




RECRUITING THE FIRST NATION ADMINISTRATOR

A TOOLKIT

The First Nation Public Service Initiative is a joint First Nations/Indian and Northern Affairs Canada initiative to develop a stable, professional First Nations public service in British Columbia

Indian and Northern Affairs Canada
Affaires indiennes et du Nord Canada

Canada

HOW TO USE THIS TOOLKIT

This diagram shows a step-by-step process for hiring a First Nation administrator. For each step, follow the diagram to select the toolkit documents you need to read.

Recruiting a first nation administrator starts here.

1. Each First Nation must consider whether it wants to hire a developmental opportunity level administrator, a superior performer level administrator, or someone in between. This toolkit contains a Primary Duties and Core Competencies document which outlines the main duties of an administrator and the competencies to look for in candidates at the various levels of proficiency. It also contains examples of each of the tools for both the developmental opportunity level and the superior performer level. The First Nation can then adapt these tools to target the level of competencies it seeks in a candidate.

Establish what your administrator will do.

2. A work description outlines the duties of the position. These are the tasks an administrator would typically perform. Some tasks will not apply to every First Nation, and in some cases additional tasks may be needed. The work description is the next step in the hiring process. Once you have established what the administrator will do, you can decide what qualifications he or she will need.

Decide what qualifications you seek.

3. You will need a selection profile that outlines the following attributes you are looking for in the candidate: knowledge; abilities, skills and aptitudes; personal suitability; experience; education; occupational certification; and language proficiency.

   The qualifications specified must be based on the work described and the context in which it will be performed. The selection profile will enable you to screen candidates for the position using objective criteria.

Advertise for a first nation administrator.

4. You will need a well-crafted recruitment advertisement to help attract qualified candidates to your position. The advertisement is based on the work description and the selection profile.

Assess candidates.

5. Finally, you will need an assessment tool that enables you to assess candidates in a fair and transparent manner. The assessment tool in this kit contains a detailed description of the procedures for making selection decisions, including procedures for collecting and using the assessment information. This tool will help you to determine which candidates are qualified for the position. It will also allow you to explain the assessment and rating to the candidates when the selection process is complete.



RECRUITING THE FIRST NATION ADMINISTRATOR – A TOOLKIT






INTRODUCTION

First Nations leaders involved in the November 1999 Joint Planning and Policy Development Forum identified the need to develop a stable, professional First Nations public service in British Columbia. A joint First Nation/Indian and Northern Affairs Canada (INAC) BC Region committee was established to develop the First Nation Public Service initiative. This joint committee, called the First Nations Public Service Committee, decided that the initial focus should be on the administrator (band manager) position due to the administrator's pivotal role in hiring, training and deploying First Nation staff and liaising with the elected leadership.

The First Nations Public Service Committee appointed a task group of administrators to assist with the development of human resource tools for their position. This group, called the First Nation Administrators Task Group, worked with a human resources consultant to develop a list of primary duties and core competencies for the administrator's position. A core competency is any observable or measurable skill, ability or behaviour that contributes to successful job performance.

The result of their work was a *First Nation Administrator Primary Duties and Core Competencies* document, a draft of which was presented to 140 First Nations at an Administrators Forum in May 2003 for their assessment and contribution. The final document is the foundation upon which all the tools contained in this toolkit were developed. The toolkit includes generic work descriptions, selection profiles, recruitment advertisements and assessment tools for a developmental opportunity level administrator and a superior performer level administrator, based on the behavioural scale in the *First Nation Administrator Primary Duties and Core Competencies* document. This toolkit can be used by First Nations communities, organizations and institutions when recruiting and hiring administrators.

For more information on the First Nation Public Service initiative and an overview of how the core competency material was developed, please see **www.inac.gc.ca/bc/jf/stc/fnpsi**. To obtain additional copies contact **bcinfo@inac.gc.ca** or call **1-800-665-9320 or 604-666-7891**.

Why Do We Need a Toolkit?

The duties of the First Nation administrator are broad in scope and vary from day to day. The hours of work are not steady and can be overwhelming at times. These factors make recruitment, development and retention of the First Nation administrator difficult. This toolkit was developed to assist with the first challenge—recruitment.

First Nation communities are unique and varied throughout the province, a factor that influences the duties of the First Nation administrator. These tools are, therefore, meant to be flexible. Each First Nation must recognize its specific need at a specific time and then use and adapt the tools as necessary. First Nations may require assistance using these tools, particularly in assessing First Nation administrator candidates. This assistance may come from human resource professionals, other First Nation administrators or Tribal Councils, for example.

What Is the Competency Model?

The core competency approach to human resource development was selected because this approach goes beyond defining a set of mechanical skills related to a position, to identifying personal characteristics that enable superior performance. A competency model is a set of individual competencies or characteristics that is developed for a specific job or job family. For the job of First Nation administrator, the First Nation Administrators Task Group (the Task Group) identified eight categories of primary duties and four clusters of core competencies.

What Are the Basic Duties of an Administrator?

The primary duties form the basis of the core competencies. They have been grouped into eight categories:

- Policy
- Financial
- Council
- Staff
- Government Relations
- Community Relations
- Planning
- Practical Reserve Issues

What Competencies Do Administrators Need?

The core competencies have been grouped into four clusters:

- Thinking Capabilities
- Leadership Effectiveness
- Self-Management
- Social Awareness

Note: Full details on all primary duties and core competencies can be found in the *First Nation Administrator Primary Duties and Core Competencies* document.

How Do I Use the Toolkit?—A Menu Approach

The *First Nation Administrator Primary Duties and Core Competencies* document provides a scale of competency definitions and behavioural indicators. The Task Group decided to develop recruitment tools at either end of that scale, namely to focus on the "developmental opportunity" and the "superior performer." Each First Nation must consider where on the scale it intends to focus with regard to its specific human resource needs, and must adapt the tools to target the competencies it seeks in a candidate.

To enable flexibility, the tools are developed in a menu format. Just as in a restaurant, you pick what you want from the menu based on many factors. These factors can be identified through questions such as these:

- What are your needs today?
- Are you looking to hire a fully qualified, superior-performing administrator, or are you willing to allow the individual to learn on the job to become a fully qualified superior performer?
- Are you recruiting from all over Canada, from all over BC or from within your own community?

Addressing these questions, and others specific to each community, will help determine the type of qualifications you are looking for and the assessment and interview tools you will need to choose the best First Nation administrator for your community.

What Tools Do I Need?

Work Description

You will need a work description explaining the basic duties of the First Nation administrator (band manager). The work description is the first step in the hiring process. Once you have established what the administrator will do, you can decide what qualifications he or she will need.

Selection Profile

You will need a selection profile that outlines the following attributes you are looking for in the candidate:

- Knowledge
- Abilities, skills and aptitudes
- Personal suitability
- Experience
- Education
- Occupational certification
- Language proficiency

The qualifications specified must be based on the work described and the context in which it will be performed. The selection profile will enable you to screen candidates for the position using objective criteria.

Recruitment Advertisement

You will need a well-crafted recruitment advertisement to help attract qualified candidates to your position. The advertisement is based on the work description and the selection profile.

Assessment Tool

Finally, you will need an assessment tool that enables you to assess candidates in a fair and transparent manner. The assessment tool in this kit contains a detailed description of the procedures for making selection decisions, including procedures for collecting and using the assessment information. This tool will help you to determine which candidates are qualified for the position. It will also allow you to explain your assessment and rating to the candidates when the selection process is complete.

Why Assess Using These Tools?

Using these tools takes time up front, but saves time later. You and the other selection board members put your energies into describing the work and qualifications so that you can determine whether applicants possess those qualifications.

With the right person on the job you save time in orientation, training, development and dealing with staffing issues.

How Do I Keep a First Nation Administrator Over the Long Term?

Hiring the right person for the position is a great start to keeping them on the job. Being well suited for a position is directly linked to job satisfaction and motivation.

You can get your new administrator off to a great start by providing a good orientation to the following:

- The work
- The roles of chief and council
- Important committees in the community
- The community's issues and realities facing it

Providing opportunities for training and development is key to job satisfaction for any position and key to retaining a good First Nation administrator. Formal classroom training may be required; however, it is also wise to ensure that on-the-job training occurs and is recognized as time well spent.

Ensuring that the individual has a mentor or someone they can talk to when the job gets tough is also advisable. This will also be important when issues or ideas need to be considered or options reviewed. When people feel supported in a job, they are more likely to report job satisfaction and stay in that job longer.

Another way to support the administrator is to encourage the hiring of community members in positions reporting to him or her. The hiring of community members is also important for the community. Having community members work in junior positions can serve as an apprenticeship program, allowing them to learn on the job and developing them to one day take on the role of administrator.

Steps in Hiring a First Nation Administrator

1. Identify the need to hire.
2. Identify the candidate pool—that is, where you can recruit from.
3. Decide on the proficiency level you want to hire at. Are you hiring someone on a developmental basis, a superior performer or somewhere in between?
4. Decide who will be on the selection board—at least three board members. One should be someone in a supervisory or managerial role within the First Nation. Be aware of family and social affiliations.
5. Develop a recruitment advertisement and decide where and when to advertise.
6. Develop a statement of qualifications and put together study guides or kits, as required. The study guide is to assist candidates in preparing for the selection process. It would typically contain documents relevant to the position, for example an organizational chart, a vision statement for the community, or a community plan.
7. Develop an assessment guide and decide on the roles of selection board members. Remember to use a wide variety of assessment methods.
8. Screen applications as they come in, and communicate with all applicants regarding the outcome of screening.
9. Conduct the assessment using the entire range of assessment tools.
10. Conduct scoring on all candidates to determine the successful candidate and any ranked candidates.
11. Offer employment to the successful candidate and communicate with all applicants regarding the outcome of the selection. The offer letter should be specific regarding all conditions of employment and probationary periods. Ensure that the successful candidate accepts your offer in writing.
12. Orient the new employee, and develop performance goals and objectives and a personal learning plan, particularly if hiring a developmental individual.

GENERIC WORK DESCRIPTION BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—DEVELOPMENTAL OPPORTUNITY

Work Description

A work description outlines the duties of the position. These are the tasks an administrator would typically perform. Some of these tasks will not apply to every First Nation, and in some cases additional tasks may be needed. The work description is the first step in the hiring process. Once you have established what the administrator will do, you can decide what qualifications he or she will need.

Overall Responsibilities

The administrator, reporting to the band council, has the following overall responsibilities to the [name of your First Nation] First Nation:

- Provides leadership in strategic planning
- Advises on policy
- Implements work plans
- Oversees and is responsible for the effective operation of the [name of your First Nation] government

Specific Duties and Responsibilities

- Accesses and secures additional funding
- Ensures development of budgets as required
- Monitors and controls budgets and expenditures to report to council
- In conjunction with council and community, participates in developing a comprehensive community plan that includes the following components:
  - Strategic
  - Operations and business
  - Land use and economic development
  - Social and education
  - Resources
  - Public works and emergency services
- Provides basic support and advice to community members on business ideas and plans
- Advises, informs and liaises with council and community
- Implements council decisions
- Reports to other government departments and agencies as required regarding social services or education issues and capital projects
- Develops and maintains working relationships with other governments
- Develops and maintains working relationships with community and other stakeholders
- Develops and maintains a system of records and archives
- Undertakes and commits to training and development required to take on full duties and responsibilities to the superior performer level of competency profile for position
- Applies existing policies and ensures compliance with them
- Researches policy needs to provide recommendations to governing authorities
- Interprets applicable legislation, regulations and agreements
- Supervises, directs and evaluates staff
- Recognizes the need for staff orientation, training and development
- Performs other duties as required, such as:
  - dispute resolution,
  - crisis management,
  - advocacy,
  - systems maintenance and
  - being on call.

GENERIC SELECTION PROFILE BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—DEVELOPMENTAL OPPORTUNITY

Selection Profile

A selection profile outlines the following attributes that you are looking for in the candidate:

- *Knowledge*
- *Abilities, skills and aptitudes*
- *Personal suitability*
- *Experience*
- *Education*
- *Occupational certification*
- *Language proficiency*

The qualifications specified must be based on the work and the context in which it will be performed. The selection profile will enable you to screen candidates for the position using objective criteria.

Note: This selection profile is for recruitment on a developmental track. It has been developed using the first level of the competency profile.

The items identified should be considered a menu of possible options. Some may be relevant as written, some with amended language and some not at all. None should be considered mandatory.

When using this selection profile to hire a developmental First Nation Administrator, consider the following:

- The immediate requirements of the position
- What you are willing and able to allow the successful candidate to learn over time
- The candidate pool

When using this selection profile, please ensure you clearly define the required experience, either in descriptive language or as minimum periods of time.

Menu of Qualifications

Education

- The successful candidate will have a high school diploma
- The successful candidate will have a high school diploma with additional formal training in bookkeeping

Experience

- Experience in program administration
- Limited experience in management responsibilities
- Participation in social activities and issues in the community
- Participation in First Nation (band) issues
- Experience working with First Nations

Knowledge

- Knowledge of basic computer skills and programs
- Knowledge of basic accounting principles
- Basic financial knowledge, including bookkeeping, budgeting and accounting
- Basic awareness of relevant legislation, policies and procedures in:
  - program areas,
  - human resources, and
  - finance and operations
- Basic awareness of issues facing First Nation communities

Abilities, Skills and Aptitudes

- Ability to recognize and use the formal structure of an organization
- Ability to manage First Nation resources, including people, materials, assets and money
- Ability to recognize problems
- Ability to identify where action is required
- Ability to achieve results
- Ability to communicate both orally and in writing
- Ability to ask questions to confirm understanding
- Ability to accept that other people's points of view are valid
- Ability to handle conflict using sound judgement
- Ability to motivate others, self-start and manage own time
- Ability and willingness to be a good community role model
- Ability to establish good working relationships
- Ability to accept criticism
- Ability to recognize a negative outcome yet remain positive

Personal Suitability

- Effective interpersonal relationships
- Willingness to learn continuously

GENERIC RECRUITMENT ADVERTISEMENT BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—DEVELOPMENTAL OPPORTUNITY

Recruitment Advertisement

A well-crafted recruitment advertisement will help attract qualified candidates to your position. The advertisement is based on the work description and the selection profile.

The position title used by the First Nation Administrators Task Group is *First Nation Administrator*. Individual First Nations can use whatever title they prefer, for example, Band Manager, Chief Operating Officer, or other.

Content of Advertisement

Recruitment advertisements should begin with a brief description of the community, including information such as the following:

- Location of community
- Size of community
- Geography of the area
- The community's areas of responsibility
- Social and physical activities available
- Services and amenities available

If the advertisement is aimed only at community members, this information may not be required.

Sample Advertisement

[Name of your community] is offering an exciting opportunity to a self-motivated, mature and eager individual who is willing to learn, build capacity and thrive on challenge while working in a team environment.

The chief and council are looking for a [title of position] to provide leadership in strategic planning, advise on policy and implement work plans for the [name of your community] First Nation. You will also oversee and be responsible for the operations of [name of your community] government.

GENERIC ASSESSMENT BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—DEVELOPMENTAL OPPORTUNITY

Assessment Tool

This assessment tool will enable you to assess candidates in a fair and transparent manner. It contains a detailed description of the procedures for making selection decisions, including procedures for collecting and using the assessment information. This tool will help you determine which candidates are qualified for the position. It will also allow you to explain the assessment and rating to the candidates when the selection process is complete.

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
K1, K3, A4, A6, A14, PS1	Written Test—Give candidates a financial statement (including an error) generated from an automated spreadsheet program, and ask them to write a letter to chief and council explaining the financial situation and making recommendations for action.	– correct identification of flaw or error – thorough analysis of financial information – thorough yet plain-language explanation to chief and council – recommendations that make sense – clear, precise, plain-language, concise written communication	Global assessment to be used—all information to be gathered from all assessment sources; then, knowledge, abilities and personal suitability will be assigned global scores	100 marks total: – knowledge: 20 – abilities: 40 – personal suitability: 40
K2, K3, A2, A3, A4, A5, A6, A13, PS1	Oral Interview Question—Using the financial statement and letter to chief and council from written test, develop an oral question that will probe in detail the candidate's understanding of the following: – impact of the error detected in the financial statement – candidate's recommendations Ensure you critique the candidates' written responses and challenge the candidates so they must defend and explain their positions.	– thorough understanding of the issues and their impact – engaging dialogue without the individual appearing defensive or argumentative – clear, precise, plain-language, concise oral communication		
A6, A8	Oral Interview Question—Describe the organization and structure of the First Nation (or use community or our government as preferred).	The specific First Nation assessment board will complete this section		

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
K4, A1, A7, A13, PS1, PS2	Oral Interview Question—Are you familiar with any of the First Nation's policies and procedures? Please describe. Are you familiar with any of the outside agencies' or governments' policies and procedures? Please describe. – seek details – use probing questions or examples if necessary – prompt if required	The specific First Nation assessment board will complete this section		
K5, A6	Oral Interview Question—Describe for us your understanding of the issues facing this First Nation.	The specific First Nation assessment board will complete this section		
A3, A5, A6, A9, PS1, PS2	Oral Interview Behaviour-Based Question—Tell us about a time when you had to solve a problem. – seek details – ask for examples – Probing questions: ▪ from whom did you seek guidance? ▪ what action did you take? ▪ if you faced this same problem again, what would you do differently?	– analysis of problem with options for solutions – sought assistance and guidance from others in solving problem; sought others' points of view – took action to solve problem and ensure it wouldn't happen again – good judgment and a mature attitude – has learned from this problem, and has reflected on how he/she handled it to learn from that as well		
A2, A5, A6, A7, A8, A10, A12, PS1, PS2	Oral Interview Behaviour-Based Question—Tell us about a time when you had your greatest success in building team spirit. – Probing questions: ▪ when did this happen? ▪ provide details of situation ▪ who was involved? ▪ what did you do or say? ▪ what happened? ▪ how did you feel? ▪ what specific results were accomplished by this team?	– motivated and uplifted people rather than simply directing and ordering them – knows how to bring out the best in others – feels good about others being successful – gives credit where credit is due – has reflected on the situation and learned from it		
A2, A5, A6, A10, A12, PS1, PS2	Oral Interview Behaviour-Based Question—Tell us about the most recent time you demonstrated leadership. – Probing questions: ▪ what was the background to this event? ▪ when did this happen? ▪ what did you do that influenced others? ▪ what was the reaction to your leadership?	– motivated and uplifted people rather than simply directing and ordering them – knows how to bring out the best in others – feels good about others being successful – gives credit where credit is due – has reflected on the situation and learned from it – recognizes that leadership isn't easy and some will fight it – uses others to achieve results		

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
A3, A4, A5, A6, A9, A14, PS1, PS2	Oral Interview Behaviour-Based Question—Describe for us a major change that has occurred in your life and tell us how you adapted to it. – Probing questions: ▪ what were your reactions? ▪ from whom did you seek assistance? ▪ what where the outcomes? ▪ what would you do differently if you had to do it all over again?	– is able to handle conflict or difficulties – can recognize a problem and find solutions – can face a negative situation, yet remain positive and look forward – knew something had to be done; didn't just let things happen to her/him – sought assistance from others when appropriate or necessary – has reflected on and learned from the experience – displays an appropriate sense of humour		
A4, A5, A6, A10, PS1, PS2	Oral Interview Behaviour-Based Question—Tell us about a time when, without being asked, you did something that had a big impact. – Probing questions: ▪ seek details ▪ how did you engage others? ▪ what was the outcome? ▪ what did you learn from this experience? ▪ what would you do differently if you had to do it over again?	– can motivate self and others – takes initiative and is a self-starter; doesn't sit around waiting for someone to tell him/her what to do – seeks to achieve positive results – demonstrates confidence, good judgment and a mature attitude – is a risk taker who is action-oriented		
A3, A6, A7, A8, A9, A11, A12, A13, A14, PS1, PS2	Role Play—It is recommended to conduct this at the end of the oral interview. – one board member plays the role of a difficult community member confronting the candidate – candidate plays role of First Nation Administrator on the job – issue is that the individual has paid her rent but has now received a notice from the First Nation Administrator that it wasn't paid – the community member is quite frustrated and angry – this is an error from the Administrator's office – 15-20 minutes maximum	– handles the situation without getting angry – deals with the difficult client in an empathetic, respectful, fair and patient manner – readily admits the error was made and explains what action will be taken to correct the situation and ensure it doesn't recur – is able to accept criticism while remaining respectful and positive – asks questions as appropriate to confirm understanding of the situation and the other individual's point of view		
A6, A7, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s communication skills. – Probing questions: ▪ ask about his/her listening skills ▪ ask about her/his ability to see and pick up on underlying messages (body language) ▪ does [candidate's name] ask appropriate questions when necessary to confirm understanding?	– clear, concise, precise, plain language in oral communication – uses active listening skills – uses questions appropriately to confirm or gain understanding – can read body language – does not use slang or inappropriate language, including not using overly technical language with non-technical audience		Oral communication skills are assessed during the entire oral interview. Reference check information is used to confirm or contradict information gathered during oral interview.

Selection Profile Item(s)Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
A3, A5, A6, A9, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s problem-solving abilities. – Probing questions: ▪ ensure you obtain details ▪ what action did [candidate's name] take? ▪ did she/he engage others in solving problems? ▪ what would you recommend he/she had done differently?	– analysis of problem with options for solutions – sought assistance and guidance from others in solving problem; sought others' points of view – took action to solve problem and ensure it wouldn't happen again – good judgment and a mature attitude – has learned from this problem, and has reflected on how she/he handled it to learn from that as well		
A2, A5, A6, A10, A12, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s leadership skills and qualities. – Probing questions: ▪ ensure you obtain details ▪ does he/she motivate others or simply direct others? ▪ does she/he give credit where credit is due? ▪ does he/she see success in others as his/her own personal success? ▪ does she/he successfully use others to achieve results?	– motivated and uplifted people rather than simply directing and ordering them – knows how to bring out the best in others – feels good about others being successful – gives credit where credit is due – has reflected on the situation and learned from it – recognizes that leadership isn't easy and some will fight it – uses others to achieve results		
A4, A5, A6, A10, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s initiative. – Probing questions: ▪ ensure you obtain details ▪ does he/she take things on without being asked? ▪ does she/he manage her/his own time and get everything done, including things she/he hasn't been asked to do? ▪ does he/she priorize his/her work appropriately? ▪ is [candidate's name] a self-starter?	– can motivate self and others – takes initiative and is a self-starter; doesn't sit around waiting for someone to tell her/him what to do – seeks to achieve positive results – demonstrates confidence, good judgment and a mature attitude – is a risk taker who is action-oriented		

Key to Identifying Selection Profile Items Assessed (Column One)

KNOWLEDGE

K1 Knowledge of basic computer skills and programs
K2 Knowledge of basic accounting principles
K3 Basic financial knowledge, including bookkeeping, budgeting and accounting
K4 Basic awareness of relevant legislation, policies and procedures in program areas, human resources, and finance and operations
K5 Basic awareness of issues facing First Nation communities

PERSONAL SUITABILITY

PS1 Effective interpersonal relationships
PS2 Willingness to learn continuously

ABILITIES, SKILLS AND APTITUDES

A1 Ability to recognize and use the formal structure of an organization
A2 Ability to manage First Nation resources, including people, materials, assets and money
A3 Ability to recognize problems
A4 Ability to identify where action is required
A5 Ability to achieve results
A6 Ability to communicate both orally and in writing
A7 Ability to ask questions to confirm understanding
A8 Ability to accept that other people's points of view are valid
A9 Ability to handle conflict using sound judgement
A10 Ability to motivate others, self-start and manage own time
A11 Ability and willingness to be a good community role model
A12 Ability to establish good working relationships
A13 Ability to accept criticism
A14 Ability to recognize a negative outcome yet remain positive

GENERIC WORK DESCRIPTION BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—SUPERIOR PERFORMER

Work Description

A work description outlines the duties of the position. These are the tasks an administrator would typically perform. Some of these tasks will not apply to every First Nation, and in some cases additional tasks may be needed. The work description is the first step in the hiring process. Once you have established what the administrator will do, you can decide what qualifications she or he will need.

Overall Responsibilities

The administrator, reporting to the band council, has the following overall responsibilities to the [name of your First Nation] First Nation:

- Provides leadership in strategic planning
- Advises on policy
- Implements work plans
- Oversees and is responsible for the effective and efficient operation of the [name of your First Nation] government

Specific Duties and Responsibilities

- Ensures development of, recommends, monitors and controls financial plans and budgets (annual and multi-year) by interpreting and advising on the strategic plan direction, and on the goals and objectives set by council
- Accesses and secures additional funding
- Forecasts financial, budgetary and planning needs
- In conjunction with council and community, develops a comprehensive community plan that includes the following components:
  - Strategic
  - Operations and business
  - Land use and economic development
  - Social and education
  - Resources
  - Public works and emergency services
- Provides basic support and advice to community members on business ideas and plans
- Advises, informs and liases with council and community
- Implements council decisions
- Reports to other government departments and agencies as required regarding social services or education issues and capital projects
- Develops and maintains working relationships with other governments
- Develops and maintains working relationships with community and other stakeholders
- Develops and maintains a system of records and archives
- As needed, researches, recommends, develops, implements, enforces, reviews and revises policies
- Interprets applicable legislation, regulations and agreements
- Supervises, directs and evaluates staff
- Provides staff orientation, training and development
- Performs other duties as required, such as:
  - dispute resolution,
  - crisis management,
  - advocacy,
  - systems maintenance and
  - being on call.

GENERIC SELECTION PROFILE BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—SUPERIOR PERFORMER

Selection Profile

A selection profile outlines the following attributes that you are looking for in the candidate:

- *Knowledge*
- *Abilities, skills and aptitudes*
- *Personal suitability*
- *Experience*
- *Education*
- *Occupational certification*
- *Language proficiency*

The qualifications specified must be based on the work and the context in which it will be performed. The selection profile will enable you to screen candidates for the position using objective criteria.

Note: This selection profile has been developed with the recruitment of a superior performer in mind, using the highest level of the competency profile.

The items identified should be considered a menu of possible options. Some may be relevant as written, some with amended language and some not at all. None should be considered mandatory. When using this selection profile, please ensure you clearly define the required experience, either in descriptive language or as minimum periods of time.

SELECTION PROFILE

Menu of Qualifications

Education

- The successful candidate may have a master's degree in business administration
  and/or
- The successful candidate may have a Certificate in Public Administration
  and/or
- The successful candidate may have a bachelor's degree with a specialization in commerce
  and/or
- The successful candidate may have a Business Certificate
  and/or
- The successful candidate may have a Certificate in General Accounting
  OR
- The successful candidate must have an acceptable combination of education, training and experience

Experience

- Experience in senior-level public administration, including core areas such as capital spending, health, education, social development and finance
- At least four years' experience in a senior administrative role, including core areas such as capital spending, health, education, social development and finance
- Experience working with First Nations
- Experience working with, and liaising between, governments
- Experience accessing and securing funding
- Experience in negotiation
- Experience in conflict resolution

Knowledge

- Knowledge of relevant legislation, policies and procedures related to:
  - programs,
  - human resources,
  - operations, and
  - finances
- Sound knowledge of financial accounting principles and practices
- Thorough knowledge of computer programs
- Sound knowledge of the social and economic issues facing First Nations
- Thorough knowledge of all federal, provincial and other funding sources
- Knowledge of planning processes
- Knowledge of contract and civil law

Abilities, Skills and Aptitudes

- Ability to analyse problems systematically, organize information, identify key factors and underlying causes and generate solutions
- Superior ability to manage First Nation resources including people, material assets and money
- Ability to manage projects and other time-sensitive activities
- Ability to ensure quality service delivery
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- Ability and willingness to lead by example
- Ability to accomplish results through others, inside and outside the First Nation and community
- Superior ability to handle conflict using sound judgment
- Ability to accept criticism
- Ability to deal with and accept diversity and adapt to change
- Ability to reflect on difficult situations to improve future performance

Personal Suitability

- Effective interpersonal relationships
- Willingness to learn continuously

GENERIC RECRUITMENT ADVERTISEMENT BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—SUPERIOR PERFORMER

Recruitment Advertisement

A well-crafted recruitment advertisement will help attract qualified candidates to your position. The advertisement is based on the work description and the selection profile.

The position title used by the First Nation Administrators Task Group is *First Nation Administrator*. Individual First Nations can use whatever title they prefer, for example, Band Manager, Chief Operating Officer, or other.

Content of Advertisement

Recruitment advertisements should begin with a brief description of the community, including information such as the following:

- Location of community
- Size of community
- Geography of the area
- The community's areas of responsibility
- Social and physical activities available
- Services and amenities available

If the advertisement is aimed only at community members, this information may not be required.

Sample Advertisement

[Name of your community] is looking for a dynamic, energetic professional experienced in First Nation administration. We are seeking a superior performer who is confident and self-motivated.

The chief and council are looking for a [title of position] to provide leadership in strategic planning, advise on policy and implement work plans for the [name of your community] First Nation. You will also oversee and be responsible for the operations of [name of your community] government.

GENERIC ASSESSMENT BASED ON PRIMARY DUTIES AND CORE COMPETENCIES

FIRST NATION ADMINISTRATOR—SUPERIOR PERFORMER

Assessment Tool

This assessment tool will enable you to assess candidates in a fair and transparent manner. It contains a detailed description of the procedures for making selection decisions, including procedures for collecting and using the assessment information. This tool will help you determine which candidates are qualified for the position. It will also allow you to explain the assessment and rating to the candidates when the selection process is complete.

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
K3	Through the recruitment advertisement or through direct contact with each candidate screened into the competitive process, candidates are asked to provide detailed information about all the computer software and hardware they have worked with, to what degree, in which positions and at what time.			
K2, A1, A2, A8, PS1, PS2	Written Test—Give candidates a full financial audit, and provide tools and time for them to write a detailed assessment. Assessment is to include identifying areas of concern and providing full recommendations to chief and council.	– any flaws or errors are identified – detailed, thorough analysis of the financial audit – detailed assessment – thorough yet plain-language explanation to chief and council – recommendations that make sense – clear, precise, plain-language, concise written communication	Global assessment to be used—all information to be gathered from all assessment sources; then, knowledge, abilities and personal suitability will be assigned global scores	100 marks total – knowledge: 20 – abilities: 40 – personal suitability: 40
A2, A4, A8, A9, PS1, PS2	Written Test—Give candidates tools and time to write a brief and compelling proposal about traditional language or traditional healing. The individual First Nation must provide the details for this written test, including criteria for the proposal. Make it pertinent to the community.	– brief, plain-language, concise, precise, compelling writing in the proposal – demonstrates a clear understanding of the issue at hand		

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
K1, K2, A1, A2, A4, A8, A10, A15, PS1, PS2	Oral Interview Question—Using the candidates' analyses and recommendations from the audit portion of the written test, develop oral questions to probe further into their analyses and recommendations. – ensure you critique the candidates' written responses and challenge the candidates so they must defend and explain their positions	– thorough understanding of the issues and areas of concern identified in the analysis and the implications for the First Nation – ability to explain analysis to the board members and influence or convince them to accept the recommendations – detailed understanding of financial audits – detailed, respectful, engaging dialogue without the individual appearing defensive or argumentative – clear, precise, concise, plain-language oral communication		
K4, A7, A8, A9, PS1, PS2	Oral Interview Question—Tell us what you know about [name your] First Nation and how it is organized, its political and community structures and the social and economic issues and opportunities facing it.	The specific First Nation assessment board will complete this section		
K1, K7, A8	Oral Interview Question—Tell us what you know about the legislation, policies and procedures related to programs, human resources, operations and finances that [name your] First Nation is governed by.	The specific First Nation assessment board will complete this section		
K5, A8	Oral Interview Question—Tell us what you know about federal, provincial and other funding sources available to First Nations.	The specific First Nation assessment board will complete this section		
K5, A2, A8, A11, A13, PS1, PS2	Oral Interview Question—What agencies and individuals would you network with to benefit the First Nation and how? – where? – what type of funding? – what type of services?	The specific First Nation assessment board will complete this section		
K7, A8	Oral Interview Question—Describe to us your knowledge of liability issues facing First Nations.	The specific First Nation assessment board will complete this section		

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
A1, A5, A7, A8, A9, A12, A16, A17, PS1, PS2	Oral Interview Question—Tell us how you would recommend we integrate a legal arm or entity into our government or organization.	The specific First Nation assessment board will complete this section		
A2, A4, A7, A8, A9, A10, A11, A12, PS1, PS2	Oral Interview Behaviour-Based Question—Tell us about a time when you worked to develop another person's or group's ability to work independently. – Probing questions: ▪ what was the background? ▪ what specific things did you do? ▪ how did others react? ▪ what was the outcome? ▪ what did you learn? ▪ what would you do differently now?	– is able to handle conflict or difficulties – can recognize a problem and find solutions – can face a negative situation, yet remain positive and look forward – knew something had to be done; didn't just let things happen – can motivate self and others – takes initiative and is a self-starter; doesn't sit around waiting for someone to tell him/her what to do; can manage time of self and others – seeks to achieve positive results – displays confidence, good judgment and a mature attitude – is a risk taker who is action-oriented – sought assistance from others when appropriate or necessary – has reflected on and learned from the experience – displays an appropriate sense of humour		
A1, A2, A3, A4, A5, A6, A8, A16, PS1, PS2	Oral Interview Behaviour-Based Question—Describe for us how you have used and improved upon systems to organize and keep track of work. – Probing questions: ▪ tell us about the accessibility of these systems ▪ how did you identify weaknesses? ▪ how did you utilize others to develop improvements? ▪ did the change improve efficiency and quality? ▪ how do you check others' work?	– uses analytical skills to assess current systems' problems and strengths, and can develop business improvements to them – has skills in managing workload and time for self and others – can motivate self and others – takes initiative and is a self-starter; doesn't sit around waiting for someone to tell her/him what to do – seeks to achieve positive results – displays confidence, good judgment and a mature attitude – is a risk taker who is action-oriented		

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
A1, A2, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, PS1, PS2	Oral Interview Behaviour-Based Question—Tell us about a time when you were not very successful in leading a group toward accomplishing an important goal. – Probing questions: ▪ when did this happen? ▪ what was the goal? ▪ who defined the goal? ▪ how were the steps defined? ▪ what was your role? ▪ what lessons did you learn? ▪ what would you do differently now?	– is able to handle conflict or difficulties – can recognize a problem and find solutions – can face a negative situation, yet remain positive and look forward – knew something had to be done; didn't just let things happen – can motivate self and others – takes initiative and is a self-starter; doesn't sit around waiting for someone to tell him/her what to do; can manage time of self and others – seeks to achieve positive results – displays confidence, good judgment and a mature attitude – is a risk taker who is action-oriented – sought assistance from others when appropriate or necessary – has reflected on and learned from the experience – displays an appropriate sense of humour		
K4, K6, A3, A5, A6, A8, A9, A16, A17, PS1, PS2	Oral Interview Behaviour-Based Question—Briefly explain to us both short- and long-term planning you have been involved in. – Probing questions: ▪ what processes did you use? ▪ what indicators did you use? ▪ what analysis did you do? ▪ what were the outcomes? ▪ what lessons did you learn? ▪ what would you do differently now?	– demonstrates knowledge of the planning process – understands the issues and integrates them into the plan – can manage time of self and others, and can manage a project timeline – is a risk taker who is action-oriented – sought assistance from others when appropriate or necessary – has reflected on and learned from the experience		
A8, A9, A10	Reference Check Question—Please tell me about [candidate's name]'s communication skills. – Probing questions: ▪ ask about her/his listening skills ▪ ask about his/her ability to see and pick up on underlying messages (body language) ▪ does [candidate's name] ask appropriate questions when necessary to confirm understanding?	– uses clear, concise, precise, plain language in oral communication – uses active listening skills – uses questions appropriately to confirm or gain understanding – can read body language – does not use slang or inappropriate language, including not using overly technical language with non-technical audiences		Oral communication skills are assessed during the entire oral interview. Reference check information is used to confirm or contradict information gathered during oral interview.

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
A3, A7, A9, A12, A14, A15, A16, A17, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s problem-solving and conflict management abilities. – Probing questions: ▪ ensure you obtain details ▪ what action did [candidate's name] take? ▪ did she/he engage others in her problem-solving activities? ▪ did he/she systematically analyse the problem? ▪ did she/he organize the information to identify key factors and underlying causes? ▪ did he/she generate appropriate solutions? ▪ what would you recommend she/he had done differently? ▪ how did he/she manage conflict?	– provides analysis of problem with options for solutions – sought assistance and guidance from others in solving problem; sought others' points of view – took action to solve problem and ensure it wouldn't happen again – displays good judgment and a mature attitude – takes a detailed, systematic approach to problem solving to identify key factors and underlying causes – generates appropriate solutions – has learned from this problem, and has reflected on how she/he handled it to learn from that as well – can deal with and manage conflict using sound judgment		
A2, A3, A4, A9, A10, A11, A12, A13, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s leadership skills and qualities. – Probing questions: ▪ ensure you obtain details ▪ does she/he motivate others or simply direct others? ▪ does he/she give credit where credit is due? ▪ does she/he see success in others as her/his own personal success? ▪ does he/she successfully use others to achieve results?	– motivated and uplifted people rather than simply directing and ordering them – knows how to bring out the best in others – feels good about others being successful – gives credit where credit is due – regularly fosters teamwork – has reflected on the situation and learned from it – recognizes that leadership isn't easy and some will fight it – uses others to achieve results		
A2, A3, A4, A5, A7, A10, A11, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s initiative and time management. – Probing questions: ▪ ensure you obtain details ▪ does she/he take things on without being asked? ▪ does he/she manage his/her own time and get everything done, including things he/she hasn't been asked to do? ▪ does she/he manage the time of others well, including staff and other teams? ▪ does he/she prioritize his/her work appropriately? ▪ is [candidate's name] a self-starter?	– can motivate self and others – takes initiative and is a self-starter; doesn't sit around waiting for someone to tell him/her what to do – seeks to achieve positive results – displays confidence, good judgment and a mature attitude – is a risk taker who is action-oriented – manages time well, including that of others		

Selection Profile Item(s) Assessed	Assessment Tool	Assessment Criteria	Marking Scheme	Comments
A1, A2, A15, PS1, PS2	Reference Check Question—Please tell me about [candidate's name]'s ability to understand organizational politics and underlying issues, and to use this understanding to develop solutions that fit the community or organization. – Probing questions: ▪ ensure you obtain details ▪ when did this happen? ▪ what went right? ▪ what went wrong?	– when developing options and solutions for a particular situation, community or organization, integrates her/his knowledge of the organization's politics and the issues facing it – doesn't take the easy road... goes the extra mile		
A-All, PS-All	Reference Check Question—Please describe for me your assessment of [candidate's name] strengths and weaknesses.	– simply record what is stated; use as appropriate in various areas of assessment		

Key to Identifying Selection Profile Items Assessed (Column One)

KNOWLEDGE

K1 Knowledge of relevant legislation, policies and procedures related to programs, human resources, operations and finances
K2 Sound knowledge of financial accounting principles and practices
K3 Thorough knowledge of computer programs
K4 Sound knowledge of the social and economic issues facing First Nations
K5 Thorough knowledge of all federal, provincial and other funding sources
K6 Knowledge of planning processes
K7 Knowledge of contract and civil law

PERSONAL SUITABILITY

PS1 Effective interpersonal relationships
PS2 Willingness to learn continuously

ABILITIES, SKILLS AND APTITUDES

A1 Ability to analyse problems systematically, organize information, identify key factors and underlying causes and generate solutions
A2 Superior ability to manage First Nation resources including people, material assets and money
A3 Ability to manage projects and other time-sensitive activities
A4 Ability to ensure quality service delivery
A5 Ability to establish and maintain systems
A6 Ability to adapt to technological change
A7 Ability to clarify roles and expectations
A8 Superior ability to communicate both orally and in writing, including proposal writing
A9 Ability to clearly define and communicate vision and direction to First Nation, community and staff
A10 Ability to accurately listen and understand and then respond appropriately
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A12 Ability and willingness to lead by example
A13 Ability to accomplish results through others, inside and outside the First Nation and community
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A16 Ability to deal with and accept diversity and adapt to change
A17 Ability to reflect on difficult situations to improve future performance