

# CREATING ACTION PLANS

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## Summary

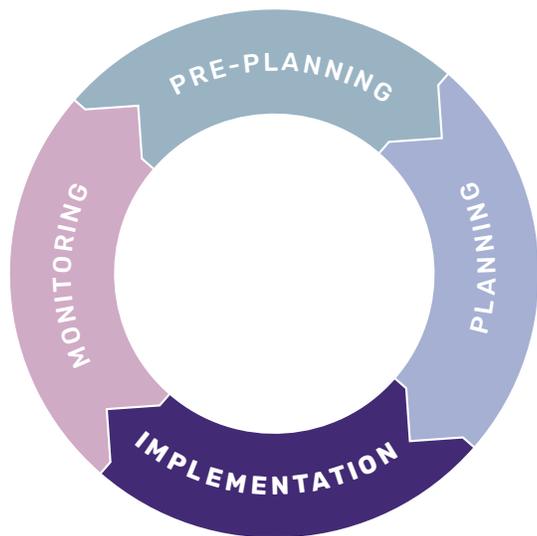
This fact sheet discusses how an action plan can help your community achieve its goals. It also explains who is involved in the action planning process, how the action plan is used, what resources are required, and what some of the common challenges are. Finally, this resource offers some helpful tips for guiding a successful action planning process. Importantly, it describes how to keep community members interested and involved while making the plan!

## Keywords:

communication tools, managing the process, direction setting, planning team

## When is an Action Plan Created?

The process of creating a Community Plan is commonly broken into four phases, as shown below in Figure 1:



**Figure 1 | The Four Phases of Creating a Community Plan.**  
Adapted from (Aboriginal Affairs and Northern Development Canada / Indigenous Services Canada. CCP Handbook – Comprehensive Community Planning for First Nations in British Columbia. 2016. <http://www.aadnc-aandc.gc.ca/eng/1100100021966/1100100021970>. p. 14.) Used with permission.

Action plans are generally created when your community is in the implementation phase of the process.<sup>1</sup> This means you will have already completed your Community Plan! While implementation is generally defined as the third phase, the beginning and end of each phase is not always strict.

It is important that you adapt the process to suit your community's needs. In some cases, projects that do not require a great deal of resources can be implemented sooner than others.<sup>2</sup> Still, before you start the action planning process, you will need to set your community's goals and objectives.

For more information, see *Setting Goals and Objectives*.

## What is an Action Plan?

Even though your Community Plan may be completed, implementation often requires more planning.<sup>3</sup> As such, after prioritizing your goals from the Community Plan, the action plan should describe what you want to achieve and offer a framework for how it will be done.<sup>4</sup>

*Implementation often requires more planning.*

Action plans can take many different forms and, in doing so, can serve a variety of purposes.<sup>5</sup> For example, an action plan can be created to implement a specific part of the Community Plan, such as constructing new housing or introducing new types of economic development. On the other hand, action plans can also respond to particular concerns in your community, like protecting culturally significant areas or improving emergency preparedness.<sup>6</sup>

However, no matter where the action plan comes from or what topic it addresses, its pieces should generally remain the same. The primary action plan pieces are illustrated in Figure 2 below.



**Figure 2 | The Four Key Pieces of an Action Plan**

*Adapted from* (National Aboriginal Lands Managers Association. Community Land Use Planning Toolkit, Version 1.0. Ottawa: Ministry of Aboriginal Affairs and Northern Development Canada. 2016.)

First, the plan should include a list of activities to start, support, and achieve your community's goal. Second, the plan should offer a timeline for when the activities will happen. This will make sure the process stays on schedule. Third, the plan should explain who is involved in each activity, as well as who is responsible for doing what. Fourth, in order to determine if the goal is doable, the plan should describe the resources needed for each of the activities.<sup>7</sup>

## Why Create an Action Plan?

With everything that is included in a Community Plan, deciding how to get started can be difficult. Creating an action plan can help to simplify this step. Based on your community's top goals and objectives, the action plan can identify and communicate what needs to be done to achieve them.

Prioritizing actions is the first step to translate your community's plan into results on the ground. This can be done by considering things such as:<sup>8</sup>

**Impact:** the action positively affects the greatest number of community members, opposed to actions helping very few.

**Urgency:** the action addresses the most pressing issues or goals of your community.

**Cost:** the action does not require more resources than are available in the community to implement it.

**Support:** the action is believed to be important by the community members, Chief and Council members.

## What are Some Common Challenges?

Carrying out an action planning process that is open to community members can help to prevent three major problems from arising.<sup>9</sup>

First, managing your community's expectations is key, as failing to do so can result in disappointment with results or frustration with the process. Second, poor communication with community members can result in them becoming disinterested. As the action plan's greatest asset, it is important to keep them informed and involved throughout the planning process. Third, lack of clarity can cause confusion and, in turn, disagreement among community members.

This can pose major problems when your community is trying to come to an agreement on priorities.<sup>10</sup> These factors are important, as successful implementation of the action plan depends on community members taking ownership over it.

### *ownership*

community members are involved in creating the plan and, as a result, remain committed to helping it take shape

Careful budgeting and project management can also prevent a number of other issues from emerging. For instance, resources are often limited and, in cases where there are unexpected costs, it is important to have a backup plan. The same can be said for delays. Although it is important to have a schedule of activities in place, issues like bad weather and supply shortages can extend project timelines. Detailed reporting is also important for maintaining the support of partners and funders. Deciding who will be responsible for this task and when it needs to happen is a great way to improve chances of success.<sup>11</sup>

## Who is Involved in the Process?

There can be many different people involved in creating an action plan. The process may be directed by a community's Planning Team, Land Advisor, or professional consultant.<sup>12</sup> The involvement of Chief and Council is also important for accessing resources. Regular communication with them can help to maintain their support, even in cases where administration changes.<sup>13</sup> However, when it comes to the action plan taking shape on the ground, it is the community members who will bring it to life through their shared efforts and everyday actions. For this reason, it is important all community members take part in the process. In doing so, their participation will help to support ongoing efforts and increase the chances of long-term success.<sup>14</sup>

*When it comes to the action plan taking shape on the ground, it is the community members who will bring it to life through their shared efforts and everyday actions*

## What Resources are Needed?

Creating an action plan will require financial support. This is important to consider before getting started, as the aim of the plan will largely determine how much is needed. If the costs are more than what is in your community's budget, additional resources may be required. To assist in this, Aboriginal Affairs and Northern Development Canada offers a section on funding resources in the CCP Handbook.<sup>15</sup> In other cases, the action plan may need to be adjusted to reflect the resources available, which should be decided with the community.<sup>16</sup>

Beyond money, creating an action plan also requires time. The community planning team, Land Advisor, Chief, Council, and members of the community will be expected to invest time into meeting, communicating, and reporting.<sup>17</sup> These activities will also require a certain level of skill. In some cases, professionals from outside the community can be hired to provide specific services. In order for the plan to succeed, these groups must work closely to avoid conflicts.<sup>18</sup>

## How is a Successful Action Plan Created?

Though the planning process in First Nations' communities is very different from municipalities, the Federation of Canadian Municipalities (FCM) offers some helpful tips for moving beyond plans. As shown in Figure 3, there are 5 key things you can consider during the action planning process.<sup>19</sup>



### Management

A group or managing body can be created to oversee the action planning process and review the progress of activities.



### Partnerships

To gain support, non-government and government organizations at different levels can be engaged with.



### Participation

Organizations and people from across the community should be included so everyone takes ownership over the plan.



### Measurement

Since changes to the plan may occur along the way, measuring results can help you stay on track and meet your goals.



### Communication

Designing a strategy for communicating with all members of your team will help to direct resources and stay on schedule.

**Figure 3 | Five Factors for a Successful Action Planning Process.**

Adapted from (Clark, A. Passing Go: Moving Beyond the Plan. Ottawa: Federation of Canadian Municipalities. 2012. [https://fcm.ca/Documents/tools/GMF/SS\\_PassingGo\\_EN.pdf](https://fcm.ca/Documents/tools/GMF/SS_PassingGo_EN.pdf). p. 3.) Used with permission.

## Final Thoughts

In summary, action plans can help turn your community's ideas into results on the ground. Once you have completed your Community Plan, as well as established its goals and objectives, an action plan can be created. To increase the chances of seeing positive results, make sure members of your community are actively involved throughout the process!

## Further Reading

**Comprehensive Community Planning Training Materials (2007-09)** by Centre for Indigenous Environmental Resources

Available at: <http://www.yourcier.org/comprehensive-community-planning-training-program-materials.html>

**Moving Toward a Stronger Future: An Aboriginal Resource Guide for Community Development (2015)** by Department of Public Safety and Emergency Preparedness

Available at: <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/mvng-twrd-strngr-ftr/index-en.aspx>

## Endnotes

- 1 Indigenous and Northern Affairs Canada. "CCP Handbook: Comprehensive Community Planning for First Nations in British Columbia, Third Edition," *Indigenous and Northern Affairs Canada*, 2016, Accessed October 24, 2017, [http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013\\_1378922610124\\_eng.pdf](http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf), p. 15.
- 2 INAC, 2016, p. 46.
- 3 INAC, 2016, p. 48.
- 4 United Nations Habitat, "People's Process in Post-disaster and Post-conflict Recovery and Reconstruction, Chapter IV: Community Action Planning," *United Nations Human Settlements Programme*, 2008, [http://www.fukuoka.unhabitat.org/docs/publications/pdf/peoples\\_process/ChapterIV-Community\\_Action\\_Planning.pdf](http://www.fukuoka.unhabitat.org/docs/publications/pdf/peoples_process/ChapterIV-Community_Action_Planning.pdf), p. 13.
- 5 National Aboriginal Lands Managers Association, "Community Land Use Planning Toolkit, Version 1.0," *Indigenous and Northern Affairs Canada*, 2016, p. 53.
- 6 INAC, 2016, p. 48.
- 7 NALMA, 2016, p. 53.
- 8 INAC, 2016, p. 46.
- 9 NALMA, 2016, p. 55.
- 10 INAC, 2016, p. 48.
- 11 INAC, 2016, p. 45-48.
- 12 NALMA, 2016, p. 53.
- 13 INAC, 2016, p. 49.
- 14 NALMA, 2016, p. 57.
- 15 INAC, 2016, p. 104.
- 16 UN Habitat, 2008, p. 14.
- 17 INAC, 2016, p. 45.
- 18 NALMA, 2016, p. 56.
- 19 Amelia Clark, "Passing Go: Moving Beyond the Plan," *Federation of Canadian Municipalities*, 2012, [https://fcm.ca/Documents/tools/GMF/SS\\_PassingGo\\_EN.pdf](https://fcm.ca/Documents/tools/GMF/SS_PassingGo_EN.pdf), p. 3.

# PRIORITIZING ACTIONS

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January 2020

## Summary

This fact sheet demonstrates two ways to prioritize activities, timelines, roles and resources within your community's action plan. In order to continually move towards your community goals, it is important to acknowledge what actions can be taken right now and what actions can be taken in the future—this is where the process of prioritizing actions comes into play.

**Keywords:** direction setting, managing the process, planning team

## Why Prioritize?

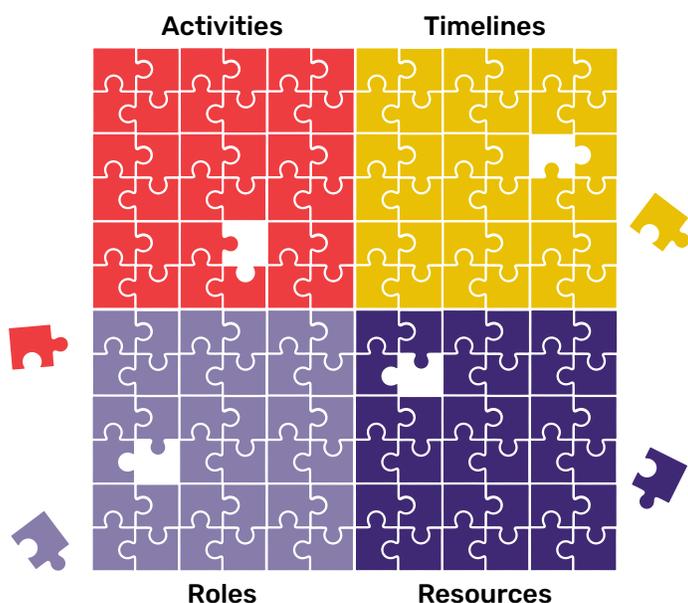
The same questions often come up when implementing a Comprehensive Community Plan. “How will we get there?” and “What do we need to do to get there?”

The laundry list of ideas on how to achieve your community's goals and objectives may at times be overwhelming. There may be a number of ideas, from a number of people, that address a number of issues. This is where an action plan describes in detail the activities, timelines, roles, and resources needed to achieve the objectives identified in your Comprehensive Community Plan (CCP).<sup>1</sup> Prioritization techniques can help measure how feasible it is to reach a particular goal, but also the type of action most appropriate to the local context.<sup>2</sup>

## What is a Selection Criteria?

Selection criteria are a set of principles, values, demands, constraints, and risks used to determine the best course of action to address a community need or objective.<sup>3</sup> The way in which decisions are justified helps build trust and transparency through careful consideration of, and collaboration between, all the people impacted by the decision.<sup>4</sup> There are many different methods to ensure such decisions are based on value and need, as opposed to mere popularity. This fact sheet references two techniques to prioritize actions, both of which include the use of selection criteria.

- Principles
- Values
- Demands
- Constraints
- Risks



**Figure 1 | The four key pieces of an action plan.**

Adapted from (National Aboriginal Lands Managers Association. "Community Land Use Planning Toolkit, Version 1.0." Ottawa: Ministry of Aboriginal Affairs and Northern Development Canada. 2016.)

## How Do You Prioritize in Practice?

Whether your community's priority is promoting physical activity, affordable housing, or biodiversity, action plans help brainstorm and coordinate strategies in your CCP.<sup>5</sup> For more information on common challenges and best practices on Action Planning, see *Creating Action Plans* (Sinclair, 2018). Once the necessary components of your action plan are in place, your community planning team must determine which actions are most feasible and cost-effective. This fact sheet outlines two flexible techniques to prioritize your activities, timelines, roles and resources within your action plan: the **Scoring Technique** and the **Strategy Grid Technique**.

For more information on common challenges and successful practices on Action Planning, see the *Creating Action Plans* fact sheet.

### Scoring Technique

The Scoring Technique is useful when many ideas are still in question and only a select few options are needed.<sup>6</sup> The Scoring Technique works by ranking each action item based on a pre-established set of criteria—thus calculating a score for each option. According to the Indigenous and Northern Affairs Canada CCP Handbook, when prioritizing actions, common criteria include impact, urgency, capacity, cost, risk, and political support from Chief and Council.<sup>7</sup> For example, if your community goal is to increase the number of affordable housing units, possible actions might fall under the themes

of research, advocacy, education, direct funding, building partnerships, grant applications, and so forth. As illustrated in Table 1 below, each action item is numerically ranked on a scale based on its perceived impact, urgency, capacity, cost, risk, and political support. By assigning numerical scores to the criteria, action items can be evaluated in a quantitative manner.

To provide more detailed scores and to ensure collective and individual values are accounted for in the decision-making process, a common practice is to weigh each criterion based on its relative importance.<sup>8</sup> If the community is experiencing a housing shortage, urgency within the community might contain a heavier "weight" despite (for example) the significant initial cost of investing in affordable housing. Items which characterize urgency and immediate action, such as direct subsidies for below-market rental units, will therefore receive a higher score than say, a five-year research initiative.

Criterion weighting helps adapt your action and implementation plan to the needs and context of your community.<sup>9</sup> The lead of this type of exercise should encourage input and participation from your planning team, Elders, and community experts. Table 1 illustrates a Weighted-scoring Technique for the affordable housing example.

**Scoring Technique Formula**  
Action Item Score = [Likert Rank] x [Weight]



**Table 1 | Applying the Weighted-scoring Technique to prioritize actions on affordable housing.**

Adapted from (National Association of County and City Health Officials. "Guide to Prioritization Techniques." n.d. Accessed October 2020. <https://www.naccho.org/uploads/downloadable-resources/Guide-to-Prioritization-Techniques.pdf>; and, Indigenous and Northern Affairs Canada. "CCP Handbook: Comprehensive Community Planning for First Nations in British Columbia, Third Edition." 2016. Accessed October, 2020. [http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013\\_1378922610124\\_eng.pdf](http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf), p. 46.)

Criteria	Impact	Urgency	Capacity	Cost	Risk	Political Support	Total
Weight	1.5	3.0	1.0	2.0	2.5	2.0	
Likert Rank	1 = Low impact 2 3 = Moderate impact 4 5 = High impact	1 = Long-term 2 3 = Med-term 4 5 = Short-term	1 = Not feasible 2 3 = Challenging 4 5 = Very feasible	1 = Very expensive 2 3 = Fair price 4 5 = Inexpensive	1 = High Risk 2 3 = Moderate Risk 4 5 = Low Risk	1 = No support 2 3 = Some objections 4 5 = Full support	
<b>Research</b>	4 (x 1.5) = <b>6</b>	1 (x 3.0) = <b>3</b>	4 (x 1.0) = <b>4</b>	3 (x 2.0) = <b>6</b>	5 (x 2.5) = <b>12.5</b>	4 (x 2.0) = <b>8</b>	<b>39.0</b>
<b>Advocacy</b>	3 (x 1.5) = <b>4.5</b>	4 (x 3.0) = <b>12</b>	3 (x 1.0) = <b>3</b>	4 (x 2.0) = <b>8</b>	4 (x 2.5) = <b>10</b>	2 (x 2.0) = <b>4</b>	<b>41.5</b>
<b>Education</b>	1 (x 1.5) = <b>1.5</b>	2 (x 3.0) = <b>6</b>	5 (x 1.0) = <b>5</b>	4 (x 2.0) = <b>8</b>	5 (x 2.5) = <b>12.5</b>	2 (x 2.0) = <b>4</b>	<b>37.0</b>
<b>Direct Funding</b>	5 (x 1.5) = <b>7.5</b>	5 (x 3.0) = <b>15</b>	2 (x 1.0) = <b>2</b>	1 (x 2.0) = <b>2</b>	2 (x 2.5) = <b>5</b>	5 (x 2.0) = <b>10</b>	<b>41.5</b>
<b>Partnerships</b>	4 (x 1.5) = <b>6</b>	3 (x 3.0) = <b>9</b>	4 (x 1.0) = <b>4</b>	4 (x 2.0) = <b>8</b>	3 (x 2.5) = <b>7.5</b>	5 (x 2.0) = <b>10</b>	<b>44.5</b>
<b>Grants</b>	4 (x 1.5) = <b>6</b>	3 (x 3.0) = <b>9</b>	2 (x 1.0) = <b>2</b>	3 (x 2.0) = <b>6</b>	2 (x 2.5) = <b>5</b>	5 (x 2.0) = <b>10</b>	<b>38.0</b>

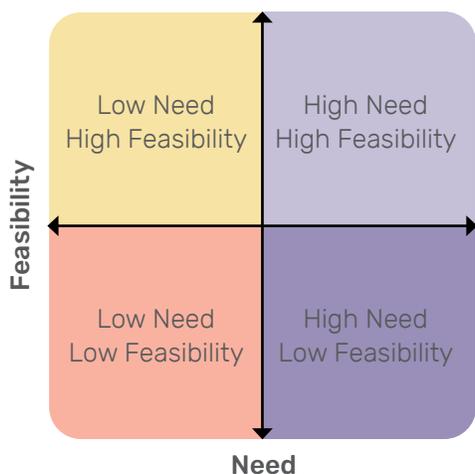
|  
Action Items

## Strategy Grid Technique

The Strategy Grid Technique takes a hands-on, qualitative approach to prioritize actions. As illustrated below in Figure 2, the Strategy Grid works by having four quadrants with one criteria assigned to each axis.<sup>10</sup> Each action item is strategically placed within one of the four quadrants to measure each item's relative importance.

Unlike the Scoring Technique, the Strategy Grid relies on two criteria only. There are numerous combinations of criteria that can be used in different planning contexts. The two criteria in the example below are 'Need' and 'Feasibility.'

- **High Need / High Feasibility:** Actions in this square have high impact and can be easily implemented. These actions should be first choice.
- **High Need / Low Feasibility:** Actions in this square have high impact but require additional resources to be implemented. These actions are likely worthwhile.
- **Low Need / High Feasibility:** Actions in this square have low impact and can be easily implemented. These actions may need to be reconsidered—might be worthwhile.
- **Low Need / Low Feasibility:** Actions in this square are the lowest priority items. Action items in this square have low impact and are not easily implemented.



**Figure 2 | Strategy grid technique to prioritize actions.**

Adapted from (National Association of County and City Health Officials. "Guide to Prioritization Techniques." n.d. Accessed October 2020. <https://www.naccho.org/uploads/downloadable-resources/Guide-to-Prioritization-Techniques.pdf>; and, Indigenous and Northern Affairs Canada. "CCP Handbook: Comprehensive Community Planning for First Nations in British Columbia, Third Edition." 2016. Accessed October, 2020. [http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013\\_1378922610124\\_eng.pdf](http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/ccphb2013_1378922610124_eng.pdf). p. 46.)

The Strategy Grid is commonly used in many other planning contexts, which may include engaging youth, establishing a planning team, setting goals and objectives, mapping community assets, and so forth. Need and feasibility represent one of many ways the Strategy Grid can be applied when implementing your action plan.

## Dotmocracy

Dotmocracy, also known as dot-voting, is a common facilitation method designed to engage people and solicit input on decisions affecting the community at large using dot-stickers on poster boards.<sup>11</sup> Dotmocracy can be incorporated into a wide variety of community engagement exercises.



Source (Stairs, Haley. "Dots and Dotmocracy." 2018. Accessed October, 2020. [theaquinian.net/tag/dotmocracy/](http://theaquinian.net/tag/dotmocracy/))

How dot-voting typically works is each participant is given a set number of dot stickers as determined by the facilitator. Each participant then places dot stickers next to each option or action item presented. A Strategy Grid can also be used in a dot-voting setting to help guide participants through the decision making process. Other variations of dot-voting may include using different colour dots to illustrate alternative viewpoints or values (e.g., green for "like" and red for "dislike").

## Final Thoughts

The process of prioritizing actions involves deciding between overlapping actions while incorporating the agreed-upon criteria into the final decision.<sup>12</sup> But who makes the final decision about which actions to implement? And what, if any, is the role of the planner and the community in the decision-making process? While the two techniques provided in this fact sheet have limitations in terms of the depth of detail produced, both are a general reflection of the relative importance of competing wants, needs, and resources among various groups and actors. Your community planning team, which may consist of land managers, Chief and Council, Elders, youth and family groups, and leaders of local community organizations, should play a large part in the process of prioritizing and implementing actions.

*Your community planning team should play a large part in the process of prioritizing and implementing actions.*

An action plan answers the "How will we reach our goals?" whereas this fact sheet attempts to address the question "What do we need to do, and what can we actually do to reach our goals?" The way in which your planning team approaches the implementation stage has a large influence on the outcomes your community plan achieves. By providing two adaptable techniques for prioritizing the most appropriate policy, program or project, your community will be better equipped to continually move towards your overall vision.

## Further Reading

### **Gaining Momentum: Sharing 96 Best Practices of First Nations Comprehensive Community Planning** by Jeff Cook

Jeff Cook provides a number of principles, strategies, and techniques to create and implement your community's comprehensive plan. Page 82 describes in detail how to "Sequence Actions for Easy Wins" by providing descriptions and applicable examples of best practices.

### **Comprehensive Community Planning Toolkit: Finding Bimadizowin** by Nishnawbe Aski Development Fund

Nishnawbe Aski Development Fund is a non-profit aboriginal organization that provides financing, business, and community planning supports to First Nations in Ontario. Pages 100 to 106 of this toolkit illustrates alternative approaches to prioritize and select actions by outlining the process, tips, examples, and templates.

### **Guide to Prioritization Techniques** by National Association of County and City Health Officials

This report outlines the preliminary steps that are needed to prioritize actions, and demonstrates the range of techniques health authorities across the United States are using to address widespread health issues.

## Endnotes

1. Sinclair, Evan. "Creating Action Plans." *Indigenous Planning Studio, University of Manitoba*. 2018. Accessed October 2020. <http://indigenousplanningstudio.ca/assets/creating-action-plans2.pdf>. p. 1.
2. National Association of County and City Health Officials. "Guide to Prioritization Techniques." (n.d.) Accessed October 2020. <https://www.naccho.org/uploads/downloadable-resources/Guide-to-Prioritization-Techniques.pdf>.
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8. National Association of County and City Health Officials. (n.d.)
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11. Dotmocracy [Webpage], n.d. "What is Dotmocracy?" Accessed January 2020. [https://dotmocracy.org/what\\_is/](https://dotmocracy.org/what_is/)
12. Harper, Jack. 2009. p. 93.

# MANAGING PROJECTS

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January 2020

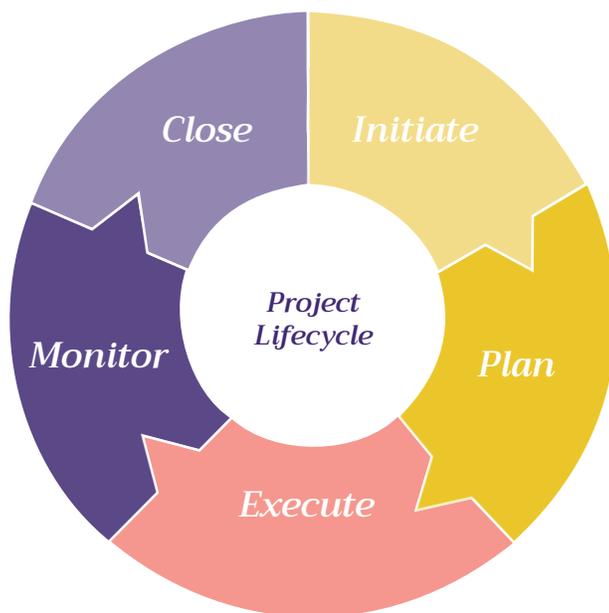
## Summary

This fact sheet discusses what project management is, what common issues are, and how to improve project management practices. Project management is important for your community because it helps organize a project's size, funding, timing and other components that relate to management.

**Keywords:** managing the process, direction setting, planning team

## What Is Project Management?

Project management has a step-by-step lifecycle methodology which is broken down into 5 phases, shown in Figure 1:



**Figure 1** | Project Management Lifecycle Methodology.

Adapted from (Singh, A. "A step-by-step project lifecycle methodology guide to boost project performance" Digital image. *GetApp*. April 4, 2019. Accessed January 28, 2020. <https://lab.getapp.com/step-by-step-project-lifecycle-methodology/>.)

Project management uses processes, skills, knowledge, and results to project activities and create a clear direction for your project.<sup>1</sup> A project is planned and coordinated to achieve a certain goal. Projects can either be an individual or collaborative effort and will often have main objectives that are defined by desired outcomes for your community. Questions you may want to consider when designing a project can include:

*How much time will this project will take? How much will it cost? Who will be a part of my project? In addition, to many other considerations.*

## Why Is Project Management Important?

Projects are often under pressure to be completed on time and if they are not planned properly, they may lack the necessary time and resources needed to finish. Project management is important because it gives direction to tasks by establishing clear goals and objectives. It can help you determine if your project is realistic by setting expectations for deadlines, budgets, balancing resources, and assigning tasks to other team members.

*Projects are often under pressure to be completed on time and if they are not planned properly, they may lack the necessary time and resources needed to finish.*

The purpose of project management is to ensure that quality is being delivered at every stage of the process. Leadership is important in project management because it allows for a team to create a vision and receive coaching. Finally, leaders can help inspire the team to perform at its best.

## What Are the Key Components of Project Management?

### 1 Project Initiation

This process begins by recognizing a commitment to the project and identifying a need within the community. This can come in the form of an expression of interest, a call for proposals or directly from your community.<sup>2</sup> The need to apply for funding or sources of funding should be identified in this stage. Additionally, the project manager can direct team members to conduct research and gather data in preparation for the planning phase.<sup>3</sup>

### 2 Project Planning

Create a workable plan for how your community or team will complete the project and meet your goals. This workplan can include information such as what activities will be accomplished, what the budget will be, member roles and duties, and project deliverables. The level of depth needed for each workplan varies; e.g., a comprehensive community plan (CCP) would require much more pre-planning than a one-time community engagement event. Factors such as detailed phases, limited funding, specific objectives and criteria, and

short time frames could all affect such an important project like a CCP.<sup>4</sup>

Project goals should be set out in this phase and can include a goal-setting process, such as S.M.A.R.T. Goals. This process identifies how to create goals that are clear and measurable, as shown in Table 1.

#### S.M.A.R.T. Goals

To make sure your goals are clear and reachable.

### 3 Project Execution

This phase includes carrying out the workplan created in the planning section and considering how resources will be distributed to certain areas of the project. This can include how team members will use their time toward certain tasks and how the team will stay on track with their identified goals. During this phase, tools such as status reports and regular meetings can help a project stay on task and remind members of their responsibilities.

### 4 Project Monitoring

The focus of this phase is to ensure that the project’s main objectives are being met. Project managers are responsible for monitoring the success of the goals set out in the initial planning phases and checking if they align with the original workplan. Monitoring is important to ensure that the project has moved in the right direction and that progress has been documented.

Ways to document, monitor, or control projects include progress reports, final reports, or reviewing key performance indicators (KPIs). KPI indicators can include:

1. **Project objectives:** measuring if a project is on schedule and if progress matches stakeholder objectives.
2. **Quality deliverables:** measuring if tasks are being completed.
3. **Cost tracking:** keeping financial statements and tracking spending on a project.
4. **Project performance:** monitoring if any changes have taken place throughout the length of the project and identifying what challenges were encountered.

For more information on KPIs, see the *Understanding KPIs* fact sheet.

**Table 1 | S.M.A.R.T. Goals.**

Adapted from (Eby, K. "Demystifying the 5 stategies of project management." Digital image. Smart Sheet. May 29, 2018 Published. Accessed January 28, 2020. <https://www.smartsheet.com/blog/demystifying-5-phases-project-management>.)

	Description	Question
Specific	Be clear and specific	Why is this goal important?
Measurable	Track your progress	How many? How much?
Achievable	Be realistic to be successful	How can I accomplish this?
Relevant	Ensure your goal matters	Is this the right time?
Time-bound	Set deadlines	What can I do today?

## 5 Project Closure

The final phase of the project includes wrapping up all tasks outlined within the workplan.

Closing tasks can involve:

1. **Deliverables:** Completing all deliverables outlined in the initial planning process. Deliverables can include: visual elements, final reports, and presentations. E.g., CCP
2. **Debrief:** Conducting meetings with team members to identify successes and challenges.<sup>5</sup>
3. **File Management:** Storing or archiving important documents for a period of a year.<sup>6</sup> This is essential for providing information to whoever may need it in the future.

Following the completion of the project you may want to provide a report to the community describing what took place during the project and the overall results. This may include presenting to the community and/or to Chief and Council for a final approval of the project.

### What are Some Common Challenges?

Challenges may arise during projects. Common challenges and potential solutions are identified below:

#### 1 Team Conflict

Schedule a team meeting to discuss challenges and ways to move forward with a mutually agreed upon plan.

#### 2 Undefined Goals

Clarify goals with team members and stakeholders to ensure identified goals meet the intent of the project and your community.

#### 3 Unrealistic Deadlines

Create a detailed schedule to prioritize tasks that are overdue or of greater importance.

#### 4 Risk Management

Identify potential risks associated with the project ahead of time but also identify new risks as they arise.

For more information on identifying risks, see the *SWOT Analysis* fact sheet.

### Critical Roles in Project Management?

In order to have a successful project, you need the right people for the right roles! Figure 3 includes team members' roles and responsibilities.



#### Project Manager

The project manager will plan, oversee, budget, and document all aspects of the project.



#### Team Leader

The team leader reports directly to the PM. They are an initiator, negotiator, coach, and a working member of the project.



#### Team Members

Team members bring a variety of needed skills to the project, including problem-solving, organization, interpersonal, and more.



#### Project Steering Committee

A steering committee consists of stakeholders or sponsors. They oversee items such as budgets, schedules, and key project elements.

**Figure 3 | Critical roles in Project Management.**

Adapted from (Harvard Business Review Staff "Five Critical Roles in Project Management." *Harvard Business Review*. November 3, 2016. Accessed January 28, 2020. <https://hbr.org/2016/11/five-critical-roles-in-project-management>.)

#### Developing a Project Management Checklist<sup>7</sup>

- Project title, start date, finish date
- The project coordinator and team members
- The value of the project, and funding sources
- The reporting requirements (by date)
- Key contacts - consultants, funding officers
- Final comments section
- Management or Chief and Council sign off - closing the file



**Figure 2 | Group work.**

Source (Kozminski University. "Group Work." Digital image. Flickr. December 10, 2011. Accessed January 25, 2020. <https://flic.kr/p/eByJSr>.)

## *Final Thoughts*

Project management can help your team stay on track. The project manager and team members are responsible for setting clear goals and completing tasks.

Each phase in the project management process can help the team understand where it needs to improve or if it's on the right track. If the team works together and identifies how it can track its progress, then it will have a better chance of being successful. Project management can help you stay on time, be successful, and produce results that the team is proud of.

## *Further Reading*

**Indigenous Economic Reconciliation: Recommendations on Reconciliation and Inclusive Economic Growth for Indigenous Peoples and Canada** by the National Economic Indigenous Board

<http://www.naedb-cndea.com/reports/NIEDB%20-%20Economic%20Reconciliation%20-%20Final%20Report.pdf>

**First Nations Communications Toolkit** by Indigenous and Northern Affairs Canada

<https://www.aadnc-aandc.gc.ca/eng/1100100021860/1100100021862>

## *Endnotes*

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- 2 Aboriginal Financial Officers Association, "Project Management: A Practical Guide for Aboriginal Management," Aboriginal Financial Association of Canada. 2020. Accessed January 28, 2020. [https://www.foa.ca/afoadocs/L3/L3a%20-%20Project\\_Management.pdf](https://www.foa.ca/afoadocs/L3/L3a%20-%20Project_Management.pdf)
- 3 AFOA, 2020, p. 5.
- 4 AFOA, 2020, p. 5.
- 5 APM, 2020.
- 6 APM, 2020.
- 7 AFOA, 2020, p.10.

# FINDING ALLIES

by **Rayan Akhtar  
Khavari**

Indigenous Planning Studio  
April 2020

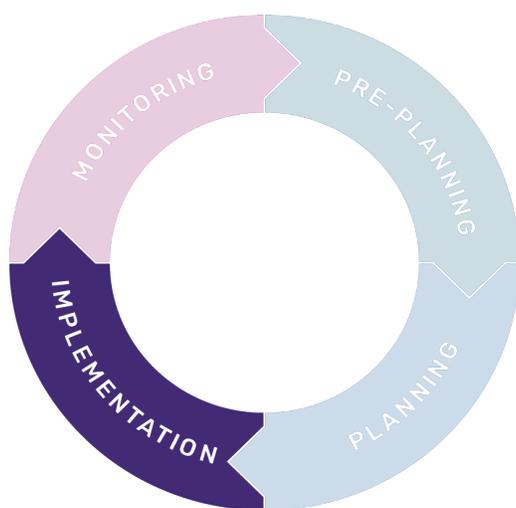
## Summary

This fact sheet outlines who can be an ally, when to find an ally, where to find allies, what to consider before finding allies, how to build a relationship with an ally, how allies can support a planning process, and what kind of boundaries are needed.

**Keywords:** planning team, communication tools, managing the process, building capacity, direction setting

## Who Can Be an Ally?

An ally is an associate who provides support, “coalition, partnership, coordinated actions, or supportive strategies” amongst groups of communities to change unjust and inequitable systems and institutions.<sup>1</sup> Allies can be individuals, other Indigenous communities, non-profit organizations, business corporations, and/or governments. Allies can provide support by “disrupting oppressive spaces by educating others on the realities and histories of marginalized people.”<sup>2</sup>



**Figure 1 | The four phases of creating a Community Plan.**  
Adapted from (Aboriginal Affairs and Northern Development Canada / Indigenous Services Canada. CCP Handbook – Comprehensive Community Planning for First Nations in British Columbia. 2016. <http://www.aadnc-aandc.gc.ca/eng/1100100021966/1100100021970>. p. 14.) Used with permission.

## When to Find an Ally?

During a planning process, it is common that your First Nation may find the need to expand its circle and find allies from the wider area to support and engage in the planning process. There is not a specific formula regarding when is the best time to find allies as the planning process is ongoing, and your community determines the process.<sup>3</sup> The community planning team needs to assess their reality as they move forward, and an ally can engage at any point in the planning process.<sup>4</sup>

*There is not a specific formula regarding when is the best time to find allies as the planning process is ongoing.*

## Where Could You Find Allies?

Your committee will evaluate and determine if any parties could be an ally during a planning process. It is advisable that your community ask for referrals from other communities. Potential allies can be identified through these two elements:<sup>5</sup>

1. Allies are promoting social equality for all marginalized groups.
2. Allies are accountable and committed to building a meaningful relationship with your community.

It is important to note that it is not appropriate for any individual, other communities or organizations to self-identify as an ally.<sup>6</sup>

## What to Consider before Finding Allies?

Before finding allies, it is important for your community to first identify the internal strengths and weaknesses and the human and material resources available within the community.<sup>7</sup> It will help your community to decide what kind of allyship is needed to support the planning process.

In addition, understanding the reality of your community will help in communicating clearly with the ally regarding their roles, where their expertise will be needed, and how long they should anticipate committing to the planning process. It is crucial for your community to understand that it is not compulsory to find an ally. These are some of the pros and cons to consider before finding allies:



### PROs

#### Allyship could...

- Be an additional human and financial resource.<sup>8</sup>
- Provide opportunity for community engagement and support.<sup>9</sup>
- Provide opportunity to exchange knowledge and skills unique to each partner.<sup>10</sup>
- Provide training and build the capacity of your community.<sup>11</sup>
- Set up a platform to find positive solutions to common challenges and concerns.<sup>12</sup>
- Allow your community and others to establish meaningful and accountable relationships.<sup>13</sup>

#### An ally could...<sup>14</sup>

- Have a lack of understanding of the central values of different First Nation cultures.
- Take leadership on behalf of your community.
- Deprive opportunities for your community to grow and learn.
- Intrude and interfere in the planning process and affairs of your community.
- Have expectations from your community during the planning process.



### CONs

## How to Build a Relationship with Allies?

Finding allies allows your community to build meaningful relationship with other communities. Your community may want to establish a positive, transparent, and structured collaboration with your allies. There are a few suggestions that your community can consider sharing with allies to build positive relationships:<sup>15</sup>

### 1 Respectful and Committed Relationships

The ally has to listen, be open-minded, and actively look for opportunities to assist your community in the planning process. Allies need to develop an understanding that planning with your community is an on-going process and requires long-term commitment.

### 2 Reflection on the Motive of Involvement

The ally needs to internally reflect on their reason, motive, and agenda before starting to engage in a planning process with any First Nation. Planning with First Nations is a relationship that requires trust and detachment from other ways of planning. It is important for the ally to know that your community guides the planning process.

### 3 Humble Posture of Learning

The ally needs to familiarize themselves with the culture and central values of your community. Allies may need to unlearn what they are accustomed to. Allies also need to continually ask questions to clarify and avoid any false assumptions.

## How can Allies Support a Planning Process, and What Kinds of Boundaries are Needed?

Collaborating with different allies in the planning process requires all parties to understand each other's different perspectives, which is critical for the planning process. A few important guidelines for collaborating with allies in the planning process are:<sup>16</sup>



Be clear in communicating your community's vision and goals to your allies



Create a respectful environment that nurtures relationships between allies



Encourage diverse and inclusive involvement between different stakeholders



Develop creative and innovative strategies in planning with your allies



Consider allyship as a medium for your community to build internal capacity and exchange knowledge with allies



Protect the values of your community while establishing positive external relations with your allies

Figure 2 | Guidelines for working with allies.

## Final Thoughts

In summary, finding allies allows your community and others to establish meaningful and accountable relationships. Finding allies gives opportunity for your community to have multiple perspectives, as your community may exchange knowledge, experience, and expertise with allies.

### Further Reading

#### **Best Practices in Aboriginal Community Development: A Literature Review and Wise Practices Approach**

by Wesley-Esquimaux, C., & Calliou, B.

This article provides extensive review of the literature on best practices in Aboriginal community development and critiques of Aboriginal community development practices.

<https://www-deslibris-ca.uml.idm.oclc.org/ID/225439>

#### **The 7 C's: A First Nations' Guide to Planning and Reporting Standards** by British Columbia First Nations' Data Governance Initiative

This guide provides seven categories of standards that apply to both planning and reporting. The guide also presents some of the main learnings on planning and reporting of First Nation communities of British Columbia.

[https://static1.squarespace.com/static/558c624de4b0574c94d62a61/t/577e5cf9d482e949405cfd23/1467899162776/THE\\_7\\_CS\\_-\\_PLANNING\\_AND\\_REPORTING\\_GUIDE\\_-\\_FINAL\\_2015-2016.PDF](https://static1.squarespace.com/static/558c624de4b0574c94d62a61/t/577e5cf9d482e949405cfd23/1467899162776/THE_7_CS_-_PLANNING_AND_REPORTING_GUIDE_-_FINAL_2015-2016.PDF)

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2. Dakota Swiftwolfe, "Indigenous Ally Toolkit", *Montreal Urban Aboriginal Community Strategy Network*, n.d., [https://physiotherapy.ca/sites/default/files/indigenous\\_ally\\_toolkit\\_en.pdf](https://physiotherapy.ca/sites/default/files/indigenous_ally_toolkit_en.pdf).
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# SELECTING TLE LANDS

by *Justin Loma*  
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March 2020

## Summary

This fact sheet explains three possible stages to utilize in selecting lands for Treaty Land Entitlement. The process can include community area evaluation, site analysis and site selection. Selecting land is a key step during the complicated Treaty Land Entitlement process.

**Keywords:** collecting data, analyzing data, direction-setting, mapping, building capacity

## What Is Treaty Land Entitlement?

First Nations in Manitoba have land owed to them from unfulfilled treaty promises. These communities are accessing lands through the Treaty Land Entitlement (TLE) process. The Manitoba Treaty Land Entitlement Framework Agreement<sup>1</sup>

*First Nations in Manitoba have significant land owed to them from unfulfilled treaty promises.*

identifies which First Nations are owed lands through TLE and the total number of acres they are to be allotted. Many First Nations, the Government of Canada, the Province of Manitoba are signatories to this agreement. The agreement seeks to fulfill federal obligations to provide reserve land as part of previously signed treaties.<sup>2</sup>

### 1 COMMUNITY AREA EVALUATION

### 2 SITE ANALYSIS

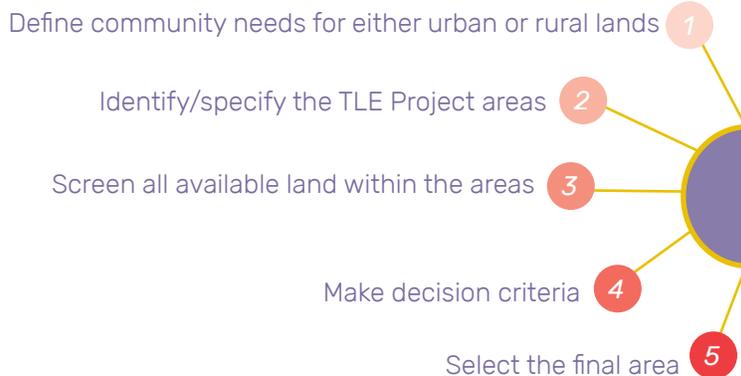
### 3 SITE SELECTION

**Figure 1** | Outline of stages for selecting lands.

Adapted from (Greyhill Advisors. "The Site Selection Process." Digital image. Greyhill Advisors. March 11, 2016. Accessed April 2, 2020. <http://www.greyhilladvisors.com/site-selection-process#Phase1>.)

First Nations must file a Treaty Land Entitlement (TLE) claim with the Government of Canada to acquire lands under this process.<sup>3</sup> This factsheet outlines three phases in selecting lands for a Treaty Land Entitlement claim. These phases are community area evaluation, site analysis, and site selection.

## 1 COMMUNITY AREA EVALUATION



**Figure 2** | Five steps for area evaluation.

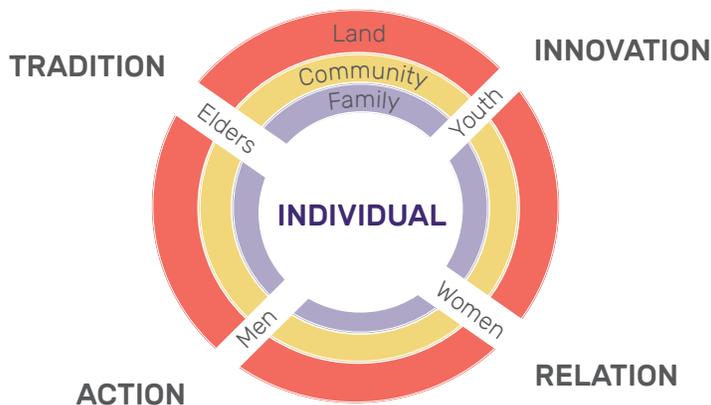
Adapted from (Thinking Maps. Accessed April 2, 2020. <https://www.tes.com/lessons/QUmj4qsqqKYrfA/copy-of-thinking-maps>.)

## How Is a Community Area Evaluation Conducted?

A First Nation can carry out an evaluation of suitable and desirable land in the region. Under TLE, First Nations can either request Crown land be converted to reserve, or request federal funds to purchase private land to convert to reserve. Figure 2 shows five possible steps to conducting an area evaluation.

### Who Is Involved?

Community Area Evaluation involves the participation of the entire community. The perspectives and knowledge of Elders, Chief and Council, community members, and youth are vital to Community Area Evaluation and the entire process of selecting lands for TLE.<sup>4</sup> Figure 3 below shows a model used by the Penticton Indian Band.<sup>5</sup>



**Figure 3 | Holistic Indigenous community participation.**  
Adapted from (Hodge, Gerald, Heather M. Hall, and Ira M. Robinson. *Planning Canadian Regions Second edition*. Vancouver: UBC Press, 2017, p.174)

### Land Use Mapping Technology

A land manager can also use land use mapping technology to provide analysis of where suitable land exists. This information would inform the Community Area Evaluation.

## 2 SITE ANALYSIS

### How Is a Site Analysis Conducted?

A Site Analysis can be conducted within the evaluated area of interest. While full participation is ideal, Land managers and Elders may conduct the Site Analysis on behalf of the community. They can develop criteria for site selection, make a shortlist of potential sites, and conduct community engagement sessions. Figure 4 shows a summary of the steps involved in Site Analysis.

### Who Should I Contact?

For property within the City of Winnipeg, contact the City of Winnipeg Property Assessment Services Department.<sup>6</sup> For property in another municipality, contact the Property Assessment Branch of the Government of Manitoba Municipal Relations Department.<sup>7</sup>



**Figure 4 | Five steps in Site Analysis.**  
Adapted from (Greyhill Advisors. "The Site Selection Process." Digital image. Greyhill Advisors, March 11, 2016. Accessed April 2, 2020. <http://www.greyhilladvisors.com/>)

## 3 SITE SELECTION

### How Is a Site Selected?

Selecting the desired site is the final step before a claim can be filed. A financial evaluation can be conducted to compare all costs involved. If purchasing privately-owned land is desired, it is necessary to plan for price negotiations and to know what is feasible for your community to pay.

### Final Thoughts

Many First Nations have a right to increase their land base through Treaty Land Entitlement. The process is complicated, but can result in economic opportunities, social benefits, and the return of traditional territories. While there is more to the process than this quick factsheet outlines, selecting the land in question and identifying the intended uses of the land is the first, and a key, step.

## Further Reading

### **Treaty Land Entitlement** by Indigenous and Northern Affairs Canada

Provides information about the numbered treaties and individual TLE settlements. Also includes a summary of TLE Lands converted to Reserves.

<https://www.aadnc-aandc.gc.ca/eng/1305306991615/1305307177471>

### **Treaty Land Entitlement - The Indigenous and Northern Relations** by Province of Manitoba

Record of land transfers to Canada and First Nation reserves can be found at the Manitoba Relations website under "Indigenous and Northern Relations." Also has a record of Treaty Land Entitlement settlement claims validated by Canada, and a list of First Nations entitled to the claims.

## Endnotes

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# SHARING YOUR COMMUNITY PLAN

by *Breda Vosters*  
*Indigenous Planning Studio*  
 December 2016

## Summary

This fact sheet provides information about what it means to share a Community Plan, why it is important to share, who a Community Plan should be shared with, how to share it, and when to share it.

**Keywords:** community engagement, reporting back, Elders / knowledge keepers, youth, planning team

## What Does it Mean to Share a Community Plan?

Once your Community Plan is finished, your community should be able to see and understand the final product. Many Community Plans have many goals and objectives. These should be the focus when you share your plan with community members.



**Figure 1 | Community meeting.**

Adapted from (Armstrong, George. "FEMA CR provides disaster information at community meeting." Digital image. Wikimedia Commons. August 27, 2008. Accessed February 5 2017. [https://commons.wikimedia.org/wiki/File:FEMA\\_-\\_37821\\_-\\_FEMA\\_CR\\_provides\\_disaster\\_information\\_at\\_community\\_meeting.jpg](https://commons.wikimedia.org/wiki/File:FEMA_-_37821_-_FEMA_CR_provides_disaster_information_at_community_meeting.jpg).)

## Why is it Important to Share the Community Plan?

A Community Plan is created by your community, for your community. It is important to openly share a Community Plan for many of the same reasons that community engagement is so important in the creation of a Community Plan. The reasons for wanting to share a product can be thought of in three main ways:<sup>1</sup>

- Sharing for awareness: making people aware of the work that has been done.
- Sharing for understanding: giving people a better understanding of the work that has been done.
- Sharing for action: giving the community the right tools to carry out the goals of the plan by first sharing the plan itself.

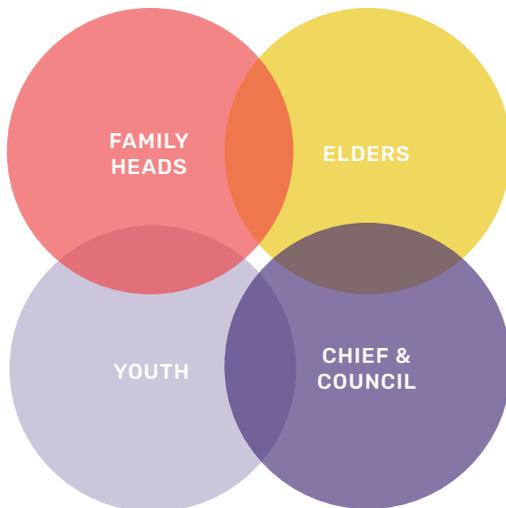
One of the main benefits of a Community Plan is to empower community members. This can help them be more self-sufficient and be able to respond to change.<sup>2</sup> Your communication strategy shares the plan's main points. This raises awareness in the community about its direction for the future. Then everyone can work together to achieve the vision for the future.

"You have to have the [Plan] at your finger-tips – to get refocused and remind people that we have done a plan. To remind people that we have looked at this and have a common goal and vision. People have to know that we will have a chance to speak again. The [Plan] is not a finished project. We need to feed it bread and water."<sup>14</sup>

– Unknown, Cook 2009, p.97

## Who Should a Community Plan be Shared With?

Creating a Community Plan is generally a very inclusive process. Often, this helps create a sense of community ownership over the final product. This spirit of ownership should continue as you share the final product with the whole community. Make sure to share the plan's important points with family heads, Elders, youths, community groups, band administration, Chief, and Council.<sup>3,4,5</sup> You can do this using different methods, depending on your audience.



**Figure 2** | Groups of people to include when sharing the plan.

"Building inclusion during the CCP process is fundamental to success."<sup>15</sup>

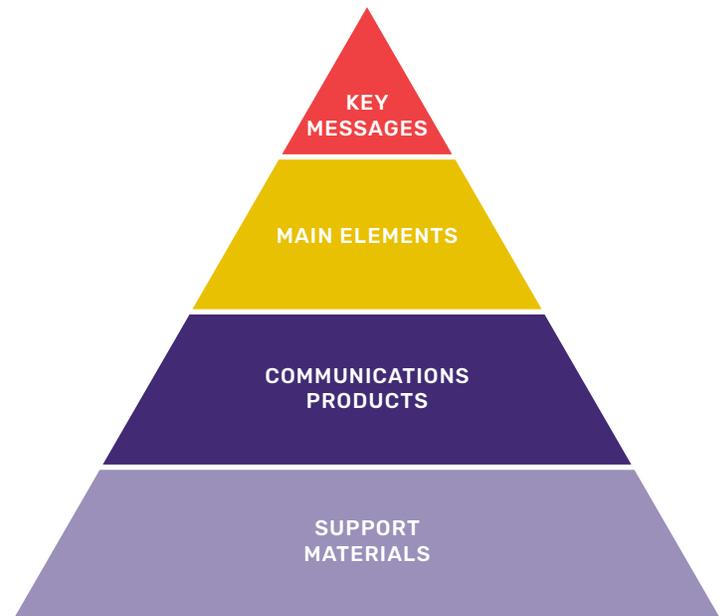
– Cook 2009, p.31

## How Can a Community Plan be Shared?

When you share your Community Plan, it marks the transition from planning to implementation. At this point, the main responsibility for the plan shifts from the community to leadership and management.<sup>6</sup> The first step to share a Community Plan should be to "develop your key messages" and decide what is most important to share with the community.<sup>7</sup> Figure 3 shows the important parts of the plan to be shared with your community.

As illustrated in the diagram, decide on your key messages first by meeting with community leadership, management groups, Chief, and Council. Main elements include goals, cultural and economic benefits, and governance.<sup>8</sup>

After the key messages and main elements have been decided, they can be shared with your community in a number of ways. Every community is unique and has its own



**Figure 3** | The product pyramid helps organize your message. Adapted from (Aboriginal Affairs and Northern Development Canada / Indigenous Services Canada. "Product Pyramid" Digital image. *Aboriginal Affairs and Northern Development Canada*. 2015. Accessed October 21, 2016. [http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/fnct\\_e\\_1100100021861\\_eng.pdf](http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/fnct_e_1100100021861_eng.pdf). p. 26.) Used with permission.

unique set of challenges, opportunities and resources. For this reason, choose communication methods that work best for your community.<sup>9</sup> Some of these methods may be similar to the ones used for creating the Community Plan. Make sure the focus is to share information rather than to get new ideas.

Choose a method that worked well in the past.

Communications Plans also provide some key points for how the messages should be communicated:<sup>10</sup>

- Simple, clear, and interesting.
- Easy to read and understand.
- Positive, truthful, and accurate.
- Focused on a specific challenge.
- Focused for a specific audience

## When Should a Community Plan be Shared?

Communication should be consistent when creating and implementing the Community Plan.<sup>11</sup> The Community Plan should be shared with community members as soon as possible after it is finished. This will build trust and maintain high levels of community engagement.<sup>12</sup> The flow of information created by communication efforts is important to empower community members and keep them up to date with the implementation of the Community Plan.<sup>13</sup>

"Planning is a continuous process – it never really ends."<sup>16</sup>

– Unknown, Cook 2009, p.1

## Further Reading

### Gaining Momentum: Sharing 96 Best Practices of First Nations Comprehensive Community Planning

This toolkit provides well organized, easily understandable outlines for best practices in First Nations Comprehensive Community Planning. The 96 best practices are categorized depending on which stage of Comprehensive Community Planning they fit into. Each best practice is listed in simple manner that outlines what the best practice is, how to apply it, its benefits, and implications for future action.

<http://www.newrelationshiptrust.ca/downloads/comprehensive-community-planning-long-version.pdf>

### First Nations Communications Toolkit by Aboriginal and Northern Affairs Canada

The First Nations Communications Toolkit was developed by Aboriginal and Northern Affairs Canada (now Indigenous and Northern Affairs Canada). The Communications Planning section could be paired with this fact sheet to assist with message development and selecting a tactic for dissemination.

<http://www.aadnc-aandc.gc.ca/eng/1100100021860/1100100021862>

## Endnotes

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# USING VIDEOS FOR PLAN IMPLEMENTATION

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## Summary

This fact sheet looks at how videos can be used during plan implementation. The fact sheet goes over the benefits of using videos. There are tips on how to make good videos and where they can be posted. There are different examples of videos created by First Nations. The fact sheet ends by talking about some challenges and things to consider when making videos.

**Keywords:** community engagement, communication tools, reporting back, oral tradition

## Why Use Social Media and Videos?

You've completed your pre-planning phase. Your Community Plan has been approved. What's next? It's time to start implementing your Community Plan!

Part of implementation involves keeping your community members living on-reserve and off-reserve up-to-date on the plan's progress. Implementation also involves educating your community about the plan's purpose and policies. Community members might not read the full plan because of how long it is. Your plan might also have concepts or processes that are new to your community. It is important to find creative ways of communicating that are both informative and engaging for your community.<sup>1</sup>

*Part of plan implementation involves keeping your community members up-to-date and educating them about the plan's purpose and policies.*

More and more people are using social media as a digital communications tool, especially youth. Examples of social media websites are Facebook, Instagram, YouTube, and Twitter. These websites are free to use and can be easily accessed on a mobile device or computer with internet.

For more information on community engagement, see the *Engaging Your Community* and *Engaging Youth* fact sheets.

Some First Nations use social media to share updates with their community. Unlike e-mails and printed newsletters, your social media account groups all shared updates together. Photos and written messages are often used to provide updates. Sharing videos through social media is another creative way to engage and inform your members.



**Figure 1 |** Woman being recorded by a video camera.  
Source (CoWomen, "Black Video Camera," Pexel. February 16, 2019. Accessed January 21, 2020. <https://www.pexels.com/photo/black-video-camera-2041396/>)

## What Are the Benefits of Using Video?

### 1 Is More Enjoyable

Using videos enhances how you share information with your community. Watching videos, pictures, songs, and voiceover can be more interesting to look at than reading a long plan. Showing clips from a meeting can be easier to understand than formal minutes. Videos are engaging since people like seeing themselves, their friends and family, and familiar places in videos. Videos aren't meant to replace other forms of communication. Videos can supplement and provide other ways to understand.

Videos are also a lot more accessible for those who can't read. For example, you can record someone doing a presentation instead of just sharing their PowerPoint slides.

You can also record people in your community speaking in the language they feel comfortable with. Subtitles can be added afterwards if needed.

### 2 Creates a Historical Record

Some things can't be recorded easily through writing: the notes of a song, the steps to a dance, the sound of someone's voice. The videos eventually become a historical record that your community can look back on and watch over again. Over time, the videos can also be used to track progress during the monitoring phase of planning.

### 3 Provides an Opportunity to Involve Youth

The youth in your community might be more familiar with the technology needed to record videos. Involving youth to help make videos can build capacity in your community. Training youth to create videos teaches them skills like video production, teamwork, and interviewing and communications skills.<sup>2</sup>

Youth can also use these video skills beyond assisting your community's plan implementation. Videos can empower youth to record their experiences through digital storytelling. Creating videos can help connect Indigenous students with their language, culture, traditions, and land.<sup>3</sup>

*Creating videos can empower Indigenous youth by helping them connect with their language, culture, traditions, and land.*

### 4 Engages Off-Reserve Members

Sharing videos on social media is a great way to keep members living off-reserve engaged with the community. Meetings and presentations can be recorded and shared with members who weren't able to attend. Their feedback can be collected through the comments on the videos. You can also get them to e-mail you their feedback or provide a link to an online survey.

**Table 1 | Maximum video length and file size, and the pros and cons of the most common social media websites.**

Maximum video time and file size adapted from (York, A. "Always Up-to-Date Guide to Social Media Video Specs." SproutSocial. September 13, 2019. Accessed November 19, 2019. <https://sproutsocial.com/insights/social-media-video-specs-guide/>.)

	Maximum Video Time	Maximum File Size	Pros	Cons
Instagram	60 seconds	4 GB	<ul style="list-style-type: none"> <li>Unlimited followers on private accounts</li> <li>Great for posting quick, on-the-go updates</li> </ul>	<ul style="list-style-type: none"> <li>Short maximum video time</li> <li>Optimized for cell phones, can't make new posts on a computer</li> </ul>
Twitter	140 seconds	512 MB	<ul style="list-style-type: none"> <li>Can link with other social media accounts so content posts automatically</li> </ul>	<ul style="list-style-type: none"> <li>Small maximum file size resulting in poor image quality, but you can post links to content on other social media</li> </ul>
Facebook	120 minutes	4 GB	<ul style="list-style-type: none"> <li>Easier to avoid anonymous commenters by inviting members and posting content to a private group</li> </ul>	<ul style="list-style-type: none"> <li>Members must create a Facebook account to access content posted</li> </ul>
YouTube	12 hours	128 GB	<ul style="list-style-type: none"> <li>Post longer, higher quality videos</li> <li>Can stream meetings in real time</li> <li>Organize related videos in playlists</li> </ul>	<ul style="list-style-type: none"> <li>Harder to manage privacy settings</li> <li>Privacy settings individually managed for each video</li> </ul>

## What Makes a Good Video?

Good videos have 4 main features:<sup>4</sup>



### Takeaway Message

What are you trying to tell your viewer? Try to stick to one topic per video. You can make many short videos if needed.



### Significance

Why is this topic important for your viewer to understand? Talk about why your viewer should watch the video right at the beginning.



### Structure

Structure is the order of the information that's in the video. Like a story, videos should have a clear beginning, middle and end. Before recording or editing a video, make a script or outline for yourself to follow. Having a clear structure makes it easier for your viewer to follow and absorb information.



### Imagery

Imagery like pictures, video clips, and animations can make the video more interesting to watch. Imagery can also help your viewer understand the content and connect with the video more.

## What Are Some Types of Videos?

Purpose: To Educate or To Update?

Videos are useful at any stage of the planning process from pre-planning to monitoring. There are two main uses for sharing videos during plan implementation. Instructional videos can be used to teach your community about your plan and its policies. Videos can also be used to share your plan's progress.

There are many ways to make instructional videos. One example is to record a presentation. Another example is to use more of a storytelling approach and include interviews with community members.

Update videos can either be more formal or more candid. One example is to upload video recorded meetings for people who couldn't attend. Another example is to record someone sitting in front of a camera provide a short verbal update.

### Update Video Example

Chief Corrina Leween of Cheslatta Carrier First Nation providing an update on the Nation's draft Community Plan. The video was uploaded directly from a community meeting. This is also an example of an unedited video.

<https://www.youtube.com/watch?v=kXMG6N9hiz4>

### Instructional Video Example

Linda Trudeau, Community Comprehensive Plan Coordinator (CCP) for Moose Cree First Nation, presenting information on CCPs. This example uses a combination of presentation slides and video recordings.

<https://www.youtube.com/watch?v=MAHYgJ4C3Yo>

### Edited or Unedited?

Unedited videos are recorded and then directly posted onto a social media site. These are great for quick updates or announcements. Longer unedited videos can be uninteresting to watch.

Edited videos usually have a combination of video clips, images, audio, and text within them. Edited videos require you to use a separate program before sharing on a social media website. This type of video can be more entertaining to watch. Edited videos also take more time to create.

### Edited Video Example

Sq'ewá:lxw First Nation summarizes what happened during its last CPP meeting. This example displays video and pictures from the meeting while a narrator provides information. Music is playing in the background. This example is also an update video.

<https://www.youtube.com/watch?v=TXpPG5Zley4>

### Edited Video Example

Members of Squamish Nation discuss their Nation's land related issues. This video has very little editing compared to the previous example. Video recordings of interviews are edited together to tell a single message.

<https://www.youtube.com/watch?v=8-DBgpfSulM>

### Long or Short?

Videos can range between 20 seconds and 20 minutes. Think about your video's purpose and intended audience. Complicated topics may need longer videos. People are more likely to watch a video if it's less than 6 to 9 minutes long.<sup>5</sup>

## Who Is Involved in the Video-Making Process?

Many people can be involved in the video-making process depending on the video's topic and purpose.

Your Lands Manager can make videos about the planning process and other planning-related topics. Chief and Council can record video update or meetings. The youth, Elders, and other community members can also be involved in the video-making process. Having community members involved in the process can help make sure that the content you are producing is relevant and engaging to them.

Members living on-reserve and living off-reserve become connected through the social media platforms. Livestreams allow you to broadcast a video as a meeting is happening.<sup>6</sup> People watching it can also provide comments in real time. Even if someone can't attend a meeting, they can still be present and participate.

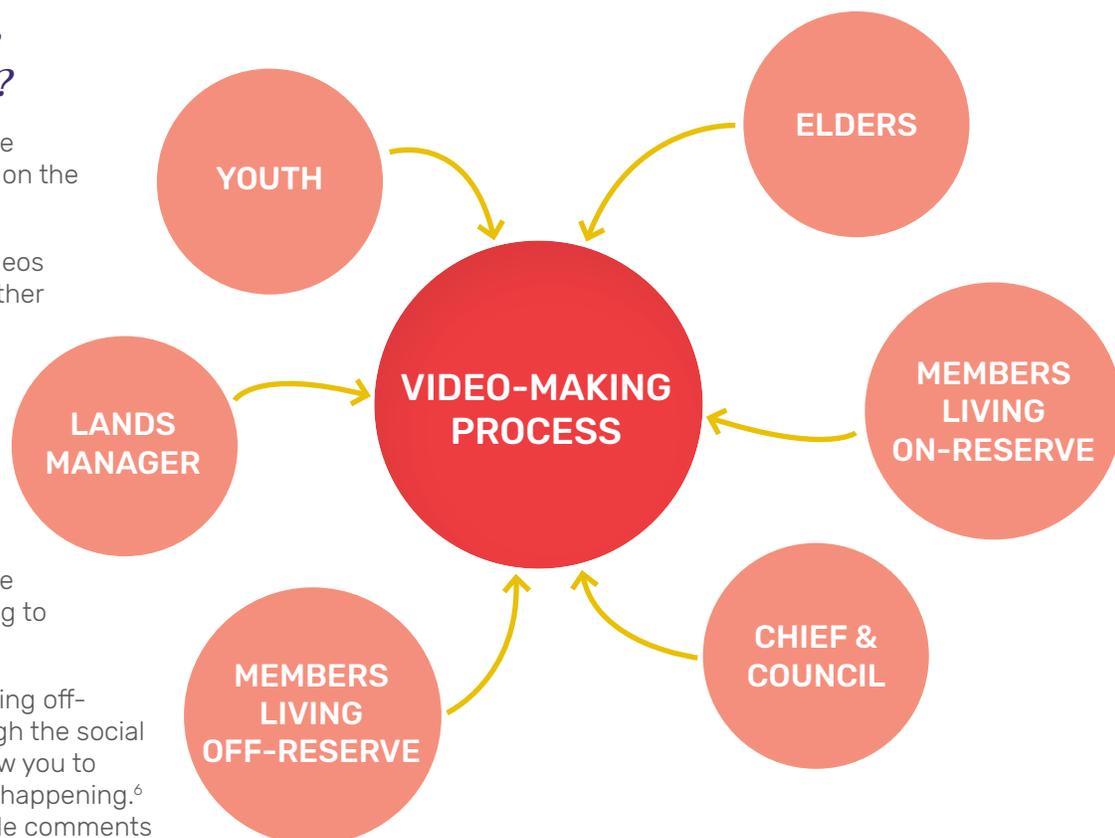


Figure 2 | Many members are connected by the video-making process.

## What Are Some Challenges?

### 1 Access

You need good internet access to share and view videos on social media sites. Slow internet access can lower your community's ability to share and view videos on social media. You also need to have access to a mobile device or computer to be able to share and see the videos.

You can improve access by storing videos on a device that everyone in your community can use. This device can be located at the band office, school, community centre, or any other public facility.

### 2 Privacy

The videos you share online may be seen by anyone who is using the internet. You can restrict public access by changing your social media account's privacy settings (see further reading). Even if you limit access to your social media account, you should still think about what information you choose to share online.

People who view the video can also leave comments. This comment section needs to be monitored on an everyday basis. You can delete offensive or inappropriate comments. However, it's still important to respond to negative or opinionated comments in a constructive, positive way. These comments are still a form of valuable feedback!<sup>7</sup>

### 3 Time and Resources

Certain types of videos like instructional videos can take a lot of time to plan, record, and edit. Try not to stress out about making things perfect! You can keep things simple by sticking to unedited videos.

It can take some time to build skills on recording and editing videos. But, you don't need to get expensive equipment or software. Any camera or phone that records video is okay. Most computers come with a free video editing software. There are also programs available for free online.<sup>8</sup>

Managing social media accounts and monitoring the comments section can take up a lot of time. You might need to have one person who only focuses on digital communications.

## Final Thoughts

Videos can be a creative way to engage and share information with your community during plan implementation. Even though it can take some time to learn video editing, you don't need a lot of money to get started. When used together with social media, you can stay connected with members who live off-reserve. By involving youth, you can empower them with a new skill and give them a bigger role in the community.

## Further Reading

### **How to Manage Your Social Media Privacy Settings** by The University of Texas at Austin: Center for Identity

Additional information on different social media privacy settings. This resource covers the settings on social media sites discussed in this Fact Sheet: Facebook, Twitter, and Instagram. Settings for other social media websites (SnapChat, LinkedIn, and Pinterest) are also discussed.

<https://identity.utexas.edu/everyone/how-to-manage-your-social-media-privacy-settings>

### **Beginner's Guide to Editing Videos** by BorrowLenses

An overview of how to edit videos for beginners. Includes information on how to get started, computer requirements, and choosing a video editing software. General tips and a step-by-step guide on starting a video editing project are also included.

<https://www.borrowlenses.com/blog/how-to-edit-video-for-beginners/>

### **The Ultimate Guide to Easily Make Instructional Videos** by TechSmith

An in-depth look at creating instructional videos. Provides additional information and tips on creating videos in general. The TechSmith Blog website is also a good resource for information on other visual media content.

<https://www.techsmith.com/blog/instructional-videos/>

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