functions of a Supervisor

- Red tape, bureaucracies, and paperwork
- Financial responsibilities
- Writing proposals
- Meetings
- Lines of authority
- Legal considerations
- Computerized information systems

Module Nine: Taking Care of Yourself and Your Own Development

- Holding yourself accountable
- Developing yourself
- Looking after yourself

Module Ten: Teams and the Role of the Supervisor

- Defining Teams
- When to use teams
- Characteristics of effective teams
- Building of good teams
- Role of the supervisor with teams

Module Eleven: Supervisory Styles and Approaches

- Models of supervision / management
- Aboriginal approach : The Medicine Wheel
- Situational Leadership Model
- Composing a model / developing your style

APPENDIX FOUR : FINAL TRAINING SCHEDULE

APPENDIX FOUR

SUPERVISORS TRAINING COURSE

SCHEDULE

Selection of trainees		Sept/92
Module 1	Context of supervision/theoretical bases	Oct. 19 - 23/92
Module 2	Transition from worker to supervisor	Nov. 30 - Dec. 4/92
Module 3	Roles and Functions of Supervision	Jan 11 - 15/93
Module 4	Supervision Styles and Approaches: Situational Leadership; the Medicine Wheel Approach	April 5 - 8/93
Module 5	Experiential - Week of Ceremonies	June 1 - 5/93
	Wrap up for summer	June 24/93
Module 6	Skills Required for Effective Supervision (part 1)	Sept. 13 - 17/93
Module 7	Skills Required for Effective Supervision (part 2)	Oct. 25 - 29/93
Module 8	Teams and Supervision	Jan. 24 - 28/94
Module 9	Supervision and Service Delivery using a Team Approach	Feb. 28 - Mar. 4/94
Module 10	Personnel Management	April 18 - 22/94
Module 11	Personal Growth	June 6 - 10/94
Module 12	Being a Member of the Management Team/ Admin. Functions of Supervisor	Oct. 3 - 7/94

Field Placements : Will be set up at some point in the training

APPENDIX FIVE : DETAILED MODULE OUTLINE AND OBJECTIVES

APPENDIX FIVE

MODULE ONE

TOPIC: CONTEXT OF SUPERVISION/THEORETICAL BASES

MODULE OUTLINE:

I. Historical overview

    A. The origins of social work
    B. The origins of child welfare
    C. Theoretical bases informing social work/child welfare
    D. Traditional aboriginal child welfare practices

II. Current practice

    A. Social work/child welfare practice today: mainstream vs. aboriginal
    B. Value bases that inform social work/child welfare practice: mainstream vs. aboriginal
    C. Demographics of First Nations people and communities

III. The Role of Supervision

    A. Supervision in the social services
    B. Supervision in child welfare
    C. First Nations child welfare and the role of supervisor
    D. Supervision and cultural considerations

IV. Working with Adults

    A. Adult Learning Theory and supervision
    B. Ways of Knowing/ways of learning
    C. Teaching and fostering the use of Critical Thinking

Assignments:

Readings:

Tapes:

Tests:

MODULE OBJECTIVES

1.   Provide the trainee with an historical overview of Indian child welfare, to set the context in which s/he will be working and supervising.

2.   Provide the trainee with a brief review of First Nations demographics, to provide a better understanding of the differences among communities and client groups, as well as a description of the populations that the supervisor will be working with.

3.   Provide the trainee with a review of the differences between First Nations child welfare services and those of the mainstream

4.   Provide the trainee with a brief overview of how child welfare started, some of its evolution's, and some of the theory that informs child welfare practice today, with a comparison to ways in which traditional aboriginal societies provided for the protection of children

5.   Overview of the development of supervision in the social services and the most common theories prevalent today, and then to provide an examination of these in the aboriginal context, in order to develop a model of supervision in the aboriginal setting.

6.   Review of adult learning theory and its importance to the supervisor in the training and development of staff

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE I, THE TRAINEE WILL BE ABLE TO:

a. Give a brief description of the origins of social work
b. Give a brief description of the origins of child welfare
c. Briefly describe two main theory bases that underlie social work practice
d. Briefly describe two main theory bases that underlie child welfare practice
e. List four differences between the mainstream vs. aboriginal child welfare practice
f. List four value differences in the helping process between mainstream and aboriginal practice
g. State the unique aspect of supervision in social work practice
h. Give two key roles of the supervisor in a child welfare agency
i. State two key cultural considerations for aboriginal agencies and supervision
j. Provide a summary of adult learning theory
k. Describe ways of knowing/learning in aboriginal cultures
l. Demonstrate the use of critical thinking in a case situation

MODULE TWO

TOPIC: THE TRANSITION FROM WORKER TO SUPERVISOR

OUTLINE:

I. From peer to superior
    A. Relationships with others
    B. Authority and decision making
    C. Personal and professional relationships

II. Changes in the nature of the task
    A. From doing to getting others to do
    B. Teaching
    C. Being responsible for what others do
    D. In charge and responsible for outcomes and service delivery

III. Changes in Focus
    A. From a select area to a larger organizational picture
    B. From front line to leading, directing, overseeing

IV. Four critical issues
    A. Use of authority
    B. Relationship orientation
    C. Accountability and evaluation
    D. Agency politics and organizational dynamics

V. Making the transition successfully and effectively

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

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MODULE OBJECTIVES

1.   Familiarize the trainee with the transition issues that occur when a shift if made from worker to supervisor.

2.   Look at the transition issues in the area of relationships, changes in the nature of the task, and changes in the focus of the person and their job

3.   Provide opportunities for the trainee to apply some of these teachings to case situations

4.   Discuss in detail the four critical issues that the person will need to resolve successfully in the transition phase if s/he is to become a successful/effective supervisor

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE II THE TRAINEE WILL BE ABLE TO:

a. Describe three areas of change in the transition process
b. Describe the four critical areas of the transition phase
c. Give three suggestions for making the transition phase effective/successful

MODULE THREE

TOPIC: ROLES AND FUNCTION OF SUPERVISION

OUTLINE:

I. Models of the functions of management
    A. Traditional business model
    B. Middleman and Rhodes
    C. Situational Leadership
    D. MIM
    E. Kouzes and Posner
    F. Leadership Styles

II. A model of supervision: an aboriginal approach

III. The supervisor as teacher and trainer

IV. Leadership - What makes a leader?

V. Examining the functions of management and the supervisors role
    A. Planning/Directing/Explorer/Challenging
        1. Setting goals and priorities (function of planning)
        2. Threats and Opportunities
        3. Exploring options
        4. Developing a plan
    B. Organizing/Coaching/Artist/Inspiring Vision
    C. Staffing/Supporting/Judge/Enabling others to Act
    D. Directing/Delegating/Warrior/Modeling the Way
    E. Controlling/Encouraging the Heart

VI. Settings for supervision (individual, group, peer)

VII. Supervision in a community based setting
    A. With staff
    B. With community groups/committees

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1.	Look at how various models have presented the functions of management and compare the similarities and differences of these models

2.	Present, in detail, an aboriginal approach to a model of supervision, and discuss and practice its applications to the trainees setting

3.	Examine, in greater detail, the role of the supervisor as a teacher and trainer

4.	To look at the various functions of supervision and the tasks of each, and provide the trainee with opportunities to apply these

5.	To examine in some detail the task of setting goals and priorities, looking a techniques in doing this, and providing opportunity for practice

6.	To examine the various types of conditions under which supervision is provided, and the differing approaches that a supervisor must take under different circumstances

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE III, THE TRAINEE WILL BE ABLE TO:

a. Describe four models of the functions of management
b. Give the key elements of an aboriginal model of supervision
c. Give an example of goal and priority setting in a case situation
d. Discuss the types of supervision and key differences
e. Discuss the main considerations of supervision in a community based setting

MODULE FOUR

TOPIC: SUPERVISORY STYLES AND APPROACHES

I.   Models of supervision/management
        A. Traditional management model
        B. Middleman & Rhodes
        C. Situational Leadership
        D. Kouzes & Posner
        E. Leadership Styles (MIM)
        F. MIM

II.   Aboriginal approach
        A. Using cultural values to build a model : "The best of both"

III.   Situational Leadership Model

IV.   Composing a model/developing your style

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1.   Examine in detail the various models which outline various management styles/approaches

2.   To develop an aboriginal model, utilizing cultural values and mainstream models

3.   To examine in detail the model of situational leadership and provide opportunities for trainees to practice this in case situations

4.   To integrate the concept of situational leadership with the aboriginal model of supervision

5.   To provide an opportunity for trainees to consider, practice, and begin to develop their own style

LEARNER OBJECTIVES

BY THE END OF MODULE /∨   ., THE TRAINEE WILL BE ABLE TO:

   a. Give a brief description of each of the models of management
   b. Outline an aboriginal model of supervision
   c. Apply the situational leadership model to various case examples, and use appropriately the various leadership styles in this model
   d. Demonstrate the use of situational leadership in case examples within the aboriginal model
   e. Begin to define their own style and approach

TOPIC: SKILLS REQUIRED FOR EFFECTIVE SUPERVISION

OUTLINE:

I. The Medicine Wheel as the framework/setting around which skills are developed

II. Interpersonal Skills
- A. Communication Skills
  - 1. Verbal/non-verbal
  - 2. Written
  - 3. Climate
  - 4. Feedback skills
  - 5. Listening
- B. Assertiveness
- C. Confronting
- D. Conflict Management
  - 1. Conflict theory
  - 2. Mediation
  - 3. Resolution
- E. Encouraging criticism: giving and taking
- F. Self-esteem/self-confidence
  - 1. self assessment
  - 2. professional image
- G. Crisis Management
- H. Values Clarification
- I. Handling Difficult People

III. Technical Skills
- A. Theoretical and knowledge base of child welfare
- B. Information systems
- C. Knowledge of agency procedures
- D. Knowledge of supervision issues/development of supervision skills
- E. Writing skills
  - 1. Letters/memos
  - 2. Presentations/summaries
- F. Oral and presentation skills
- G. Teaching and Training skills
- H. Organizing skills
- I. Time Management skills
  - 1. Your own
  - 2. Teaching staff to manage their time
- J. Using the telephone to your advantage
- K. Risk assessment
- L. Needs analysis
- M. Interviewing skills

IV. Process Skills
    A. Critical thinking
    B. Negotiating
    C. Mediating
    D. Liaison
    E. Problem solving
            1. Problem analysis
            2. Seeking resolution
    F. Decision making
    G. Leadership
            1. Qualities
            2. Delegation
    H. Conducting effective meetings
    I. Dealing with gender differences
    J. Goal setting/setting priorities
    K. Handling multiple demands
    L. Motivation
            1. Motivating others
            2. Motivating yourself
    M. Networking
    N. Perception/observation
    O. Persuasion
    P. Office Politics

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1. To examine in detail the skills required by a supervisor, and to provide the trainees with opportunities to practice and develop the critical skill areas

2. To discuss the concept of the Medicine Wheel and its use in traditional society, and then to apply this as the framework in which the supervisor should develop the skills

3. To examine the primary skills needed in three areas: interpersonal skills, technical skills, and process skills

4. To identify and focus on the major critical skills in each of these three areas

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE *V*. THE TRAINEE WILL BE ABLE TO:

 a. Outline the use of the Medicine Wheel as a framework for skill development
 b. Demonstrate four interpersonal skills
 c. Discuss and demonstrate the importance of four technical skills
 d. Demonstrate five process skills
 e. List the key elements of being a leader

MODULE SIX

TOPIC: TEAMS AND THE ROLE OF SUPERVISOR

MODULE OUTLINE:

I.   Defining teams

II.   When to use teams

III..   Characteristics of effective teams
             A. Basics of good teamwork
             B. Warning signals of a bad team

IV.   Building teams

V.   Role of Supervisor with teams
             A. Team supervision
             B. Team decisions
             C. "Hostile takeovers"

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1. To examine the concept of teamwork and its application to the agency

2. To define what is meant by a team and examine the characteristics of good teams

3. To look at when the use of teams is appropriate and when not

4. To examine how a supervisor can put together a good team and build it

5. To examine the role of a supervisor with teams and the skills required

6. To examine the use of authority with teams

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE \/| . THE TRAINEE WILL BE ABLE TO:

a. Be able to give four ways in which teams can by used within the agency
b. Be able to give the definition of a team
c. List six characteristics of a good team
d. Give examples of three situations in which teamwork is appropriate
e. Give examples of three situations where a team approach may not be suitable
f. List and demonstrate three ways in which a supervisor and build a good team
g. Explain the role of a supervisor with a team and give examples
h. List four skills needed by the supervisor in supervising teams and demonstrate these
i. Give three critical issues related to the use of authority in teamwork
j. Demonstrate how to maintain control with teams
k. List three different uses of authority with a team

MODULE SEVEN

TOPIC: PERSONNEL MANAGEMENT

OUTLINE:

I. Staffing
      A. Screening and Interviewing
      B. Hiring
      C. Contracting
      D. Orientation
      E. Terminating

II. The probationary period and supervision

III. Discipline

IV. Evaluating
      A. Formal Evaluations
      B. Informal, ongoing evaluation

V. Developing and Revising Job Descriptions

VI. Ongoing supervision
      A. Techniques
      B. Tracking and recording your supervision sessions
      C. Support functions

VII. Dealing with problem employees

VIII. Dealing with the personal problems of employees

IX. Planning for the ongoing professional development of your staff

X. Maintaining positive employee relationships

XI. Use of authority

XII. Administrative functions associated with personnel management

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1. To look at the area of managing personnel and the supervisors responsibility in this area

2. To examine the key areas involved in personnel management and provide opportunity for trainees to develop some skills and techniques in these areas

3. To examine the use of authority on the part of the supervisor in managing personnel

4. To review and practice the various administrative tasks associated with personnel management

5. To look ways in which the supervisor can encourage and promote the professional development of staff

UPON COMPLETION OF MODULE VII, THE TRAINEE WILL BE ABLE TO:

a. Develop an interview questionnaire
b. List the key areas to be covered in an orientation
c. List the key reasons for a probationary period
d. Outline the progressive disciplinary process
e. List three reasons for using proper disciplinary procedures
f. List the key components of a good job description
g. Write a job description
h. Describe three techniques to use in ongoing supervision
i. List three different approaches to dealing with problem employees
j. Outline a case example of dealing with an employee's personal problems
k. Outline a process for developing a career path with a staff
l. Give examples of use of authority in four different types of situations
m. List and demonstrate three administrative functions associated with personnel mgmt.

MODULE EIGHT

TOPIC: SUPERVISION AND SERVICE DELIVERY:
CASE MANAGEMENT AND PROGRAM DEVELOPMENT

OUTLINE:

I. CASE MANAGEMENT
    A. Role of the supervisor vs. role of the worker
    B. Case planning and management: techniques/skills
    C. Case supervision techniques
    D. Caseload management techniques
    E. The case conference and the role of the supervisor
    F. Inter-agency responsibilities
    G. Serving on committees/representing the agency
    H. Constructive supervision for effective service delivery

II. PROGRAM DEVELOPMENT
    A. Supervisors role in the planning cycle
        1. Identification and needs analysis
        2. Development
        3. Implementation
        4. Evaluation
    B. Supervisors role in the community
        1. Liaison for the agency
        2. Support for the worker
        3. Advocate for community members
        4. Advocate for community

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1.   To examine the difference between the workers role and the supervisors role in case management, case planning, and caseload management

2.   To examine and practice techniques that the supervisor can use in teaching workers how to manage cases and caseloads

3.   To examine and practice techniques that the supervisor can use in managing a number of workers with caseloads and a numerous cases

4.   To look at the supervisors role in case conferencing, the elements of a case conference, and allow trainees to practice techniques in having effective case conferences

5.   To look at a supervisors responsibility and role in participating on committees, inter-agency matters, etc.

6.   To spend some time practicing the use of constructive criticism, and looking at how a supervisor can use this in supervision as well as how this can be taught to workers for use in case work

7.   To look at the stages and tasks involved in program development and examine closely the supervisors role in this aspect of service delivery

8.   To examine the role of a supervisor in a community based service model, and the various roles that a supervisor will need to carry out in this type of setting

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE VII,THE TRAINEE WILL BE ABLE TO:

a. List the main elements of the supervisor's role in case management
b. Outline three techniques to use in case planning/management with a worker
c. Outline three techniques in supervision of cases
d. Outline and demonstrate three techniques to use in caseload management
e. Articulate the difference between case management and caseload management
f. Demonstrate the role of the supervisor in a case conference
g. Outline the key stages of the planning cycle
h. Outline the steps in each stage of the planning cycle
i. Develop a program using the steps of the planning cycle
j. Differentiate between the worker's role and the supervisor's role
k. Outline and describe the various roles that a supervisor takes in a community

MODULE NINE

TOPIC: BEING A MEMBER OF THE MANAGEMENT TEAM

OUTLINE:

I. The larger picture
    A. Agency expectations vs. staff expectations
    B. Responsibility and accountability to the agency vs. to the staff
    C. Being granted authority within the agency structure
    D. Agency goals/personal goals/staff goals

II. Learning to Delegate
    A. How to do it
    B. How to stay on top of it
    C. Delegating vs. abdicating

III. Decision making
    A. Context in which decisions must be made
    B. Making and communicating your decisions
    C. Reviewing/correcting/upholding your decisions

IV. Political Interference in the Management Process
    A. How to minimize
    B. Dealing with staff who use politics
    C. The appropriate role for political power in management

V. The Planning Function
    A. Setting agency goals and priorities
    B. Operationalizing goals
    C. Project planning
    D. Project leadership

VI. Being supervised
    A. Using supervision for yourself appropriately
    B. Supervision for the supervisor vs. supervision for front-line staff
    C. "Passing the buck" / Fence sitting
    D. Carrying out agency policies, philosophies, directions

VII. Teamwork at the Management Level

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1. To enable the trainees to see the supervisory role as part of the bigger picture.

2. To practise getting the bigger picture and identifying its elements

3. To look at the stages of delegating and to practise this technique in case situations

4. To look at the decision making process and the role of a leader in this

5. To look at the participation of the supervisor as a management team player

6. To look at case situations of political interference in the management process and identify the correct roles of politics in management, as well as to look at techniques and response to minimize this type of interference

7. To look at project planning and the tasks of a management in this.

8. To identify supervision needs of a supervisor, how to use supervision effectively, agency expectations of supervision for supervisors, wrong ways to use your supervisor, and final authorities

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE /X., THE TRAINEE WILL BE ABLE TO:

a. Give examples of agency expectations vs. staff expectations
b. Provide three ways of effective delegating
c. Outline a process for making decisions
d. Give examples of political interference in the management process
e. Provide three ways of dealing with political interference
f. Outline the key steps in project planning
g. Give three elements needed by a project leader
h. Describe three key differences between being supervised and supervising
i. Describe appropriate supervision for the supervisor

TOPIC: ADMINISTRATIVE FUNCTIONS OF A SUPERVISOR

OUTLINE:

I. "Red tape", bureaucracies, and paperwork
      A. Authorizations
      B. Approvals
      C. Recommendations
      D. Signing authorities

II. Financial responsibilities
      A. Securing funding
      B. Monitoring expenditures
      C. Proper documentation and approvals
      D. Working cooperatively and effectively with accounting staff
            1. Understanding each others roles
            2. Flexibility and accountability

III. Writing Proposals
      A. Why
      B. How

IV. Meetings
      A. Attending
      B. Selecting
      C. Conducting

V. Lines of authority

VI. Legal considerations
      A. Liabilities: personal/agency
      B. Staying on top of things
      C. Reporting responsibility
      D. Getting staff to take responsibility

VII. Computerized information systems
      A. Knowing it
      B. Using it as a management tool
      C. Getting staff to use it as a case management tool

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1. To identify the key area of administration that a supervisor has responsibility for

2. To examine these areas in light of their place in the overall administration of an agency and how the parts all fit together into the bigger picture and how each persons role is necessary to keep the whole functioning smoothly

3. To look at ways of writing effective proposals

4. To look at the role that meetings play and how a supervisor can see that these are productive and effective

5. Examine the legal considerations that a supervisor must make in day to day functioning

6. Looking at the supervisors role in computerized information system

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE χ ., THE TRAINEE WILL BE ABLE TO:

a. List three key areas of "red tape" for which a supervisor is responsible
b. Provide examples of results of failure to meet red tape requirements
c. List the financial responsibilities of middle management
d. Develop a framework for a written proposal
e. Develop a framework conducting a meeting
f. Outline the supervisors place in the lines of authority
g. Demonstrate comfort in using authority with staff
h. List three legal considerations of a supervisor
i. Know the key elements of the computerized information system
j. Know the key elements of the computer and its use to the supervisor

TOPIC: TAKING CARE OF YOURSELF AND YOUR OWN PROFESSIONAL DEVELOPMENT

OUTLINE:

I. Holding yourself accountable
      A. Self discipline
      B. Supervising yourself
      C. Learning to seek your own rewards

II. Developing yourself
      A. Self development
      B. Professional development

III. Looking after yourself
      A. Stress management
      B. Learning to say "no"
      C. Respecting yourself and your time
      D. Use of time off
      E. Supervision is no place for victims

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

MODULE OBJECTIVES

1.   Examine ways in which you can measure your own effectiveness and give yourself rewards

2.   Examine ways in which you can practice self discipline and hold yourself accountable

3.   Help each trainee being to develop their own career path

4.   Examine and practice techniques for looking after your own mental well being

LEARNER OBJECTIVES

UPON COMPLETION OF MODULE XI, THE TRAINEE WILL BE ABLE TO:

   a. List and demonstrate four techniques for holding him/herself accountable
   b. List ways in which to seek rewards
   c. Outline a career path for self
   d. Give examples of when to say no
   e. Give three examples of stress management techniques and demonstrate these
   f. Give examples of "shit thinking" and positive thinking
   g. List three consequences of supervision as a victim

FIELD PLACEMENT MODULE

OUTLINE:

Trainees will spend a minimum of 2 weeks (maximum of 3) in another agency, with a supervisor. Focus will be primarily observational, but the supervisor in that agency may provide opportunity for some on hands experience.

Primarily non-native agency settings will be sought so that trainees will have opportunity to observe services to aboriginal and non-aboriginal clients in these settings, as well as to observe other cross-cultural services.

The placement for each trainee will be negotiated with the outside agency. The field placement will take place at some point in the total training course.

MODULE OBJECTIVES:

1. Provide staff with exposure to other settings

2. Provide staff with opportunity to learn from other role models (supervisors)

3. Provide staff with opportunities to observe various styles in order to develop their own

4. Provide staff with opportunity to practice some of the skills learned and to get feedback on this

5. Provide staff with new learning opportunities/other ways of looking at things

LEARNER OBJECTIVES:

UPON COMPLETION OF THE FIELD PLACEMENT, THE TRAINEE WILL BE ABLE TO:

  a. List three areas of similarities and three areas of differences between the two agencies
  b. List three areas in which the training supervisor demonstrated skill and explain why
  c. List three areas in which the training supervisor did not handle things well and explain why
  d. Do an application of the various models of management to what was observed
  e. Compare what was observed to the aboriginal model of supervision
  f. Do a critical incident report on one situation that occurred

ASSIGNMENTS:

READINGS:

TAPES:

TESTS:

APPENDIX SIX : MIM NEEDS SURVEY

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MIM Management Centre

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APPENDIX SEVEN : CONTRACT BETWEEN TRAINEE AND AGENCY

APPENDIX SEVEN

<div align="center">

TRAINING CONTRACT

between

WEST REGION CHILD AND FAMILY SERVICES INC. (WRCFS)

and

_____(trainee)

</div>

1. Contract shall apply for the period of the training course and includes nine (9) weeks of classroom training and a minimum of 2 weeks and maximum of 3 weeks in field placement.

2. The training schedule shall be as outlined. WRCFS reserves the right to make changes to this schedule as deemed necessary and/or as circumstances call for. Any change in the schedule shall in no way relieve the trainee of their obligations under this contract.

3. Attendance at all training sessions is mandatory. Trainees must be on time and must complete   fully each day and each week of training. Failure to do so may result in being asked to leave the training and in pay being docked.

4. You may not simply drop out of the training once it has begun. A decision to quit must be arrived at by mutual agreement between the trainee, the director of programs, and the Executive   Coordinator.

5. All assignments must be completed by the deadline assigned. Every effort will be made to help the trainee with difficult areas. If extensions are required, the trainee must arrange this by mutual agreement with the trainer.

6. It is understood by the trainee that completion of this training in no way obligates WRCFS to put the trainee into a supervisory position and/or to reclassify the trainees current position.

7. The trainee agrees to participate fully in all training sessions.

8. WRCFS agrees to provide the trainee with the time to attend the training sessions, with pay, and to provide reasonable supports to assist the trainee in completing the training.

9. The trainee is responsible to purchase any books that may be required. Wherever feasible, WRCFS will endeavor to supply the needed material and/or make it available at the most reasonable costs.

10. The trainee understands that assignments and tasks, as well as performance will be ranked and marked. The trainer will provide the criteria for this ranking to the trainee.

11. Cost of the training (accommodations, travel, meals) that may be required will be provided by   WRCFS to its staff. Staff who do not complete the training may be required to repay any costs   incurred by WRCFS on their behalf.

The above conditions have been read and are understood. By signature, I agree to abide by them.

_____   _____
(Trainee)   for WRCFS

_____   _____
Date   Date

APPENDIX EIGHT : COMPREHENSIVE SURVEY

SUPERVISORS TRAINING
EVALUATION

We have completed eleven of the twelve modules of the training. This evaluation is intended to provide feedback on various parts of this training. The information will be used to look at modifications/changes to the course content, delivery formats, and so on.

Please answer each question.

PART I: COURSE CONTENT

---

1. Overall, was the material that was presented clear and understandable for you?

Not very clear   Somewhat   Adequate   Clear   Very clear
1   2   3   4   5

2.   a. Which module was the most difficult in terms of the material presented? (See list)
Module # _____   Topic: _____

b. Did this present a difficulty for you?

I could not keep up   Kept up with difficulty   Kept up   No real problem
1   2   3   4

c.   What suggestions do you have to improve this module?

_____
_____
_____
_____
_____
_____
_____

d. Was there a module which you found too simple? Yes _____ No _____ if yes, what
suggestions   do you have to improve this?

_____
_____
_____
_____
_____
_____
_____

3. How would you rate the balance between theoretical information and practical application? Circle one.
a. Good Balance between theory and practical
b. Too much theory
c. Not enough theory

d. Too much emphasis on practical
e. Too little emphasis on practical

4. In general, how would you rate the level at which the content was presented? Circle one.
   a. way over my head
   b. much too simplistic
   c. just right
   d. able to keep up but somewhat over my head
   e. tendency to the simplistic

5. Was the content of the course generally new information for you? Circle one.
   a. largely covered information I was already very familiar with
   b. familiar with some information but I learned many new things
   c. largely repetitive and boring for me
   d. almost all new and/or additional information for me

6. Was the content of the course generally information you already knew? YES _____ NO _____

7. Do you feel the content added to your overall knowledge base?

Very little	Somewhat	Significantly	Greatly
1	2	3	4

8. Which module contained the most new information for you?
   Module # _____   Topic: _____

9. Which module contained the most repetitive information for you?
   Module # _____   Topic: _____

10. How would you rate each module in terms of accomplishing learner objectives?

	Very low	Low	Moderate	High	Very high	Not present
Module 1	1	2	3	4	5	6
Module 2	1	2	3	4	5	6
Module 3	1	2	3	4	5	6
Module 4	1	2	3	4	5	6
Module 5	1	2	3	4	5	6
Module 6	1	2	3	4	5	6
Module 7	1	2	3	4	5	6
Module 8	1	2	3	4	5	6
Module 9	1	2	3	4	5	6

Module 10	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 11	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 12	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6

11. How would you rate each module in terms of being applicable to your work environment?

Module 1	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 2	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 3	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 4	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 5	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 6	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 7	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 8	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 9	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 10	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 11	Very low 1	Low 2	Moderate 3	High 4	Very high 5	Not present 6
Module 12	Very low	Low	Moderate	High	Very high	Not present

12. Overall, did you feel that the course material was culturally appropriate/relevant to an aboriginal social services agency?

| Very little 1 | Somewhat 2 | Appropriate 3 | Very appropriate 4 | Highly appropriate 5 |

13. Did you feel that cultural components were integrated into the course content and the format of the training?
  a. well integrated
  b. seemed too stilted
  c. appeared out of place
  d. irrelevant

PART II: USEFULNESS / APPLICABILITY OF THE COURSE

14. How would you rate the amount you have learned through this course?

Learned very little for me	Learned somewhat	Average	Learned a lot	Has been a major learning
1	2	3	4	5

15. What do you think has helped to make this training effective for you? List all the things you can think of.

16. What might make it more effective?

17. What has stood in the way of your learning during this course?

18. How could this be improved?

19. Have you been able to apply some of the things you learned in this course in your work? Give two examples.

20. Have you been able to apply some of the things you learned in this course in your personal life? Give two examples.

4

21. Have you seen examples of any of your colleagues who are taking the training making use of what they learned in the course in the work setting? Give examples.

22. Is there something that you can suggest which would help in transferring what you learn in the course to the work setting?

23.   a. What were your personal learning objectives for this course?

   b. Do you feel that your personal learning objectives for this course have been achieved?
      YES _____   NO _____

      If not, why not?

24. Do you feel that the course helped in broadening/expanding your knowledge of cultural teachings? Anything in particular?   Please comment as fully as possible.

PART III: DELIVERY FORMAT

25. How would you rate the method in which trainees were selected for the course?

Poor	Fair	Adequate	Good	Very good
1	2	3	4	5

How would you improve and/or add to the selection process?

26. Overall, how would you rate the various handouts you received throughout the training?

Waste of paper	Somewhat helpful	Helpful	Good	Very useful
1	2	3	4	5

How would you improve and/or enhance the handouts?

27. Overall, how would you rate the use of visual aids during the course?

Poor	Fair	Average	Good	Very good
1	2	3	4	5

How would you improve and/or enhance the use of visual aids?

28. Generally, did you feel that the information was presented at a pace which allowed you to understand it readily? Circle one

    a. no, much too fast
    b. no, much too slow
    c. just right
    d. somewhat fast, could be slowed down somewhat
    e. somewhat slow, could be speeded up somewhat
    f. Other comment:

29. Was there a module where you felt the pace was too fast? YES _____ NO _____
    If YES, which one: Module # _____ Topic: _____

30. Was there a module where you felt the pace was too slow? YES _____ NO _____
    If YES, which one: Module # _____ Topic: _____

31. Did the various training aids used assist you in your learning? Check all that apply:
     a. videos
     b. overheads
     c. games
     d. small group work
     e. hand outs
     f. workbooks
     g. class notes
     h. role plays
     I. Other: (specify) _____

32. Was the length of the sessions appropriate?
     a. Too long
     b. Too short
     c. Just right
     d. Other?

33. Generally, did you feel that there was adequate time for group discussion/involvement/questions?
               YES _____   NO_____
     If No, what suggestions can you make?

34. Which format did you like the most?
     a. Small group
     b. Large group
     c. Independent
     d. Assignment
     e. Trainee presentations
     f. Videos
     g. Other: Specify all that apply to you

     Can you comment on why you choose the one you did?

35. Which format did you like the least?

     a. Small group
     b. Large group
     c. Independent
     d. Assignment
     e. Trainee presentations
     f. Videos
     g. Other: Specify all that apply to you

     Can you comment on why you choose the one you did?

36. Do you like the one straight week of training? YES _____ NO _____

    Are there any suggestions/comments?

37. Did you feel the six weeks between modules was good or should it be more or less?
    a. Too much time in between
    b. Too little time in between / should be more than 6 weeks
    c. Time in between was good for me
    d. Other comments:

38. Overall, what did you like the most about the format used for this training?

39. Overall, what did you like the least about the format used for this training?

40. What kinds of supports/resources do you think would make the training more effective? Check all that apply.

 a. Just fine as it was
 b. More back up for my workload while I'm in training
 c. More resources available (library, books, etc.)
 d. Course in writing/reading skills
 e. More time off to get assignments done
 f. Help with child care
 g. Tutoring
 h. Others (add all you wish)

41. What kinds of supports/resources would you like to see to help you use the things you learned in the work setting more effectively? Check all that apply.

 a. Just fine as it was
 b. More back up for my workload while I'm in training
 c. More resources available (library, books, etc.)
 d. Course in writing/reading skills
 e. More time off to get assignments done
 f. Help with child care
 g. Tutoring
 h. Others (add all you wish)

42. What kinds of supports/resources would enhance/improve your learning?

 a. Just fine as it was
 b. More back up for my workload while I'm in training
 c. More resources available (library, books, etc.)
 d. Course in writing/reading skills
 e. More time off to get assignments done
 f. Help with child care
 g. Tutoring
 h. Others (add all you wish)

PART V:　　SETTING/PHYSICAL ENVIRONMENT

43. What is your overall rating of the space used for training?

Poor　　　　　Adequate　　　　　Good　　　　Excellent

44. What did you like the most about it?

45. What did you like the least about it?

46. How would you rate the daily schedule that was generally used throughout the training? Any suggestions/ideas?

PART VI:　　ASSIGNMENTS

47. Did you find it difficult to complete the assignments which were given out? Yes ____ No ____
    If yes, can you comment on why?

48. What was the most difficult, for you, in completing the assignments?

49. Did you feel that the assignments added to what you learned in the class?
    Yes _____ NO _____

    Please comment on why or why not.

50. Did you feel the assignments were relevant to your work? YES ____ NO _____

51. What assignment was the most difficult for you?

52. What assignment had the least value for you?

53. What assignment was the most beneficial in terms of your learning?

54. What type of assignment do you prefer?   Circle all that apply.

       a. Paper done on my own
       b. Group paper
       c. Group presentation
       d. Test
       e. Oral presentation
       f. Reading assignments
       g. Other: List all you can think of.

55. Do you have any suggestions for other methods that could be used in between modules to reinforce what was learned in class?

PART VII: TRAINER

Note: This section refers to Elsie, not to guest presenters.

56. Did the course instructor show a good understanding / knowledge of the material presented?

Not at all	Somewhat	Good	Very Good
1	2	3	4

57. Did the instructor answer questions with knowledgeable and clear answers?

Not at all	Somewhat	Good	Very Good
1	2	3	4

58. How well did the instructor manage the group?

Not at all	Somewhat	Good	Very Good
1	2	3	4

59. Was the instructor open to discussion of the subject matters?

Not at all	Somewhat	Good	Very Good
1	2	3	4

60. How did the instructor handle people getting off track?

Not at all	Somewhat	Good	Very Good
1	2	3	4

61. Was the instructor prepared for the sessions?

Not at all	Somewhat	Good	Very Good
1	2	3	4

62. Did the instructor make appropriate use of handouts and other resource materials?

Not at all	Somewhat	Good	Very Good
1	2	3	4

63. Did the instructor foster / encourage critical thinking?

Not at all	Somewhat	Good	Very Good
1	2	3	4

64. What style of instruction do you find best for your own learning?

65. What ideas/suggestions/comments can you give to the instructor for future courses?

66. How would you rate your knowledge and understanding of management practices now as compared to when you first applied for this training?

I know less	About the same	A little more	Quite a bit more	A lot more
1	2	3	4	5

67. Has this training given you a better understanding of the "large picture" of an agency?

I know less	About the same	A little more	Quite a bit more	A lot more
1	2	3	4	5

68. Do you feel that the training has given you more knowledge and understanding of the roles and responsibilities of management?

I know less	About the same	A little more	Quite a bit more	A lot more
1	2	3	4	5

69. Has the training given you increased insight into your self and your strengths and weaknesses?

I know less	About the same	A little more	Quite a bit more	A lot more
1	2	3	4	5

70. Do you feel better equipped to participate in and/or contribute to management decisions within the agency?

I know less	About the same	A little more	Quite a bit more	A lot more
1	2	3	4	5

71. The training has made me feel much more a part of things in the agency.

False	Somewhat true	True	Very true	Absolutely
1	2	3	4	5

72. I feel part of a team with the other trainees.

False	Somewhat true	True	Very true	Absolutely
1	2	3	4	5

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73. How would you rate the amount of time given to relationship/team building in training?

    a. Too much time spent on this
    b. Too little time spent on this
    c. Found it inappropriate for a training session
    d. Found it to be a good balance
    e. Other

74. Do you, personally, enjoy this type of process? Please comment.

PART IX: GENERAL COMMENTS / SUGGESTIONS

If there is something you feel has not been covered and/or if there is something you particularly wish to
and/or if there are any other ideas / suggestions you would make if you were to take this training again,
comment freely.

LE	TOPIC	ASSIGNMENTS
1	Context of supervision/theoretical bases	1. Annotated Bibliography (articles under "culture" and "Native People") 2. Written Test 3. Paper: Critical thinking re. self government and social services
2	Transition Period - from worker to supervisor	1. Paper: Ted, the new Supervisor 2. Tape (Assertiveness Training OR How to delegate OR Personal Power OR First Time Manager)
3	Roles and Functions of Management / Supervision	1. Paper: Case example OR Day in the Life of ...
4	Supervision Styles and Approaches: Situational Leadership; the Medicine Wheel Approach	1. Paper on using Medicine Wheel 2. Oral Presentation on situational leadership
5	Experiential - Week of Ceremonies (Voluntary)	1. Journal
6	Skills Required for Effective Supervision (Part I)	1. Presentation for training week
7	Skills Required for Effective Supervision (Part II) (Group presentations)	1. Paper 1: Delegation 2. Paper 2: Meetings OR Negotiation Or problem solving
8	Teams and Supervision	1. Paper: Stages of Team Development 2. Two workbooks (Team building/Leadership)
9	Supervision and Service Delivery: using a Team Approach	1. Team building workshop and oral presentation and write-up
10	Personnel Management	1. Video: Performance Reviews 2. Coat of Arms 3. Performance Poster 4. Read articles
11	Personal Growth	No assignment
12	Being a Member of the Management Team; Administrative Functions of a Supervisor	

APPENDIX NINE : SURVEY OF OTHER STAFF

APPENDIX NINE

<div align="center">

General Staff Survey
of
SUPERVISORS TRAINING COURSE

</div>

This survey is intended to get your feedback and/or comments on the supervisors training course.   This survey is intended for staff who did NOT take the training.

Your comments will be important to help in evaluating the training course and in making improvements/enhancements for the next training.

PLEASE ANSWER ALL QUESTIONS.

1. What is your position in the agency? Circle one.

   a. Accounting
   b. Clerical
   c. Social worker
   d. Management
   e. Other (specify) _____

2. Do you have anyone in your unit who is taking the training? YES _____ NO _____
      If yes, how many people ? _____

3. How has the training affected your unit?   (Please comment on issues such as workload, morale, knowledge, team building, etc. Please feel free to comment on both positive and negative effects.)

4. How has the training affected you? (Please comment on issues such as workload, morale, knowledge, team building, etc. Please feel free to comment on both positive and negative effects.)

5. The training was held one week every six weeks over a two year period. How did this format affect your unit?

Do you have any suggestions for other formats that might work better?

6. Do you feel that the training has had an affect on the agency? Circle one and indicate by a "+" or "-" if it was positive or negative.

None	Very little	Some	Significant	Major
1	2	3	4	5

7. In what way do you feel that it has had an effect? Circle all that apply.

    a. Morale improved
    b. Increased knowledge base of staff
    c. Cultural teachings carried over to work setting
    d. Improved self esteem / confidence among trainees
    e. Improved ways of approaching issues by the trainees
    f. Sharing of ideas with other staff
    g. Teaching of new ideas to other staff
    h. Impact has been primarily negative one
    I. Other (please list all of the ones you wish)

8. Can you give at least 2 specific examples of how the training has increased the knowledge base of individuals?

9. Can you give at least 2 examples of how the training has helped in the personal development of staff?

10. a. Are you familiar with the course content? Yes _____ No _____

     If yes, please answer the following:

     b. What should have been included?

     c. What was not relevant?

     d. Do you feel there was a good balance between theory and practical application?

     e. What comments do you have about the cultural relevancy of the course?

     f. What comments do you have about the relevancy of the content to the agency?

11. Do you think that the training helped in fostering team building in the agency? Circle one.

Made no difference	Some	Improved teams	Aided greatly
1	2	3	4

12. Do you think the training helped to empower staff, to make them more likely to participate in, and contribute to, management practices and/or decisions?
Can you give examples?

13. Do you feel that the training, in general, helped to increase the confidence/self-esteem of the trainees?

Not noticeably	Somewhat	Noticeable	Had significant impact
1	2	3	4

14. Do you feel, generally, that the training was beneficial to the agency?

Waste of time/$	Some help	Helpful	Very helpful	Significant
1	2	3	4	5

15. If we were to hold another supervisors training, what comments/suggestions would you have to make that could improve/enhance the training for the trainees AND for the agency?

16. Any other general comments / suggestions?

**APPENDIX TEN : SAMPLE SURVEYS TO EVALUATE INDIVIDUAL
MODULES**

SUPERVISORS TRAINING: MODULE ONE
EVALUATION

> Please feel very free to make your comments/suggestions. This is the pilot run for this course, and I would really appreciate honest input. You can put your name on the evaluation if you wish but it is not necessary.

What I learned most in module one is:

What I need to learn more of is:

What I will have difficulty in applying is:

My overall feelings about Module one are:

If I were asked by a close friend how I saw this module/course, I would say:

My participation thus far has been:

1	2	3	4	5	6	7
(LO)						(HI)

My satisfaction with the content of this module is:

1	2	3	4	5	6	7
(LO)						(HI)

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My satisfaction with the facilitator for this module is:

1	2	3	4	5	6	7
(LO)						(HI)

The degree to which the group has been participating is:

1	2	3	4	5	6	7
(LO)						(HI)

What part of Module One did you like the most?

What part of Module One did you like the least?

Module Two will be dealing with the topic: Transition from Worker to Supervisor. Do you have any suggestions for this module, either on content (things you would like to see discussed/addressed) or on format (the kind of ways/means used to teach).

Any other comments or suggestions on any part of this module or the upcoming modules?

Are there any areas of this Module where you would like some more help on? If so, please state what they are. You can do this on a separate piece of paper, with your name on it, if you do not want your name on the rest of this evaluation.

TEAMS AND SUPERVISION
EVALUATION OF TRAINING MODULE

1. The module objectives were:
   _____   1. to examine the concept of teamwork and its application to the agency
   _____   2. to define what is meant by a team and examine the characteristics of good teams
   _____   3. to look at when teams are appropriate and when they are not
   _____   4. to examine how a supervisor can put together a good team and build it
   _____   5. To examine the role of a supervisor with teams, and the skills required
   _____   6. To examine the use of authority with teams

Beside each of the objectives, please rate how well the module met the objective. Use a scale of one to six, with one being "not too well" and six being "very well".

2. How useful did you find the information in this module ?

1	2	3	4	5	6
Irrelevant to me					Very useful

3. How did you find the following areas in this module?   Rate each item on a scale of 1 to 6, with one being "Poor" and 6 being "Excellent".

   Content: _____
   Pacing: _____
   Amount of material: _____
   Presentation formats used: _____

4. What would have made the session more effective/helpful for you?

_____

_____

_____

_____

5. What is one thing that you learned/relearned in this session that you will be able to put into practice right away?

_____

_____

_____

_____

6. How would you rate the handouts which you received?   _____
   `(Rate on a scale of 1 to 6, with 1 being Poor and 6 being Excellent)

7. How would you rate the presenter:
   (Rate each area on a scale of 1 to 6, with 1 being Poor and 6 being Excellent)

   Knowledge of subject   _____
   Organization of material   _____
   Clarity of presenting   _____
   Willingness to discuss/answer questions   _____

8. In what way might this session have been better? Please comment freely.

The Manitoba Institute of Management Inc.

50 STAFFORD STREET / WINNIPEG, MANITOBA, CANADA R3M 2V7   PHONE (204) 452-6701

WORKSHOP APPRAISAL FORM

RESOURCE PERSON(S) ___HEATHER ERHARD___

_____   DATE ___April 6, 7/93___

WORKSHOP TITLE ___SITUATIONAL LEADERSHIP___
            (WEST REGION CHILD AND FAMILY SERVICES)

A. **Subject Content**

	Too Much	Balanced	Not Enough
1. Theoretical	_____	16	_____
2. Practical	_____	16	_____

B. **Subject Level**

	Too Elementary	Just Right	Too Advanced
	_____	(1) 15	_____

C. **Presentation**

	Not Effective			Effective		MEAN
1. Ability to Communicate	1	2	3^1	4^7	5^8	4.44
2. Emphasis of Key Points	1	2	3	4^8	5^8	4.50
3. Visual Aids (if used)	1	2	3^1	4^5	5^{10}	4.56
4. Handout Material (if used)	1	2	3^1	4^5	5^{10}	4.56
5. Activities	1	2^1	3^3	4^7	5^5	4.00
6. Achievement of Stated Objectives	1	2	3^1	4^9	5^6	4.31

D. **Overall Rating**

	Low									High	
Your overall rating of the workshop	1	2	3	4	5	6^1	7^3	8^3	9^4	10^5	8.56

(Please complete reverse side)

E.   The 2 or 3 key things, which I learned or relearned, that I can apply as a manager are:

- be sure of your facts
- don't be afraid to accept responsibility for problems
- Developmental stages and supervision styles - I found this very beneficial and plan to implement it with my supervisor.
- Tasky - I observed how you kept the group going, and how you stayed on track.
- Situational Leadership Models
- S1 Directing; S2 Coaching; S3 Supporting; S4 Delegating and the Developmental Levels.
- I also learned and understood now how to assess if people are at the right level and to look more critically at if they are being over or under supervised like delegating if the person is at Level S2 needing high direction high support.
-   How to assess developmental levels and match styles.
- Very common sense approach where I need to improve.
-   Determine the developmental level of your people and make sure to supervise at the same level.
- Working in groups is more helpful than presentations.
- Adapting leadership style to situation/task.
- Identifying network - key people important to my job.
-   able to identify different levels of people.- different processes in dealing with others
-   How to look at a situation and understand that there are different ways to deal with different situations and people.
- To learn that as a manager, I may be operating at a level and I will know what type of supervision I require.
- Development varies in situations
- Communication - clear and updated is important as is evaluation
- The development level - leadership styles should match in order to be effective.
- It was really interesting to look at leadership styles. It was nice to put a label on some of the approaches I am utilizing. I found all of the information presented very practical and am sure it will be very useful in application.
-   "Performance Improvement Planning" - how to determine major tasks
- Performance factors - 80% of things you can control
- How to apply situational leadership to a variety of uses
- Dealing with people like "HANK"!!
- I found everything very informative, Heather - so its hard to pinpoint key things.
- Performance Improvement Planning
- The Supervisor/Manager's Job/Network
- Supervision style

F. Your suggestions for improvement would be appreciated:

- at times the transition to different phases was disjointed
- You did a very good (excellent) job. You developed rapport with the group and were flexible in determining what style you should use with the group. Good role modelling. Thanx.
- Not that I can think of
- I enjoyed the presentations and felt they were easy to grasp and work with by the end of the 2 day period.
- need more time to think about and learn the information presented
- I can't think of anything right now.
- More practical, hands-on role plays
- I would like to see groups formed in a different manner i.e. numbering 1, 2, 3..... 1'2 in a group, 2's in a group, etc. This provides an opportunity for people to mix.
- Keep up the good work. No regression allowed on your part!

G. Other comments:

- well paced
- participation encouraged
- Keep up the good work and hope to see you again - Gladys M.
- Good presentation
- Thank you. I learned a lot.
- really liked the presenter's humour
- lots of information
- really enjoyed these two days
- Enjoyed your enthusiasm! I'm sure you have presented the material several times but it doesn't affect your delivery in a negative way. Obviously you enjoy what you do.
- It was well presented.
- Very interesting
- Enjoyed both days; had fun while learning
- It was nice meeting you.
- Great presentation, I really appreciated Heather's sense of humour and her attitude.
- Presentation was clear and interesting.
- This is a style that can be put into practice.
- Handouts were very helpful.
- I really enjoyed your presentation styles and appreciated your open, friendly, and humourous approach. Thank you.
- Excellent workshop. Heather was very interesting and very easy to listen to. I hope you will be able to come back again.
- I really enjoyed your presentation:
    - clear/concise
    - good sense of humour
    - organized/good pace
    - varied use of methods in presentation i.e. handouts, VHS, overheads, group work (large & small)
- relaxed/flexible
- Hope to see your again soon! - Odette

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SUPERVISOR'S TRAINING MODULE 6 - PART II
DELEGATION SKILLS - EVALUATION

1. <u>Subject Content</u>   <u>Too Much</u>   <u>Balanced</u>   <u>Not Enough</u>

   a) Theoretical   _____   _____   _____
   b) Practical   _____   _____   _____

2. <u>Subject Level</u>   <u>Too Elementary</u>   <u>Just Right</u>   <u>Too Advanced</u>

       _____   _____   _____

3. Is the information being provided in a manner which is easily understood?

   Poor   Acceptable   Good   Very Good

4. Is the information being presented at a rate or pace which allows you to understand it readily?

   Poor   Acceptable   Good   Very Good

5. Are the training aids (overheads, flipcharts, handouts, etc.) being used in a manner which assists you in grasping the material?

   Poor   Acceptable   Good   Very Good

6. Were questions answered effectively?

   Poor   Acceptable   Good   Very Good

7. Your overall rating of the presentation?

   <u>Low</u>   <u>High</u>

   1   2   3   4   5   6   7   8   9   10

8. What may have made the session more effective for you?

9. The 2 or 3 key things, which I learned or relearned, that I can apply as a supervisor are:

10. Your suggestions for improvement would be appreciated:

Thank you for taking the time to fill this out, your comments are important.

EVALUATION OF TRAINING SESSION
"Learning the Skills of Negotiation"

1. My personal objectives and expectations in attending
    the training session were achieved.

    1   2   3   4   5   6   7   8   9   10
    (strongly disagree)   (strongly agree)

Comments:

2. The (a) length and (b) content of the session were
    appropriate.

(a) Length:

    1   2   3   4   5   6   7   8   9   10
    (strongly disagree)   (strongly agree)

Comments:

(b) Content

    1   2   3   4   5   6   7   8   9   10
    (strongly disagree)   (strongly agree)

Comments:

3. What parts did you find most useful?

4. Can you give one example of how you may be able to
    apply the information from this session to your role as
    a practitioner?

5. Do you have suggestions for improvement?

6. What types of information and resources would you like
    to see in additional training sessions?

APPENDIX 64

OPINIONNAIRE--HOW I FEEL ABOUT THIS COURSE

This form is designed to learn about your feelings toward various aspects of the course you have just completed. Check the appropriate picture to indicate the degree of satisfaction you wish to express for each item. Your feedback will help us to develop a more effective course for future participants. Added written comments may be given on the reverse side of the page.

1. Length of course
   Comment:
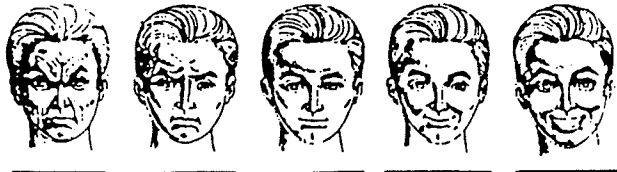
2. Content (subject matter)
   Comment:
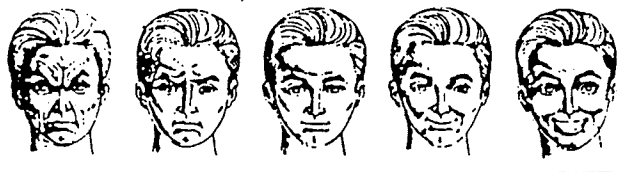
3. Pre-work
   Comment:
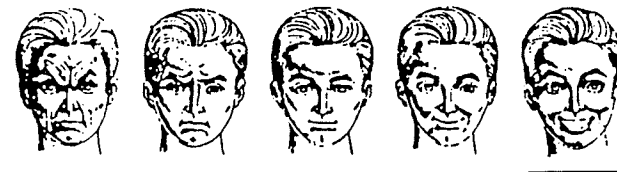
4. Talks/lecturette
   Comment:
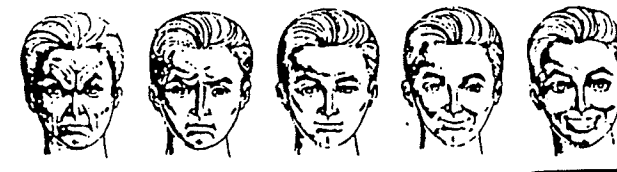
5. Films and discussion
   Comment:
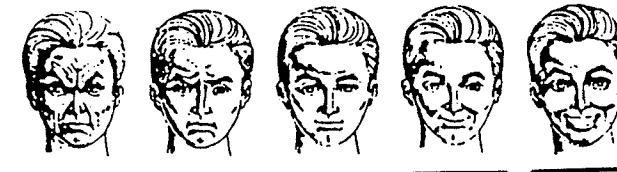
6. Small group work
   Comment:
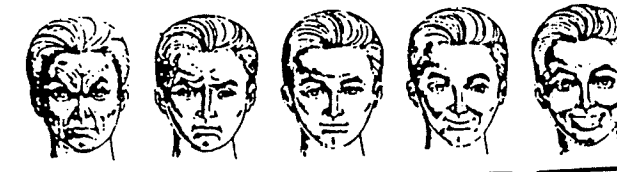
7. Exercises/games
   Comment:

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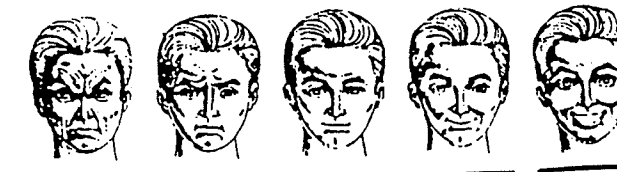
ENDIX 64 CONTINUED

Handouts
Comment:
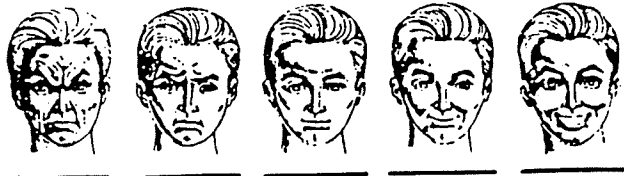
Evening sessions
Comment:
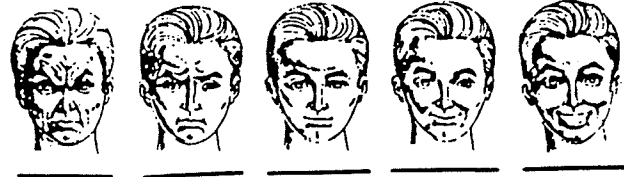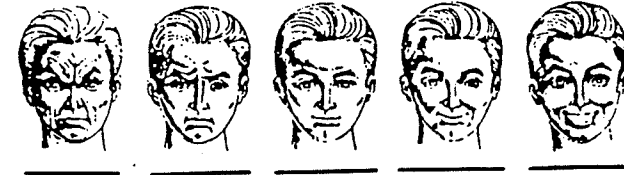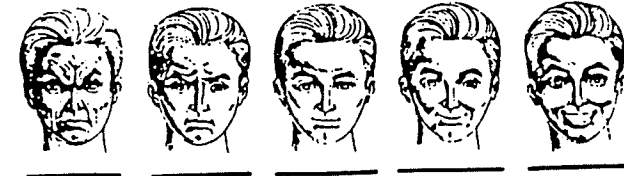

Outside resource people
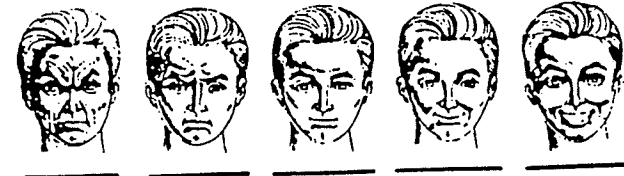Comment:
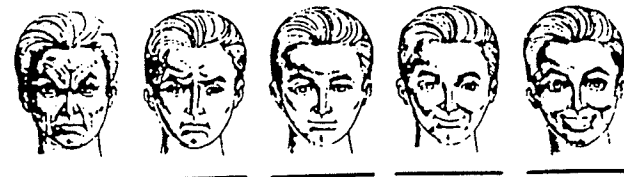
Training staff
Comment:
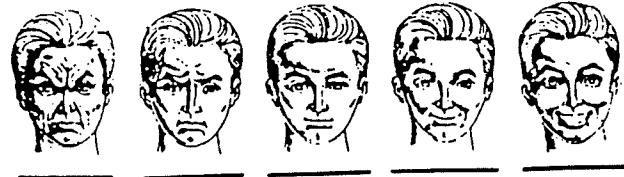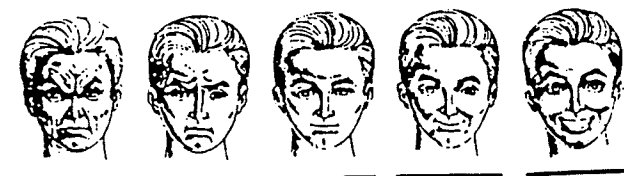

Organization of course
Comment:

Physical facilities
Comment:

Overall benefit from course
Comment:

How other participants might react to
this course
Comment:

. Additional comments