



*Orientation to the  
Occupation of*

**ABORIGINAL  
ECONOMIC DEVELOPMENT OFFICER**

Developed with the financial support of

**CEDTAP**  
Community Economic  
Development Technical  
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**PATDEC**  
Programme d'assistance  
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économique communautaire

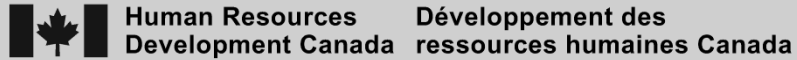


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and



# This Guidebook is Designed for You

This guidebook contains information about the occupation of Aboriginal EDO. Starting with the basics, it outlines who Aboriginal EDOs are and what they do. From there, we look at an overview of the job, the connections it makes, planning and being an effective Aboriginal EDO, and the importance of working as a team with economic development being only one component of healthy community development.

Finally, at the end of certain sections there is a part called “Your Turn.” Just as when we are in talking circles, there is a chance to listen and a chance to participate. We would like you to participate in this discussion of the occupation of Aboriginal EDO by answering some of the questions in the exercises. These exercises are intended as a tool to help assess what you already know about the occupation of Aboriginal EDO, work through some of the ideas we present, and do a little self-assessment related to this career choice. Don’t worry! There are no rights or wrong answers for the questions. The exercises will give you a chance to think about and apply the ideas that we have talked about. Or, if you prefer, you may just read the information included in this guidebook and leave the exercises for a later time. Do what works best for you.

*tip!*

Don't feel limited by the worksheets. They are meant to only *guide* you.

Copy them if you need more space to write or insert a blank page.

As a result of reading this guidebook, you will have a better understanding of the occupation of an Aboriginal EDO, the skills, knowledge, abilities and values that Aboriginal EDOs should have and the context in which they are doing their work. The guidebook is designed to explain not only the occupation, but also the economic and community-based activities that an Aboriginal EDO helps to create, and some of the tools and techniques used to do the job well.

Since the occupation of Aboriginal EDO is evolving very quickly, so too is our learning about it. This guidebook, therefore, is simply a snapshot of what is currently happening with the occupation and a brief introduction to the environment in which the occupation is emerging.

# Introduction

This guidebook is recognition of the good and important work being done across Canada by Aboriginal Economic Development Officers.

It is a response to an expressed need for better understanding of the Aboriginal EDO occupation and its connection to the well-being and future of Aboriginal communities. Understanding the occupation is increasingly important in order to understand the results or outcomes that Aboriginal EDOs are responsible for - and the skills and knowledge they require in order to perform their jobs well.

Aboriginal EDOs and everyone they work with will find this guidebook of interest. It is useful to those new to the job, as well as to Aboriginal EDOs who have been working in the occupation for many years. This guidebook could be used by anyone hiring an Aboriginal EDO, or assessing the job performance of someone in the role. It may also be appropriate for those developing training plans or job descriptions for band office roles and duties.

Community members may see the relationship between economic development, social planning and environmental and cultural matters through the role of the Aboriginal EDO. While an Aboriginal EDO's job varies from community to community, it is rarely done in isolation. Rather, the Aboriginal EDO is one part of a larger group of people preparing for future opportunities. Aboriginal EDOs must respect cultural traditions while developing economic options to address today's needs without damaging the legacy of future generations. Therefore, this guidebook will be also of interest to anyone involved in community planning, management or leadership.

## *note!*

You will see reference throughout this document to the acronym Aboriginal 'EDO', which stands for *Aboriginal Economic Development Officers*. Although some people have this as a job title, others who do much the same work may have titles such as Business Development Officer, Community Developer, Aboriginal Liaison Officer, and so on.

Please note that the reference Aboriginal 'EDO' in this guidebook is intended to be inclusive of anyone who does work in the field of Aboriginal economic development, and should not be seen as a narrow job title.

# Orientation

## TO THE Occupation

Aboriginal EDOs work in Canadian Aboriginal communities separated by vast distances, who often live in geographically isolated and remote communities. They work in economic development for:

- *First Nations;*
- *Inuit Communities;*
- *Métis Settlements;*
- *Aboriginal Capital Corporations;*
- *Community Futures Organizations;*
- *Aboriginal banking institutions; and*
- *Local, regional, provincial, territorial and national governments.*

An Aboriginal EDO is often the only individual responsible for promoting employment, helping community members draft business plans, negotiating resource and other arrangements with large corporations, and encouraging business and industry development in their community. All this must occur while balancing the community's cultural and spiritual needs. Most Aboriginal EDOs do their best to meet these demands with limited specific or relevant training or education, and with few accessible resources.



Although Aboriginal EDOs often appear to work on their own, whatever they do (or do not do) has an impact on every aspect of community living from elections to education, from social development to environmental protection and cultural stewardship. An Aboriginal EDO's role usually has some direct association to treaty negotiations, community planning, land use and sustainability.

As a result of the importance of this role, much thought should be given not only to what the job is, but also to what kind of person should be in the job. Their needs, and their ability (or lack of ability) to do their job well, should be of interest to everyone in the community. An Aboriginal EDO's job most often takes place in organizations, communities and economic conditions that are constantly changing. Their role (and the expectations associated with it) frequently changes too, with very few places to learn how to become effective in a hurry. Most communities have only one Aboriginal EDO, and while much of the job is based on instinct and good old-fashioned "know-how", rarely is there training money or the opportunity to build or increase capacity around this important occupation.

# Starting

## WITH THE Basics

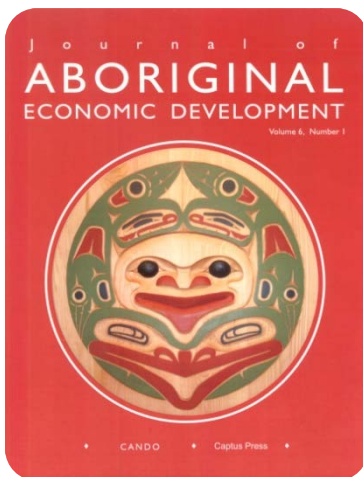
### *What* is an **Aboriginal EDO**?

An Aboriginal EDO is a person who works in the field of economic development at the community level or for an organization that works for Aboriginal communities.

While Aboriginal EDOs exist in many organizations, sectors and businesses, this guidebook is primarily directed toward the work being done by those working in or with Aboriginal communities and the organizations that serve them.



The title of the occupation is usually Aboriginal Economic Development Officer, but does change from community to community or organization to organization, along with the actual role or tasks of the Aboriginal EDO. Often there seem to be as many titles and designations for the occupation as there are job descriptions!



There are also variations on the title of Aboriginal EDO. In many places you will find a CEDO (Community Economic Development Officer), BDO (Business Development Officer), CDO (Community Development Officer) and others.

Basically, an Economic Developer is hired to improve the economic situation of the community, to find ways to create jobs, to assist with the establishment of businesses and to help create the environment in which the local economy and the community will flourish. As the title suggests, an Aboriginal EDO is the person responsible for economic development.

# Aboriginal EDO

## Profile

A small group of Aboriginal EDOs were asked to create a profile of a typical Aboriginal EDO. They were asked to describe how they think others see them. They started by saying that *the Aboriginal EDO is the person you blame if there are no jobs*, but decided to change it to the following....



*“Aboriginal EDOs are good people to be friends with because they know everyone and have **excellent contacts and connections specially related to business and economics.***

*They can do any number of things and are seen doing several of them at once). Very often it is the Aboriginal EDO who knows what is going on with government programs and policy. If asked, **they probably will know exactly who to call about just about anything.** They are usually pretty good talkers (and Listeners) and can get a great deal done in a short period of time.”*

*“Aboriginal EDOs are **creative people** who like working out details as well as designing concepts. They get along with all different types of people but can be loners. They can work almost anywhere from coffee shops to fancy boardrooms”*

*“Aboriginal EDOs are the type of **people who take risks** and don’t always like authority or restrictions. Most prefer to be “out there” wheeling and dealing rather than in an office. Because they work a lot at night and on weekends, they may not be the first ones into the office in the morning. By and large, Aboriginal EDOs are an optimistic lot who **think carefully about the community as a whole**, not just the gain or benefit to one or two people.”*

# What are an Aboriginal EDOs duties & responsibilities?



The role of Aboriginal EDO can cover a vast array of duties and tasks. While some Aboriginal EDOs focus on job-creation projects and helping local people with their business ideas, others are negotiating deals to establish or diversify the community's economic base and increase all manner of economic opportunities.

An Aboriginal EDO's job might involve setting up development corporations or other structures to manage development processes -- or it might involve forming appropriate partnerships and seeking venture capital and cooperative investments.

The work ranges from helping to develop local business plans to very complex economic endeavors. Aboriginal EDOs say that they do everything from coordinating short-term community employment and training projects, to promoting local businesses at trade shows, to finding financial support for ideas and plans, no matter how small or large.

## *remember!*

The actual tasks or projects obviously change over time, but what remains constant is that the *job is very important* - and a great number of people expect a lot from it and the person in it.



## Your Turn...

# What is involved in the job?

As you read above, the duties and responsibilities of an Aboriginal EDO can vary from local projects to large-scale economic ventures. The Aboriginal EDO's role is also always changing over time with new technologies, new opportunities, and new circumstances.

1. What might be some of the primary jobs or tasks of an Aboriginal EDO that you can think of?

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2. Do you think these tasks or duties have changed over the last few years? If yes, how?

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3. How and where could you find out more information about the changing role and responsibilities of Aboriginal EDOs?

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# Advantages AND

## Limitations of the Occupation



To be effective as an Aboriginal EDO, it is important to understand the occupation. Understanding the tasks and duties of the job is one thing that a job description and a work plan can help with, but hearing from other Aboriginal EDOs about the job is another useful way to build understanding. Twenty Aboriginal EDOs were asked what the advantages and limitations of the occupation are. They had the following to say.

The **advantages** of the occupation:

- *It is exciting and always changing*
- *Good potential for future career moves*
- *Always learning*
- *There's both independence and teamwork*
- *It is based on relationships and people*
- *Power*
- *Ability to make a real difference*
- *Travel*
- *Being part of something that will matter years from now*

Add any more you can think of:

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The **limitations** of the occupation:

- *Poor job descriptions*
- *Unrealistic expectations*
- *Not enough authority*
- *Lack of clear direction*
- *Politics (interference/gossip/sudden changes)*
- *Burn out*
- *Working in isolation*
- *Extensive travel*
- *Being an "Everything Development Officer"*
- *Limited budgets - high expectations*

Add any more you can think of:

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# **Your** Turn...

## Advantages

## AND Limitations of the Occupation

1. Do you think that there are any ways to lessen or minimize the drawbacks and challenges? If yes, how?

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2. If you were giving a presentation to a group of students interested in economic development as a career, what would you tell them is the most rewarding thing about being an Aboriginal EDO?

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# What kind of people *are Aboriginal EDOs?*

It is not easy to describe the kind of person an Aboriginal EDO is because each one is unique. However, as with other occupations, this one attracts a certain kind of person.

When Aboriginal EDOs were asked to describe themselves, they offered the following characteristics, values, and beliefs they feel are common or typical of most Aboriginal EDOs.



## Aboriginal EDOs are....

- Dealmakers and go-getters
- Very flexible and able to think on their feet
- Not easily discouraged
- Able to work with political leaders, politics and political realities
- Risk takers
- Good with details
- Well skilled and connected
- Able to make decisions and take the consequences
- Able to say no
- Good grasp of financial management
- Able to think conceptually and practically at the same time
- Not easily threatened
- Optimistic and community minded
- Like adventure and putting pieces together

## Aboriginal EDOs value...

- Communities and their people
- Making connections and cutting deals
- Seeking opportunities that have short and long term returns
- Diversity and differences
- Partnerships and collaborations
- Good returns on investments
- Lifelong learning



## Aboriginal EDOs believe that...

- What they do is important, but it is not the whole thing
- Everyone who wants a job or an education should be able to have them
- Everyone has the right (or responsibility) to earn a livelihood
- As an Aboriginal EDO you cannot be all things to all people
- Every community has potential and opportunities
- Isolation does not have to be a huge barrier to economic options and opportunities
- There is much to be gained from the past while preparing for the future
- Previous experience is important and should be acknowledged
- Economic stability depends on more than the Aboriginal EDO and elected leaders - everyone has a role to play

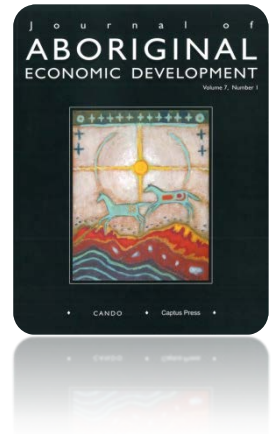




# Your Turn...

## What kind of people are Aboriginal EDOs?

Take a look at these lists and think about your personal characteristics or the characteristics of the Aboriginal EDO in your community.



1. Are there any characteristics, values, and beliefs that you think should be added to this list? Add them here.

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2. Do you think some of these characteristics, values, and beliefs are more important than other ones? Which ones and why?

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3. In your opinion, can some of these features be learned or acquired? Are some of them attributes that someone "just has"? Explain.

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4. How do your personal characteristics fit with this list? What characteristics do you already possess and which ones do you need to work on?

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# Job Descriptions

## AND *Performance Appraisals*

Now that you have worked through the above section, you are probably ready to get started on developing or revising your current job description.

When asked about job descriptions, several Aboriginal EDOs said they either don't have one, or that the one they have does not reflect what they do. Aboriginal EDOs had the following to say about their job descriptions and performance appraisals:

*"The job changes so much it is hard to describe or to make realistic work plans. Sometimes it is difficult to know what you are supposed to be doing or when to do it. Although this is often up to you, much of what is needed is beyond your control. There's not much you can do when you are waiting for funding or financial approval. Sometimes people get enthused about something and you do a great deal of work on it - and then it doesn't fly. Other times, with very little effort, something major lands and you are busy trying to keep up. It is hard to measure what an Aboriginal EDO does."*

*"Whether it is right or wrong, people evaluate the Aboriginal EDO simply by the number of jobs they get going or the amount of grants or money they bring in. But much of what an Aboriginal EDO does cannot be measured that way. Many of the things that are done by the Aboriginal EDO are not visible or at least they cannot be seen by the community".*

Most Aboriginal EDOs agree that having a job description is a good start, even if the activities change a great deal throughout the year. They would like to know what is expected (and what can realistically be accomplished) as well as having a way to assess their performance.

It would be helpful, they say, to be able to discuss results, even when the results are not all that tangible. That way, each year it would be possible to sit down with their bosses to look at what went well, what didn't (and why) and what needs to be improved.

*"Aboriginal EDOs say they require very little to do their jobs. When asked, they said they need an office, a cell phone, transportation and some clear direction. They need to know what's in and what's out of bounds related to their work, who to report to and when -and then they need to be able to go ahead and do their jobs."*

# The Current Environment

An increased emphasis has been placed on the role of Aboriginal EDO in recent years.

So much so that some people joke about the “E” not standing for “economic” but for “everything”, making the Aboriginal EDO an Everything Development Officer.



Across Canada there are numerous examples of excellent work being accomplished by or through the role of an EDO.

Several Aboriginal development corporations, and their related economic ventures, are world class and are being used as models for other countries.

Aboriginal EDOs should be very proud of the work they do and the successes that have been and continue to be accomplished.

Unfortunately, successes are not always the case. The environment that many Aboriginal EDOs find themselves in is one of frustration about jobs and economic survival.

This places much pressure on an Aboriginal EDO and necessitates that this occupation be taken very seriously and understood much better than it currently is.

**CED**

# Community Economic Development

Ninety-four per cent of Aboriginal EDOs in a recent survey indicated their work can be called Community Economic Development, or CED. CED is a term used in different ways and means different things to different groups of people.

In an Aboriginal context, CED usually means local or community-based development. CED forges the relationship between what people need and want (social development) -- the economic opportunities available (jobs and business possibilities) and what the impact will be on the land and the community's traditions (environmental and cultural considerations). The following diagram outlines this connection.

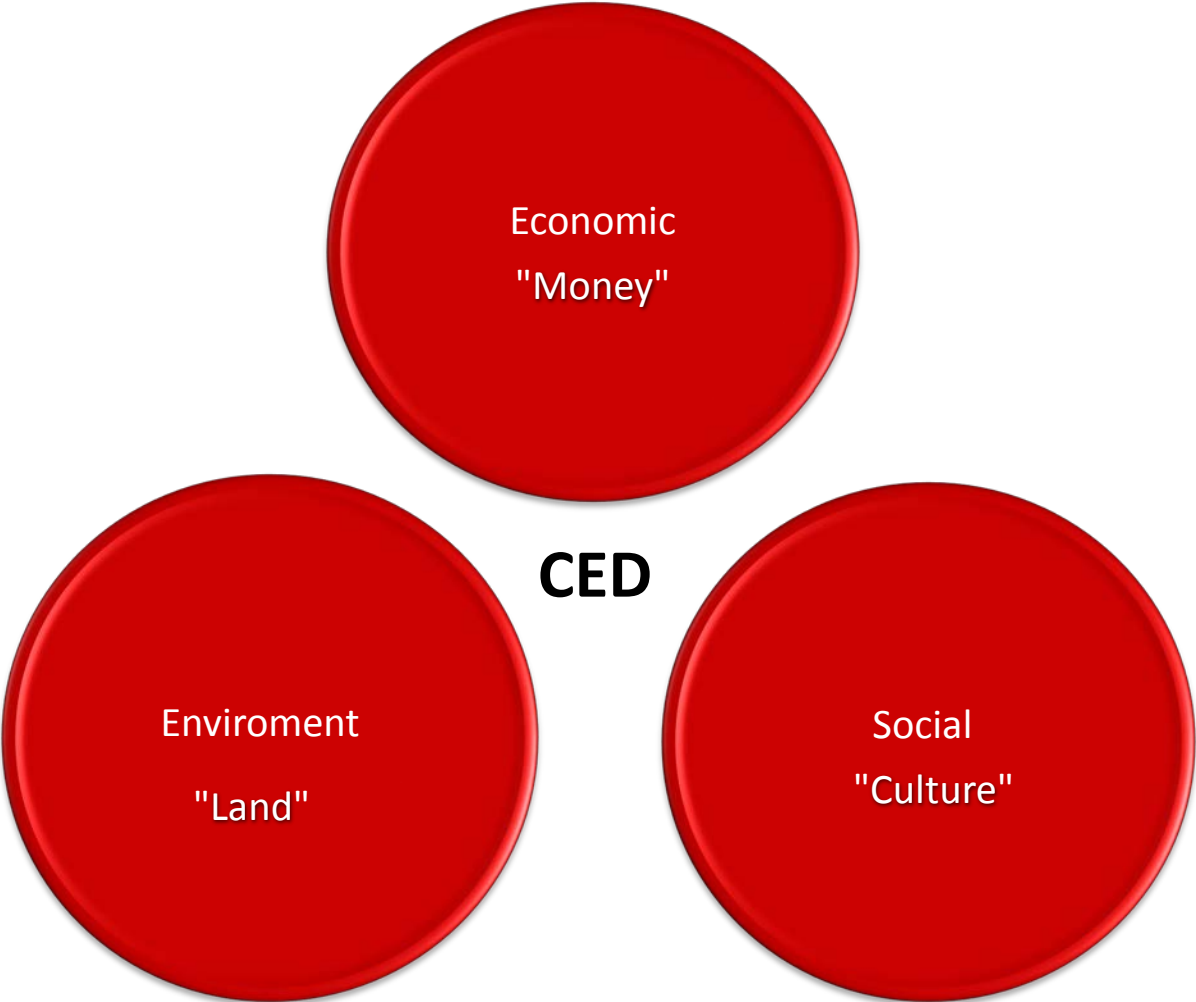


Not everyone calls it CED, but Aboriginal EDOs are almost always involved in this type of development. CED is holistic, community driven and interconnected. It might be referred to as CBED (community-based economic development) or ACED (Aboriginal Community Economic Development) or any other combination of words that ultimately has to do with jobs, business development, and economic growth.



It should be noted that CED is not motivated solely by profit, and should incorporate the realities of the people in the community where development is taking place.

CED is characterised by local or community ownership rather than private or industrial ownership. In CED, the business is community owned, local people get hired and the profits are used to benefit the community, not a private individual. CED is all about community control and community benefit.



Economic  
"Money"

**CED**

Enviroment  
"Land"

Social  
"Culture"

# Your Turn...

## Community Economic Development

As you read above, Aboriginal CED is local development that is holistic, community-driven, and interconnected. It is not just about profits and jobs, but takes into account the long-term benefits or drawbacks to the people in the community, their culture, and the environment. CED businesses are community-owned and controlled with the benefits going to the local people.

1. How many ventures in your home community are CED ventures? What are they? Be sure to list them all.

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2. From your experience or from what you have seen in your community, what areas within CED offer future possibilities?

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3. How would you describe the difference between standard business development or economic development and CED/ACED to someone who has never heard of these terms?

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4. In what ways does CED benefit the community?

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5. Are there any ways you can think of where CED might pose some challenges to an Aboriginal EDO?

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# Authorities, duties, *reporting lines*

Each Aboriginal EDO is in a different situation, and consequently each Aboriginal EDO has different authorities, duties and reporting lines. Aboriginal EDOs most often report to Chief and Council (if it is a community-based or band position) - or to the CEO (Chief Executive Officer) or head financial person.



Some Aboriginal EDOs report to a Board of Directors as in the case of a development corporation, and still others report to tribal councils or government departments.

Aboriginal EDOs state that it is important to be very clear not only about reporting lines, but also on what decision-making authority they have. They need to know how much budget or financial discretion they have, and at what point they require input or decisions from elsewhere.

Regardless of the reporting lines, duties and authorities, there will always be times when decisions have to be made and it is not possible to obtain approval. This is the nature of the Aboriginal EDO's role and as a result, expectations around decision-making should be discussed in advance so that the Aboriginal EDO knows what he or she has the authority to do without being required to speak with a supervisor before taking action.

Reporting lines can become confused when there is an elected body as well as a community board or partnership committee involved. In certain circumstances, a group of Aboriginal EDOs might be *working together on a regional strategy or larger resource deal*, and will have two or three reporting directions. While day-to-day initiatives may be less confusing, some of the multi-sector or multi-stakeholder projects can get complicated.



## Your Turn....

# Authorities, duties, reporting lines

As you read from this section, Aboriginal EDOs state that it is important to have clear reporting lines as well as clear information about what authority and decision-making power they have.



1. To what authorities is an Aboriginal EDO in your community expected to report? Be sure to list them all.

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2. From your experience or from what you have read, can you come up with an instance where there are multiple reporting lines for an Aboriginal EDO? How many were involved? What were they?

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3. From your understanding of authorities, duties, and multiple reporting lines, what are your suggestions for how to keep projects running smoothly with multiple stakeholders?

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# Making Connections

For many years, economic development has been seen as a distinct and separate function in most communities as well as in certain organizations. When working in economic development, Aboriginal EDOs say their role is clear - seek opportunities, help with businesses, and create jobs. They also say that those things in themselves are not enough, and not possible without connecting to other aspects of the community. Those who are mandated to “do” economic development recognize the importance of the relationship to other occupations, but the connections are not always made. Aboriginal EDOs say that you not only have to know the people in the jobs, you have to know what they do and why they do it. It’s difficult to work cooperatively on shared interests if you don’t know where the other person is coming from and what their priorities are.

Aboriginal EDOs and their communities must work together. When they do, the connection between the Aboriginal EDO’s role and community economic development is very clear, and the relationship between social, cultural, economic and environmental matters becomes easier to manage. This relationship is understood to be the basis of sustainability and the foundation of CED.

Aboriginal EDOs were asked to provide a list of some of the individuals they most commonly work with and consequently need to relate to. They provided the following:

- *Employment placement counselors*
- *Chief and council, and other politicians*
- *Bylaw and enforcement people*
- *Scientists/environmental and wildlife managers*
- *Business owners and entrepreneurs*
- *Marketing and advertising specialists*
- *Industrial developers*
- *Government program officers*
- *School program developers and counselors*
- *Student finance workers*
- *Social workers and corrections officers*
- *Elders and youth counselors*
- *Project managers*
- *Translators*
- *Infrastructure managers*
- *Land use and zoning officers*
- *Accountants*
- *Financial/investment people*
- *Legal advisors*

An awareness of the relationships and connections to other occupations is important for Aboriginal EDOs. Aboriginal EDOs need to have a good knowledge base about the other jobs in their projects so that they can work cooperatively with the other parties involved. Aboriginal EDOs also need to connect to other aspects of the community and sometimes have to fill different occupational roles in the course of their jobs.

# Your Turn...

## Making Connections



1. Based on your experience as an Aboriginal EDO or from what you know of the Aboriginal EDO in your community, what connections currently exist between the role of Aboriginal EDO and other community areas? Be sure to list them all.

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2. How many different occupations do you work with or does the Aboriginal EDO in your community work with on a regular basis? What are they?

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3. Are there any occupations that we can add to our list?

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4. Did you or the Aboriginal EDO in your community require any special knowledge or training for working with some of these groups? Which ones and why?

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# Aboriginal EDOs

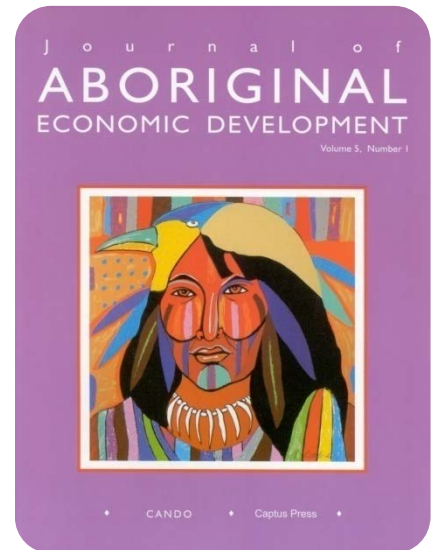
## AND Traditional Knowledge

Increasingly, Aboriginal EDOs and mainstream individuals and institutions have been called upon to recognize the value and enormous contribution that traditional ways sometimes referred to as traditional knowledge or intuitive knowing, can have on economic, social, and environmental decision making.

An appropriate balance of traditional and modern approaches to economic development is becoming something that Aboriginal EDOs must work on professionally as well as personally. Aboriginal EDOs may use high technology and conventional management tools and processes, but they must also be connected to the community and all that that implies.

Elders' wisdom and Aboriginal connection to the land can be a grounding factor for any economic development. Aboriginal EDOs are aware of the significance of this connection and the balance required.

While they may spend time in corporate boardrooms involved in high-level negotiations, their job is dependent upon their deep-rooted values and loyalty to both the past and the future. One Aboriginal EDO said it well when he said, "We are all Elders in the making - we need to act that way and think that way in every decision and every action."



### *note!*

An appropriate *balance of traditional and modern approaches* to economic development is becoming something that Aboriginal EDOs must work on professionally as well as personally.

# Your Turn...

## Traditional Knowledge

As you just read, Aboriginal EDOs need to be aware of the importance of blending modern ways and strategies with traditional knowledge and approaches. Statistics and impact assessments are some tools necessary for working as an Aboriginal EDO, but equally valid are the stories and knowledge possessed by our Elders and people connected to the land.

1. What strategies or methods might an Aboriginal EDO use to ensure this balance between modern ways and traditional ones is met?

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2. In what ways can traditional knowledge contribute to a development project? Give one or two examples.

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3. How could EDOs ensure that those people who have wisdom in these areas are included in future development projects?

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4. How do you acknowledge or balance these two approaches in the daily work you do now?

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# Increased Complexity in the Occupation

Complex negotiations and deals of greater complexity are becoming more common in Aboriginal communities and Aboriginal organizations. Some involve international agreements, inter-regional networks and multi-sector partnerships.

Where once an Aboriginal EDO's primary function was the administration of government-funded projects, usually related to job creation or business development, that situation is now shifting in many communities to large-scale economic development. Likewise, where the focus used to be mainly on economic development in the strict sense, that is, starting new ventures and getting people working, Aboriginal EDOs are now involved more and more in community development projects and enterprises that have the wider goal of ensuring the social and cultural wellness of their communities.

The very nature and size of these comprehensive developments and agreements requires very sophisticated experience with or knowledge of things such as resource management, infrastructure development, community access, systems, policy, and financial management. Frequently the agreements or opportunities are rushed or pushed from the outside so that EDOs must make quick decisions or lose out on economic opportunity for their communities - whether they, or the community, are ready or not. Given the importance of ensuring that any economic development initiative is the right one for the community, these types of decisions can be very stressful.

## *note!*

*The current environment in which Aboriginal EDOs are working is very exciting, interesting, and sometimes scary. Aboriginal EDOs often find themselves in situations with a very poor understanding of the occupation they are in and limited contacts or networks to help support them. As the Aboriginal EDO's job becomes more visible and crucial to the organization or the community, the more important it is to have a solid foundation for the occupation and practices to stand upon.*





# Aboriginal EDOs

## AND *Planning*

A large part of what an Aboriginal EDO does relates to planning. They are either helping create plans or they are helping move plans forward. From time to time, they also evaluate the success of various plans. Many of the tools and techniques used by Aboriginal EDOs are planning tools. Some Aboriginal EDOs said that they could not function without knowing how to plan either for themselves or for others.

The following are the main types of plans that Aboriginal EDOs are involved with. It is important to note that planning is about decision-making, and in our every-day activities, we plan or take the necessary steps to get there. However, planning as a profession involves community, regional, national, corporate and institutional plans, and Aboriginal EDOs must therefore have access and apply different planning techniques.

## Comprehensive

### AND *Holistic Community Planning*

Comprehensive/holistic community planning incorporates a broad overview of the community/regional development agenda for the present and some desired future. Community consultation and planning informs the development of comprehensive/ holistic plans, and involves residents in the community's future direction by:

- *Encouraging community member participation*
- *Providing a variety of means for people to discuss, debate, and explore other ideas. This can be through hall meetings, door-to-door canvassing, or smaller informal kitchen-table sessions.*
- *Ensuring that community members can participate in the language of their choice.*
- *Creating opportunities for people to discuss issues and choices.*
- *Providing opportunities and strategies to resolve conflicts and disagreements on direction.*

Guaranteeing that community consultation and planning informs the comprehensive/ holistic plan ensures that community members are involved, understand the difficult choices community administrations face, and make decisions on what elements are vital to a community's well being.

Based on the feedback gained through the community consultation and planning process, a comprehensive/holistic community plan can now be developed. These plans generally provide an overview of the where the community is now, and its goals for the next five or ten years. Comprehensive/holistic community plans should include...



- A description of the planning area (what community and region does this plan cover?)
- An overview of the relevant social factors, example:
  - Population
  - Education
  - Health
  - Housing
  - Energy
  - Recreation
  - Food water and sewage system
  - Spirituality and indigenous knowledge
- A description of the relevant economic factors, example:
  - Agriculture
  - Business
  - Commercial activities
  - Mining
  - Employment and welfare
  - Forestry
  - Fishing
  - Oil and gas
- Consideration of financial factors, example:
  - Loans
  - Grants
  - Taxes
- A description of the physical environment, example:
  - Land use
  - Residential
  - Communal
  - Agriculture
  - Forestry
  - Industrial
- An analysis of constraints to development, example:
  - A SWOT (strengths, weaknesses, opportunities, threats) analysis
  - An analysis of the general aspirations of the community/region, often based on the community planning process. This is generally done by revisiting the current situation, and outlining future goals.

For example, a community may decide to increase its business start-up rate from five/year to ten/year within the next five years.
- Guidelines for updating and revising the plan
- Implementation

# Your Turn...

## Comprehensive AND Holistic Community Planning

1. As an Aboriginal EDO you can be faced with different factors that support or undermine development and planning activities in your community/region. Please list some of the factors involved.

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2. What are the constraints to planning in your community? Please list some of the constraints.

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3. What are the general aspirations from the community/region with respect to development and planning?

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4. What types of development strategies do you currently have for your community?

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5. How do you update and change your community plan?

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6. When do you involve the community in planning?

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# Strategic Planning

While comprehensive or holistic community planning provides an overview of the community's development agenda for some desired future, strategic plans are action-oriented because they determine how the community/organization will direct its resources to accomplish the stated objectives. Together, these two planning approaches are important to the Aboriginal EDO.



## What is a Strategic Plan?

1. The strategic plan determines what your community or organization intends to accomplish.
2. The strategic plan also determines how you will direct the community or organization and its resources towards accomplishing their goals over the coming months and years.

### A Strategic Plan Includes:

- The mission, goals, or visions your community or organization will pursue
- Who you will serve
- The community or organization's role
- The kinds of programming, services, or products you will offer
- The resources needed to succeed - people, money, expertise, relationships, facilities, timelines and tools
- How you can best combine these resources, programming, and relationships to accomplish your community or organization's mission.

# **Your** Turn...

## How to Organize your Planning Efforts

1. Who are you developing the strategic plan for?

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2. For what period of time are you planning?

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3. What critical issues do you hope the planning will address?

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4. How much time have you devoted for such planning?

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5. Which planning approach do you prefer?

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6. Who will manage the planning efforts and keep it on track?

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7. Are you going to use a consultant or other resource persons in developing the plan?

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# Aboriginal EDO

## Work Plans

Work plans outline the day-to-day activities of an Aboriginal EDO that allows them to accomplish the objectives outlined in the strategic and comprehensive plan. Work plans are becoming a very important part of an Aboriginal EDO's job. Most Aboriginal EDOs say that they are so busy that if they don't write things down, or have a plan to follow, they get pushed or pulled in too many directions.



Others say that they need work plans so they can organize their travel in advance, or manage family needs and personal time requirements. Some Aboriginal EDOs have their work plan approved each year, and almost all said that they use their work plans to make progress reports. Regardless of the numerous needs the work plan fills, it should not be too complex or wordy - but it should be written down.

There are many different ways to do a work plan and each Aboriginal EDO will have to find a way that works best for his or her situation. Most often work plans are divided into seasons or quarter years with a summary sheet that fits on one page so the immediate time frame as well as the whole year can be seen at a glance. Aboriginal EDOs find that putting in as much detail as possible helps, even if things change and have to be removed from the work plan. The work plan acts as a guide, not a firm commitment. There is a sample work plan at the back of this guidebook to refer to.

*tip!*

There are certain things that happen every year that should be put into the work plan first. Holidays, special or annual events, fishing or hunting season, AGMs, regular meetings or things that will take place in the community or organization, are easy to start with, even if the Aboriginal EDO is not involved. From there the Aboriginal EDO can slot in his or her work that must take place every season or quarter that relates directly to the job. Of course, we don't always know what will happen throughout the year, but usually we know what must be done in the next few months.



# Your Turn...

## Work Plans

Many Aboriginal EDOs say that they are so busy that they need a written and focused work plan to organize their work time, travel time, personal time, and other commitments. Think about your personal situation or about the Aboriginal EDO in your community and answer the following questions.

1. Do you have a work plan now that you use? If yes, what does it look like?

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2. If you don't already have one, develop a work plan for this quarter. Be sure to include holidays, special or annual events, fishing or hunting season, travel, AGMs, or conferences.

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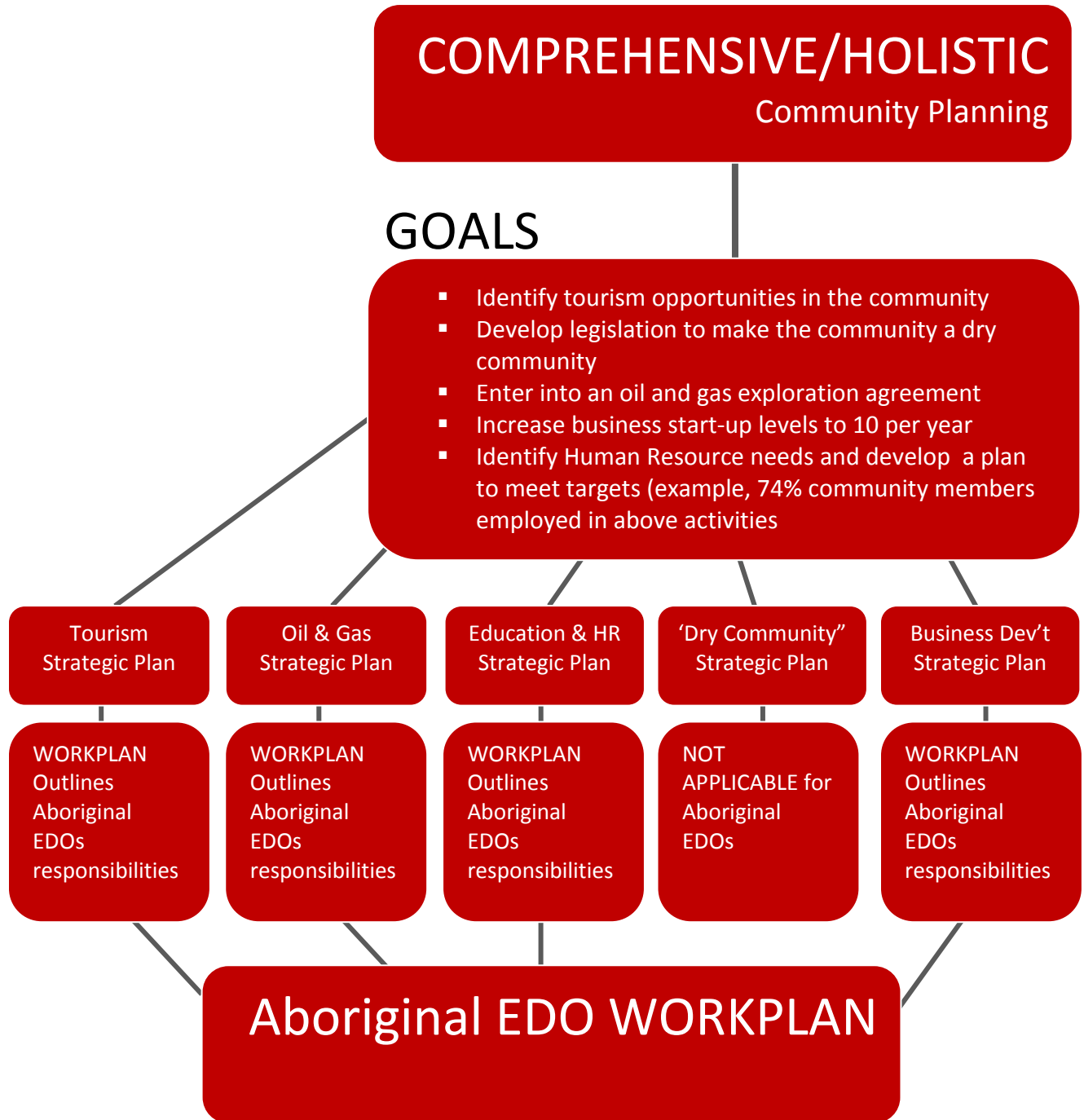
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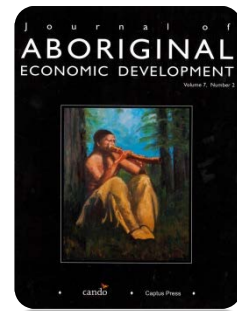
# Planning

## *at a Glance*



# Tools

## AND Techniques



Aboriginal EDOs are all about connections and they are all about the tools and techniques to make those connections worthwhile. Aboriginal EDOs make different kinds of connections with community people and partnerships, with funders and investors and with a wide range of political and professional people. Each one wants or needs something different from the Aboriginal EDO, and each one will require a different type of approach or response.

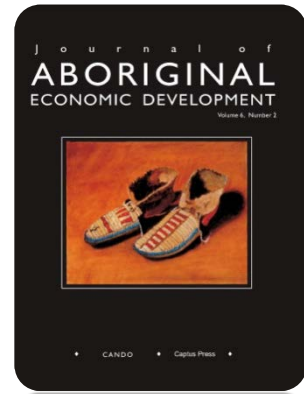
Tools and techniques are what an Aboriginal EDO uses to join the social to the economic to the environmental -- and the job itself connects people to people. Aboriginal EDOs also join the past to the future - the old and the new. They have to know how to make connections, which is sometimes called their approach or technique. Some techniques are formal and involve a defined protocol or understood procedures such as when structuring a formal agreement or partnership. Others are more informal like meetings and presentations. What they have in common is that each technique requires excellent communication skills, both written and verbal, and each requires flexibility and know-how.

Aboriginal EDOs use a wide range of tools in their work. When asked about tools, Aboriginal EDOs said that they have difficulty identifying all of them, but offered the following as some of the most common ones that they use in their work.

- Economic Strategies
- Business Plans
- Financial Plans
- Research and Assessments
- Marketing Strategies
- Labour market forecasts and trends
- Partnerships
- MOUs (Memoranda of Understanding)
- Agreements
- Joint Ventures
- Networks and technology to keep in touch
- Community and other types of meetings
- Newspapers and magazine articles
- Stock market information

# Your Turn... Tools

Look over the information about tools and techniques Aboriginal EDOs use to do their jobs and from your experience or what you know about the Aboriginal EDO in your community, answer the following questions.



1. What are the tools and techniques you use on a regular basis to connect to people and do your job as an Aboriginal EDO?

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2. Are there any tools that you use as an Aboriginal EDO that could be added to this list?

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3. Are there some tools that, in your opinion, are more important than others?

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4. How can you incorporate what you have learned here into your work? List concrete action steps.

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# Professional

## Associations AND Networks

There are a number of associations and networks that can be useful resources to EDOs. The following list is certainly not exhaustive, but should provide you with a point of departure. We also welcome any suggestions you may have of organizations to add to this list.

# National

## ECONOMIC DEVELOPMENT

### Organizations



Aboriginal EDOs need to be thoroughly trained, highly skilled and committed to building economic capacity in order to provide professional support and technical advice to their communities and organizations. In 1990, Aboriginal EDOs from across Canada founded and mandated Cando to provide them with the training, education and networking opportunities needed to serve their communities and/or organizations as professionals.

Cando is Aboriginal-controlled, community-based and membership driven, and is directed by a national volunteer board of elected Aboriginal EDOs representing region of Canada. As a federally registered, non-profit society, Cando has been instrumental in facilitating partnerships with Aboriginal EDOs, academics, Aboriginal leaders and senior corporate and government representatives.

For more information contact:

Cando  
9635-45 Avenue  
Edmonton, AB T6E 5Z8  
Phone: 780-990-0303  
Fax: 780-429-7487  
Email: [cando@edo.ca](mailto:cando@edo.ca)  
Web site: [www.edo.ca](http://www.edo.ca)



The Canadian Community Economic Development Network (CCEDNet) is a member-driven, not for profit, charitable organization made up of community-based organizations, co-operatives, social enterprises, practitioners, active citizens, researchers, and

other organizations involved in community economic development (CED). They work to strengthen CED in urban, rural, northern and Aboriginal communities across Canada, and contribute to better social, economic and environmental conditions at the local level (Credit: CCEDNet). For more information contact:

Canadian CED Network - Réseau canadien de DÉC

59, rue Monfette

P.O. Box 119E

Victoriaville, QC G6P 1J8

Phone: 1-877-202-2268

Fax:

Email: [info@ccednet-rcdec.ca](mailto:info@ccednet-rcdec.ca)

Website: [www.ccednet-rcdec.ca](http://www.ccednet-rcdec.ca)



The National Aboriginal Economic Development Board (NAEDB) was created by Order in Council to provide strategic policy and program advice to the federal government on Aboriginal economic development. The Board brings together First Nations, Inuit, and Métis business and community leaders from all regions of Canada to advise the federal government on ways to help increase the economic participation of Aboriginal men and women in the Canadian economy.

The NAEDB believes that Aboriginal Canadians and their businesses play an important role in creating a stronger economy, better jobs, and a prosperous future for all Canadians. The NAEDB provides strategic advice to the federal government. For more information contact:

National Aboriginal Economic Development Board Secretariat

10 Wellington Street, 9<sup>th</sup> Floor

Gatineau, QC K1A 0H4

Phone: 819-953-2994

Fax: 819-994-7223

Email: [naedb@naedb-cndea.com](mailto:naedb@naedb-cndea.com)

Website: [www.naedb-cndea.com](http://www.naedb-cndea.com)



CESO|SACO

Canadian Executive Service Organization(CESO) is one of Canada's leading volunteer-based development organizations. Since 1967, through partnership and the dedication of our volunteers who are highly skilled and experienced in their professions, they have completed more than 46, 000 assignments focused on improving the economic and social well-being on peoples across Canada and in more than 120 countries.

CESO has partnered with organizations representing Aboriginal Peoples in Canada and with international communities and organizations around the world. They are a team of committed volunteers and staff who believe deeply in the power of partnerships to foster economic health and stability. CESO is a registered charitable organization with no political or religious affiliation (Credit: CESO). For more information contact:

CESO - Aboriginal Affairs  
700 Bay Street, 8<sup>th</sup> Floor, Box 328  
Toronto, ON M5G 1Z6  
Phone: 1-800-268-9052  
Fax: 416-961-1096  
Email: [toronto@ceso-saco.com](mailto:toronto@ceso-saco.com)  
Website: [www.ceso-saco.com](http://www.ceso-saco.com)

# Regional ECONOMIC DEVELOPMENT Associations

## NOVA SCOTIA



The Atlantic Aboriginal Economic Developers Network (AAEDN) is the first network of its kind in Canada and encompasses the whole Atlantic region.

It is intended to cross jurisdictions and boundaries to bring people together. AAEDN has been endorsed by the Atlantic Chiefs to carry out the Strategies for Building the Atlantic Aboriginal Economy. The Network has allowed economic development officers to have a forum to share knowledge, best practices, do some training together and do some regional-based projects and initiatives. Economic development officers (EDOs) from First Nations, Innu and Inuit communities in Atlantic Provinces are working together with four main priorities: Expanding Lands and Resources ; Strengthening and Expanding Aboriginal Businesses; Developing an Educated and Skilled Workforce; and Creating Baseline Data. This dynamic network of individuals is playing a major role in determining the future of economic development in Atlantic Canada. For more information contact:

Atlantic Policy Congress of First Nations Chiefs Secretariat  
Cole Harbour Head Office  
153 Willowdale Drive Cole Harbour  
Dartmouth, NS B2V 0A5  
Phone: 902-435-8021  
Fax: 902-435-8027  
Email: penny.polchies@apcfn.ca  
Website: www.apcfn.ca

## NEW BRUNSWICK



Joint Economic Development Initiative  
(JEDI)

Joint Economic Development Initiative (JEDI) is a tripartite partnership implemented by Aboriginal communities and the federal and provincial governments to identify and encourage undertakings designed to stimulate economic development in Aboriginal communities within New Brunswick.



This initiative was established in 1995 to identify and pursue undertaking that will contribute to economic development for peoples across the province. JEDI was recently incorporated, and is now governed by the JEDI Inc. Board of Directors. JEDI has a variety of services to offer the First Nations community of New Brunswick. JEDI's primary mandate as a non-profit organization is to support economic development in the Aboriginal communities of New Brunswick. For more information contact:

JEDI  
Kchikhusis Commercial Centre  
150 Cliffe Street, PO Box 11  
Fredricton, NB E3A 0A1  
Phone: 506-444-5650  
Fax: 506-444-3387  
Email:  
Website: [www.jedinb.ca](http://www.jedinb.ca)

## NUNAVUT



The Nunavut Economic Developers Association (NEDA) is an organization of economic development officers and other individuals working in the field of economic development in Nunavut. NEDA exists to enhance the economic development profession in Nunavut by implementing or supporting initiatives aimed at meeting the personal and professional development needs of its members in the areas of: information, education, training, operational needs, and the exchange of knowledge and experience. For more information contact:

NEDA  
1104B Inuksugait Plaza, Phase II, PO Box 1990  
Iqaluit, NU X0A 0H0  
Phone: 867-979-4620  
Fax: 867-979-4622  
Email: [info@nunavuteda.com](mailto:info@nunavuteda.com)  
Website: [www.nunavuteda.com](http://www.nunavuteda.com)

## QUEBEC



The First Nations Quebec and Labrador Economic Development Commission (FNQLEDC) is known to be a service-oriented organization, controlled at the local level and based on concerted efforts and decision-making by consensus. The FNQLEDC works with all its members which are the Community Economic Development Officers (CEDOs) and

their economic development organizations and is respectful of the local autonomy and political allegiance and has the support of different partners of the First Nations.

The FNQLEDC is an organization which shares knowledge and recognizes the access to “quality information” as an essential condition to make a decision in the best interest of the community. The Commission devotes its efforts to the support, training and promotion of its members, and to the socio-economic development of the First Nations of Quebec and Labrador in so far as the actions meet the needs of the members. For more information contact:

First Nations Quebec and Labrador Economic Development Commission  
250, Place Chef Michel-Laveau, bureau 101  
Wendake, QC G0A 4V0  
Phone: 418-843-1488  
Fax: 418-843-6672  
Email: [info@cdepnql.org](mailto:info@cdepnql.org)  
Website: [www.cdepnql.org](http://www.cdepnql.org)

## ONTARIO



The Ontario First Nations Economic Developers Association (OFNEDA) was created in 2008 to help stimulate economic growth for Ontario’s First Nations. Our goal is to generate and support economic and business development activities in order to formulate policies and initiatives aimed at tackling the economic challenges facing our communities.

OFNEDA’S members represent a group of professionals with a common goal of enabling and fostering economic development in First Nation communities. Aboriginal economic development has finally hit centre stage and is now at the forefront of Aboriginal issues in Canada. We are building partnerships and growing our membership in order to continue showcasing the positive economic development success stories from across the country. Our people need to be poised to manage change, and OFNEDA is excited to help First Nations and our economic development professionals lead the way in Ontario and across Canada.

Ontario First Nations Economic Developers Association  
5905 Hwy. 540, P.O. Box 361  
M’Chingeeng, ON P0P 1G0  
Phone: 705-377-4333  
Fax: 705-377-4011  
Email: [ofneda@ofneda.com](mailto:ofneda@ofneda.com)  
Website: [www.ofneda.com](http://www.ofneda.com)

# SAMPLE Job Analysis

## AND Description

The position summary should provide a general overview of the Aboriginal EDO's role within the economic development portfolio, the community, and the region.

The position summary should also provide an overview of the primary economic industries and opportunities of the community and the region.

### Aboriginal Economic Development Officer

## A. Position Summary

- The Aboriginal EDO's roles and responsibilities may often vary according to different circumstances. They can act as advisors, researchers, communicators, promoters, writers, developers, and providers of knowledge required to undertake economic or business development.
- Aboriginal EDOs coordinate and promote the development of business, economic, and human resource capacity building, and communicate potential development opportunities back to members of their community.
- The Aboriginal Economic Development Officer (EDO) is responsible for planning, developing, coordinating and implementing economic development policies, strategies, and initiatives that improve community, socioeconomic, and business development in their communities.
- The Aboriginal EDO is the pivotal individual responsible for dealing with economic development issues for their community, and serves as the resource person to whom entrepreneurs, elected leaders and outside organizations or businesses go for advice and guidance.

## B. Context

### PHYSICAL ENVIRONMENT

Working time is divided between the office, meeting with community members, and traveling to outlying communities and through the province as necessary.

Some national travel may be required. Aboriginal EDOs are to use a grassroots perspective to locate and meet with individuals, businesses, key contacts and government service providers.

The Aboriginal EDO must be prepared to work in a “portable office environment”, using excellent organization and preparation skills to ensure they have the necessary materials, information and tools to complete tasks while working away from the office.

The Aboriginal EDO must be prepared to travel a minimum of 1-2 days a week (with personal vehicle), according to the needs of individuals, Aboriginal organizations, businesses, development corporations, industry and government service providers.

### ADMINISTRATION

The Aboriginal EDO has limited administrative support while working in the office, and must be able to work in a ‘stand-alone’ manner. The Aboriginal EDO may be required to purchase inventory and office supplies as necessary to perform his/her job effectively.

### WORKING HOURS

Normal working hours are between 8:00am and 5:00pm each day, but flexibility is needed to schedule activities evenings and weekends. A professional and flexible approach to time management is essential.



The *context statement* provides a general overview of the work environment and any special considerations that may arise due to this environment or specific responsibilities.

## C. Duties

### AND *Responsibilities*

Continuously develop and maintain knowledge required for the job:

- Understand, embrace, and contribute to the **community's Economic Development Plan** as an approach toward planned, collaborative and coordinated economic development for the community.
- Develop a comprehensive knowledge of the **community, provincial, national and international** contexts in which economic development takes place. This includes key contacts, related government and non-profit agencies, and corporate information. Track economic development trends and activities at all levels.
- Responsible for community and strategic planning for their communities and have comprehensive knowledge of community, provincial, national and international contexts in which economic development takes place. Use a variety of qualitative and quantitative methods to perform **continuous assessment of economic development needs**, including maintaining an inventory of existing businesses, sector activities and current human resources (labour force) within the community.
- Apply an understanding of the **unique nature of Aboriginal economic development** to enable Aboriginal individuals and businesses within your community to “buy, sell, and earn” within Aboriginal and non-aboriginal economic contexts.
- Become familiar with background materials and information relating to community and political processes. Use a **non-political** approach to communicate and foster relationships with politicians, Elders and community members that lead to the creation of effective local economic development strategies and practices.

#### *note!*

This section provides a comprehensive listing of *duties and responsibilities of the position*. Please tailor this list to your job duties and responsibilities, and make it specific to your community and region (especially in emphasized areas). You may choose to split the duties and responsibilities up into sub-categories as below, or have them listed in order of importance.

## **Ensure that the community's economic development initiatives and opportunities are communicated to key stakeholders.**

- Responsible for planning, developing, coordinating and **implementing economic development policies, strategies, and initiatives** that improve community, socioeconomic and business development within the Aboriginal community.
- Provide orientation information and effective referrals to individuals and businesses regarding new enterprise development, entrepreneurship, **training**, and business planning.
- Responsible for all related reporting, administration, ensuring a trained workforce is available through **employment creation and training** that is part of the development of the Aboriginal community.
- **Serves as a resource person** to whom prospective entrepreneurs, business people, elected leaders and outside organizations or businesses go for advice and guidance.
- Coordinates and promotes the development of Aboriginal business, and communicates potential **development opportunities back to members of their community** from prospective investors, lenders, industry and developers.
- Develop and evaluate business plans and feasibility studies for small to large scale projects and **assist entrepreneurs with business** plan development, mentoring and sourcing of financial assistance.
- Involved with the **land claims process** as it related to economic development. Aboriginal EDOs must be familiar with policies, law, environmental issues, cultural values and labour market needs with impact on economic development in their communities.
- Develop month-end financial reports for the **EDO position** for expenses, cash-flow and budget purposes.

**Demonstrate good written and oral communications skills that are relevant to the position:**

- Seek out sustainable business opportunities and supports the development of Aboriginal Business or Development Corporation funding, and access to resources. They may be involved in joint venture partnerships, arrange for business financing and project management.
- Formulate third-party correspondence regarding **economic development** and maintain basic familiarity with business terminology and definitions (example, business organization types, tax policies, patents, etc.).
- Prepare targeted proposals for a variety of **different economic development initiatives** for submission to public and private funding sources.
- **Achieve name recognition** as the community Aboriginal EDO.
- Maintain administrative and **organizational** systems.
- Use a computer system to access the Internet, send E-mails, do word processing, develop budgets and cash-flow projections, use business planning software, and create **presentations for public speaking** opportunities.
- **Write** project briefs, updates and final reports for all project activities.
- Liaise with provincial/ territorial and Federal governments, industry, other **Aboriginal EDOs**, and entrepreneurs.
- Develop and track accomplishments related to an ongoing “work plan” that will guide your individual and collaborative **efforts in economic development within the community.**

# D. Education, Experience

## AND Competence

Aboriginal EDOs are encouraged to have Cando Certification. To earn the Technician Aboriginal Economic Developer Certificate, candidate (student in the process) must demonstrate 16 competencies that can be earned either through course by course match up and/or through prior learning assessment (PLA) that measures past learning and experience in a related field such as economics, finance, commerce, human resources, accounting, marketing or a combination of education or experience or through a one of Cando's accredited programs, which are equivalent to a Diploma and can latter into Degree and/or a Master's Program.



**Aboriginal Community Economic Development (ACED) Program**  
Nicola Valley Institute of

Technology, BC

Chelsea Vaughan  
Community Education Department Coordinator  
4155 Belshaw Street  
Merritt, BC V1K 1R1  
Phone: (250) 378-3378  
Fax: (250) 378-3332  
Email: [cvaughan@nvit.bc.ca](mailto:cvaughan@nvit.bc.ca)  
Website: [www.nvit.bc.ca](http://www.nvit.bc.ca)



**Community Economic and Social Development (CESD)**  
Algoma University, ON

Bonnie Gaikhezheyongai CESD Program Coordinator.  
1520 Queen Street East  
Sault Ste. Marie, ON P6A 2G4  
Phone: (705) 949-2301, Ext 4349  
Fax: (705) 949-6583  
E-mail: [Bonnie.Gaikhezheyongai@algonau.ca](mailto:Bonnie.Gaikhezheyongai@algonau.ca)  
Website: [www.algonau.ca](http://www.algonau.ca)



**First Nations Business Administration Certificate (FNBAC)**  
University of New Brunswick

Tina Nicholas Bernard  
Coordinator, FNBAC  
Mi'kmaq-Maliseet Institute  
P.O. Box 4400  
Fredericton, NB E3B 5A3  
Phone: (506) 453- 4840  
Fax: (506) 453 - 4784  
Email: [tnichola@unb.ca](mailto:tnichola@unb.ca)  
Website: [www.unb.ca/mmi](http://www.unb.ca/mmi)



**Business Administration Program: Community Economic Development**

**Stream**  
Aurora College, NT  
Margaret Dumkee  
Program Head, Business Administration  
Aurora College  
Thebacha Campus  
P.O. Box 600  
Fort Smith, NT X0E 0P0  
Phone (867) 872-7521  
Fax (867) 872-5024  
Email: [dumkee@auroracollege.nt.ca](mailto:dumkee@auroracollege.nt.ca)  
Website: [www.auroracollege.nt.ca](http://www.auroracollege.nt.ca)





**Professional Development - Extension**

Saskatchewan Indian Institute of Technologies (SIIT), SK

Derrick Danyluk  
Dean, Business Administration and Information Technology  
229 4<sup>th</sup> Avenue South  
Saskatoon, SK S7K 4K3  
Phone: (306) 477-9223  
Fax: (306) 244-1907  
E-mail: danylukd@siit.sk.ca  
Web site: www.siit.sk.ca



**Aboriginal Community Development Program**

Assiniboine Community College, MB

Wayne Jacobsen  
School of Health and Human  
1430 Victoria Avenue East  
Brandon, MB R7A 2A9  
Phone: (204) 725-8700, Ext: 6228  
Toll Free: 1-800-862-6307  
Fax: (204) 725-8740  
Email: JacobseW@Assiniboine.net  
Web site: http://public.assiniboine.net/



**Community Economic Development Program**

University College of the North, MB

Dr. Kathryn McNaughton  
310-504 Princeton Drive  
Thompson, MB R8N 0A5  
Phone: (204) 677-6392  
Fax: (204) 677-6518  
E-mail: kmcnaughton@ucn.ca  
Web site: www.ucn.ca



**First Nation Governance Program**

University of Lethbridge, AB

Rhonda Crow, Coordinator  
First Nations Governance Program  
Faculty of Management  
University of Lethbridge  
4401 University Drive  
Lethbridge, Alberta T1K 3M4  
Phone: (403) 329-2038  
Fax: (403) 329-2038  
Email: fng@uleth.ca  
Website: www.uleth.ca/management



**Diploma in Management Studies-Concentration in Community Economic Development**

Nunavut Arctic College, NU

Noreen Russell, Senior Instructor  
Management Studies  
Nunavut Arctic College - Kivalliq Campus  
P.O. Bag 002  
Rankin Inlet, NU X0C 0G0  
Phone: (867) 645-5500  
Fax: (867) 378-3332  
Email: nrussell@laurentian.ca  
website: www.nac.nu.ca



**Master of Business Administration in Community Economic**

**Development (MBA CED)**  
Cape Breton University, NS

Anne Michele Chiasson  
Program Coordinator  
P.O. Box 5300  
Sydney, NS B1P 6L2  
Phone: (902) 563-1664  
Fax: (902) 562 - 0075  
Email: anne\_chiasson@capebretonu.ca  
Website: http://www.capebretonu.ca/

The following lists each of the **16 competencies** of Cando's Certified Aboriginal Economic Developer Process. This list of competencies was developed by a group of Aboriginal EDOs who identified these as being essential to the position.

You may choose to split these up in terms of education and experience, or simply list each item as a competency.

A minimum of 2-3 years of experience in business or economic development related positions, supplemented by education, training or on-the-job learning in the following areas: Check off those competencies that apply to your job, put them into your own words, and make them more applicable to your community/region where required.



## 16 Competencies

- Competency 1: The Nature, Structure, Functioning and Development of Economies.**  
*Understand formal and informal economies, roles and responsibilities of business bodies, and monetary or fiscal policy.*
- Competency 2: Community Economic Development Philosophy and Theory**  
*Understand the fundamental concepts of CED theory - the importance of addressing immediate human and economic needs while working toward long-term goals related to organizational sustainability and community well-being.*
- Competency 3: CED practices**  
*Be able to draw on other community examples of CED that involve building local capacity to develop local economies. Demonstrate the ability to include community members in direction setting, decision-making and the implementation of CED initiatives.*
- Competency 4: Community and Political Processes**  
*Have an understanding of the federal, provincial, and local contexts within which Aboriginal economic development is conducted, and the impact these contexts may have on development. Must also understand the difference between 'big P' politics and 'small p' politics, as well as the importance of elections, boards and committees, negotiations, directions and decisions.*
- Competency 5: Nature, Structure, and Functioning of Organizations**  
*Have a general understanding of human resource development, management theory and practice, policy development, financial and organizational accountability, and capacity building in an Aboriginal context.*

- Competency 6: The Context of Aboriginal Economic Development** *Have a general understanding of Aboriginal economic development on a national and regional scale, and of the relationship of Canadian and Aboriginal history, law, and policies to this development.*
- Competency 7: Contemporary Aboriginal economic development approaches and issues**  
*Be familiar with various approaches to development, and be able to identify, analyze, revise, and apply those that may be appropriate to your context. Must also understand the roles of capacity building and business development in Aboriginal economic development.*
- Competency 8: Financial Accounting**  
*Demonstrate an understanding of bookkeeping and accounting principles, and be able to apply this knowledge by interpreting financial statements; and designing and implementing a financial accounting system for a new venture.*
- Competency 9: Managerial Accounting**  
*Be able to apply cost-volume-profit techniques to determine break-even levels of operation; develop and implement a performance evaluation and reporting systems including business, department, and customer profitability analysis; evaluate financial and non-financial performance against strategic objectives; and prepare budgets, including cash flow projections and pro forma financial statements.*
- Competency 10: Community Impact Analysis and Assessment**  
*Understand the fundamentals of community impact analysis and assessment, and be able to analyze the current situation and determine what the future holds if certain factors change or do not change.*
- Competency 11: Marketing**  
*Understand how to market a community-based company, write a business plan, and provide support to business on how to price, promote, and distribute products and services.*
- Competency 12: New Enterprise Development**  
*Understand the purpose and content of a business plan, and be able to prepare and implement one. Be able to conduct market research and develop recommendations based on the findings. Must also be able to develop startup and capital plans.*
- Competency 13: Community Based Research Methods**  
*Understand the principles of community-based research, and be able to design and implement interviews and surveys with members of the community, and analyze the results of the findings.*
- Competency 14: Aboriginal Business Law**  
*Demonstrate knowledge and understanding of Aboriginal business and commercial law, including the ability to examine laws, legislation, rights and understandings related to Aboriginal businesses. Understand the various Aboriginal, Federal or provincial (territorial) legislation or regulatory procedures that have an impact on Aboriginal business law.*
- Competency 15: Written and Oral Communications**  
*Demonstrate excellent written and oral communication skills.*
- Competency 16: Computer Applications**  
*Have experience using computers for word processing, accounting and for providing and acquiring information.*

# Personal

## CHARACTERISTICS

*Personal characteristics may or may not be included in a job description. Review the following characteristics, and check off those that apply to your position. Feel free to add others that we may have forgotten, or that are important to your position.*

- Self-directed and independent
- Able to work as a member of a team
- Customer-service oriented
- Organized
- Dealmakers and go-getters
- Not easily discouraged
- Able to work with political leaders, politics, and political realities
- Risk takers
- Detail oriented
- Able to say no
- Able to think conceptually and practically at the same time
- Optimistic
- Strong time management skills
- Flexible and creative
- Punctual
- Meets deadlines
- Can perform multiple tasks
- Performs duties in an ethical and professional manner
- Demonstrates:
  - Tact
  - Initiative
  - Reliability
  - Resilience
  - Thoroughness
  - Sound judgment

## E.

# Reporting

## REQUIREMENTS

*This is an important section in any job description as it clearly outlines who you are responsible to for reporting purposes. The following are listed as examples. Please tailor this section to your position.*

- Responsible to the **Senior Administrative Officer**, and responsive to the Chief and Council.
- Report to **Chief and Council**: provide reports and presentations regarding training, business, and economic activities at meetings, and recommend plans, objectives and strategic opportunities.
- Report to **CO-workers**: program development, planning, implementation and management; assessment, monitoring and evaluation of programs, strategic alliances; goals and objectives; training, business and economic development initiatives.

## F.

# Expected

## RESULTS

*This section can be seen, in a sense, as the **REASON** for your position. In the long term, your employers hope to see the following results. You may choose to list these as broad, overarching results, or specific shorter-term results that can be clearly measured, and used in performance evaluations.*

- Increase economic development **opportunities** for individuals and businesses within the community, and minimize the risk of them missing opportunities.
- Contribute to the growth of economic independence of individuals and businesses.
- Increase the potential and credibility of the individuals and businesses **within the community and in surrounding communities** as partners in economic development initiatives.

## G.

# Compensation

## AND CLASSIFICATION LEVEL

Compensation varies greatly depending on the community (size, location, economic development status), the region (some region Aboriginal EDOs are employed by government, where others are employed by the community), and the skills and knowledge of the Aboriginal EDO employed.

The following is based on the findings of a survey of Economic Development Officers which places salary levels of the majority of EDOs at the \$40,000 - \$79,000 range. Given that many of those surveyed have been employed in the field for a number of years, we listed the starting salary at \$40,000/year. Salary varied according to province, *see the 2010 National Salary Survey Economic Developers Association of Canada.*

- Starting salary of \$40,000 per year, with the potential for increases on an annual basis.
- 2 weeks of annual vacation.
- Benefit plan.

# Glossary

## OF TERMS

### A

**Ability:** *the power to perform or accomplish something.*

**Aboriginal:** *in Canada, 'Aboriginal' applies to status and Non-Status Indians, Inuvialuit, Inuit and Métis peoples.*

**Aboriginal Economic Development Officer:** *Human Resource and Skills Development Canada: The National Occupation Classification Title Occupational Profile 4163:*

- *Develop policies and administer programs to promote industrial and commercial business investment in urban and rural areas*
- *Design market research questionnaires;*
- *Conduct social or economic surveys on local, regional or national areas to assess development potential and future trends;*
- *Plan development projects and co-ordinate activities with representatives of a wide variety of industrial and commercial enterprises, community and business associations and government agencies;*
- *Assess business opportunities and develop strategies to attract venture capital;*
- *Respond to enquiries from members of the business community and general public concerning development opportunities;*
- *Review and evaluate commercial or industrial development proposals and provide advice on procedures and requirements for government approval;*
- *Conduct surveys and analyze data on the buying habits and preferences of wholesale or retail consumers;*
- *Evaluate customer service and store environments;*
- *Conduct comparative research on marketing strategies for industrial and commercial products;*
- *Develop social and economic profiles of urban and rural areas to encourage industrial and commercial investment and development;*
- *Prepare reports, research papers, educational texts or articles;*
- *Plan and develop E-commerce strategies; and*
- *Provide consultation on planning and starting of new businesses.*

**Accredited Program:** *accredited programs are those that have met the content requirements and standards expected by the Cando Certification Process. Candidates who have completed an accredited program and are enrolled in the Certification Process are automatically entitled to become certified at the Technician Level. Cando Certification will be a minimum of two years full-time study.*

**Assessment:** *the process of reviewing, measuring, and evaluating evidence of the candidate's learning to determine whether credit should be awarded.*

**Attitude:** *a demonstrated spirit; perception based on beliefs or experience.*

**Authenticity:** *being real, honest, and something genuine.*

### B

**Beliefs:** *a mental acceptance of something as being true or real.*

### C

**Candidate:** *a person enrolled in the Certification Process.*

**Certification:** *a document recognizing skill, completion or competency or the issuance of a formal document recognizing that a candidate has attained a standard of proficiency in either the Technician Level or Professional Level.*

**Certification Committee:** *reviews and grants or denies candidate requests for Certification at both the Technician and Professional Levels.*

**Certification Program:** *Cando Certified Aboriginal Economic Developer Process.*

**Certified Aboriginal Economic Developer:** *a candidate who has proven proficiency in the 16 competency areas is a 'Technician Level' Certified Aboriginal Economic Developer. A candidate, who has proven proficiency in the 16 competency areas, has two years of work experience in Aboriginal economic development, has completed a Cando Professional Development Course and a final paper/case study, is a 'Professional Level' Certified Aboriginal Economic Developer.*

**Certified Aboriginal Economic Developer Program:** *The first national Certificate Process designed by Cando to meet needs identified by Aboriginal EDOs, following principles established by Aboriginal EDOs, and delivered using methods requested by Aboriginal EDOs.*

**Competent:** *accomplished, skilled and qualified.*

**Competency:** *ability to perform successfully in one's job by completing tasks effectively. Competency is comprised of a specific knowledge, skills and abilities and the application of that knowledge and skill to the standard of performance required in employment. In the Certification Process, 'competency' also refers to one of the 16 competencies (Example, Competency 8: Financial Accounting).*

**Competency-Based Modules:** *distinct sets of associated task-based skills and knowledge that, in combination, make up the performance requirements of the Technician Level in the Certification Process. Used for education, training and evaluation purposes.*

**Conceptual:** *the generic idea of Aboriginal Community Economic Development abstracted from particular instances for the purpose of study, analysis and discourse.*

**Competencies:** *specific skills, knowledge and abilities.*

**Component:** *one section or portion of a whole.*

**Credentials:** *letters depicting recognized skills, competency or status.*

**Cultural Learning:** *relevant training using examples and applications appropriate to the cultural context and experience of the learner.*

## D

**DACUM:** *an acronym for "Developing A Curriculum," a system implemented by Cando to gather information from practitioners and educators in the field of Aboriginal economic development. The information collected is placed in a DACUM chart and used in decision-making to determine the essential knowledge, skills, and attitudes required of entry-level professionals.*

**Designation:** *the Certified Aboriginal Economic Development Process has a 'Technician Level' and 'Professional Level' designation.*

## E

**Economic Developer:** *a community worker who helps to develop businesses, jobs and overall economic opportunities.*

**Economic Development:** *the process involved in stimulating the production, distribution and consumption of goods and services. The term 'Aboriginal Economic Development' can be interpreted to mean economic development that takes place in or in the interests of an Aboriginal community. The term 'Aboriginal Economic Developer' can be interpreted as a person engaged in Aboriginal Economic Development.*

**Education and Research Manager:** *the Cando Education and Research Manager works with candidates of the Certified Aboriginal Economic Developer Process and helps each individual achieve Certification by performing transcript reviews, providing course counseling, assisting with a prior learning assessment and providing general support to candidates when needed.*

## F

**Field:** *an administrative or instructional area or area of professional practice.*

## I

**Individual Assessment:** *an individual assessment is used to assess a person's prior learning gained through education, life/work experience and to recognize knowledge and skills for academic standing, credit transfer or employment/labour market qualifications.*

**Individual Assessment Exercises:** *in an individual assessment of prior learning, the candidate must successfully complete a series of individual assessment exercises for each competency he/she is trying to prove through prior learning.*

**Intuitive and Traditional Knowing:** *an entire system of knowledge, a way of being and knowing stemming from culture, worldview, place, and experience that can be found in many Aboriginal communities and is equally as valid as other types of knowing.*

## J

**Job Analysis:** *an assessment of a particular job, its function and relationships.*

**Job Description:** *an overview of a job outlining duties and tasks as well as skills required, reporting lines and salary range.*

**Journal of Aboriginal Economic Development (JAED):** *published jointly by Cando and Captus Press and peer reviewed by a distinguished academic editorial board, the Journal provides a view of economic development from a uniquely Aboriginal perspective, with topics ranging from best practice case studies, scholarly research, to book reviews and commentaries.*

## K

**Knowledge:** *understanding possessed by someone through accumulated experience, association, or awareness, it can include data, information, or theories learned from going to school, reading books, and study, or it can also be wisdom gained from everyday living, observation, and knowing how to do things.*

## L

**Learning Narrative:** *learning narratives are performed by candidates wishing to claim credit for skills and knowledge they already possess, through the individual assessment process. As part of an individual assessment exercises, writing a narrative involves describing what you know, what you can do, and what valuable attitudes and insights developed as the result of tasks performed, with each narrative directly related to the competency you are trying to claim credit for.*

**Learning Outcome:** *learning outcomes are the expected result of learning expressed as statements clearly identifying what learners should be able to do upon completion of a competency. For example, upon completion of competency 1, candidates should be able to "research, identify, interpret and provide advice to clients about business and economic indicators of relevance to Aboriginal economic development."*

**Lifelong Learning:** *ongoing learning in formal, non-formal and informal ways, cradle to grave learning and knowledge building.*



## O

**Operational Plans:** plans to implement community or organizational goals usually identified in a strategic plan.

## P

**Performance Appraisal:** an annual review of job accomplishments and satisfaction.

**Post-Secondary Institution:** universities, community colleges, vocational and technical colleges for adults or graduates of secondary school (Grades K-12 or 13). Recognized post-secondary institutions are those that have been authorized by provincial Departments of Education (Ministry of Education in Quebec) to issue certificates, diplomas and degrees.

**Prior Learning Assessment (PLA) Committee:** reviews individual assessment exercises and provides recommendation to the Standing Committee on Education and Research Committee for acceptance.

**Professional Development (PD) Course:** an intensive one-week workshop that addresses a wide range of topics, including: communication, ethics, leadership, culture and values, professional conduct and other selected development issues. It is offered on an annual basis at locations throughout the country and facilitated by professors with experience in the field of Aboriginal economic development.

**Professional Level Certification:** Professional Level Certification is achieved upon completion of Technician Level Certification, a Cando Professional Development (PD) Course, two years of work experience in Aboriginal economic development, and submission of an economic development final paper/case study.

## Q

**Qualification:** recognition of skills, abilities or expertise, authority.

## S

**Secondary School:** also called high school, it is grades 10-12. Grades 1-6 are primary or elementary school, while grades 7-9 are junior high or middle school.

**Self-Assessment:** the process of gathering, describing, and quantifying information to assess one's own knowledge, skills and abilities against a standard set of criteria, assessment standards and personal goal setting. Self-assessment may involve critiquing one's own work or may be a simple description of one's performance. By using self-assessment, one can determine if their knowledge, skills and abilities are above or below a certain level.

**Skills:** performance of mental or physical tasks acquired through education and/or training, work, life-experiences, etc. Skills can be identified within an occupation-specific context and using a variety of instruments.

**Strategic Plans:** (3 - 5 year) plans that set key directions and long-range goals.

## T

**Technical:** involving special and practical knowledge related to the field of Aboriginal Economic Development.

**Technician Level Certification:** Technician Level Certification is achieved when proficiency in the 16 core competencies has been sufficiently demonstrated through completion of an accredited program, Transcript Review, and/or Prior Learning Assessment.

**Technique:** approaches or processes used to do something.

**Transcript:** an official record of a student's academic performance issued from the Registrar's Office of the institution the student attended and listing courses studied and results gained, including withdrawals. An unofficial transcript is a copy of this academic record, which can be issued to the student on written request but lacks the institution's seal.

**Transcript Review:** transcripts from recognized post-secondary institutions are submitted by candidates for review by Cando's Education and Research Manager. The Education and Research Manager then uses transcripts and institutional calendars to match the material covered in the courses described on the transcript against the 16 technician level competencies.

## V

**Validation:** confirmation, proof, supported by facts or authority.

**Values:** highly regarded ideals or customs.

## W

**Work Plans:** annual plans that state priorities for the coming year.