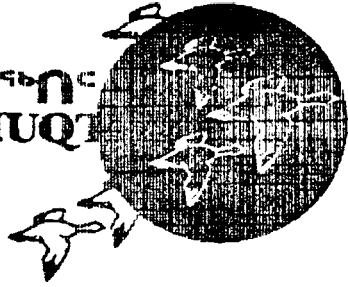




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SIVULIUQTIT



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Program Manual

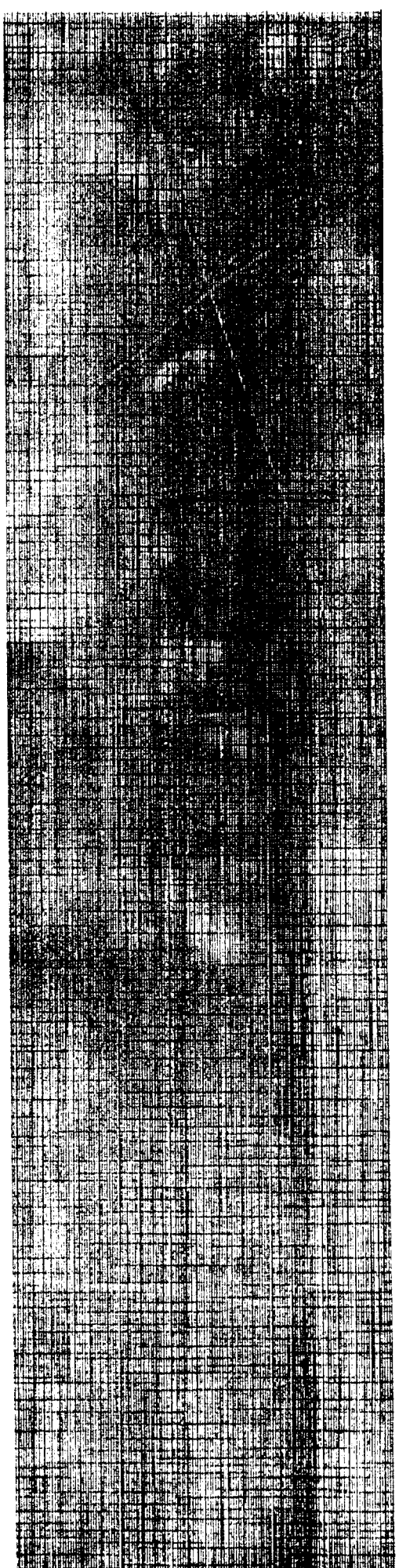


May 1996

SIVULIUQTIT
CCMD/CCG

SIVULIUQTIT
NAC

Canada





SIVULIQTIT PROGRAM MANUAL

This Sivuliuqtit Program Manual - its concept and development - grew from an active collaboration, between:

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April 1996



SIVULIUQTIT PROGRAM MANUAL

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SIVULIQTIT PROGRAM

CHAPTER 1: OVERVIEW

1.1 Background

In November, 1994, the **Canadian Centre** for Management Development (**CCMD**) and its learning and communications network, **RADIAN**, approached the **Nunavut Secretariat (NS)** at the Department of **Indian Affairs and Northern Development (DIAND)** with a concept paper for a **Nunavut Management Training Program**.

The concept paper was reviewed by the NS and forwarded to appropriate **Inuit** organizations in Nunavut for comments and suggestions. As a result, changes to the **original** concept paper were made and further consultation plans were developed.

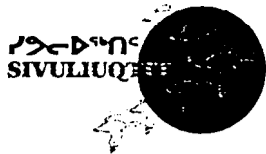
CCMD/RADIAN held a meeting with representatives from the **Nunavut Implementation Training Committee (NITC)** and the President of **Nunavut Arctic College (NAC)** in February, 1995 to discuss the paper and examine the partnership potential of the proposed initiative. As well, **RADIAN** held discussions with a **senior official** from the Human Resources Committee of the **Nunavut Implementation Commission (MC)** on the program proposal.

In March, 1995, **CCMD/RADIAN** was invited to submit the concept paper to the **NIC-Human Resources** Committee at a meeting in **Iqaluit**. Following that session, the Chief Commissioner of the **NIC** asked the **Nunavut Secretariat** to proceed with making arrangements for the implementation of the **Nunavut Management Training Program**.

In order to ensure that this program had a **direct** and clear Northern community focus, **CCMD/RADIAN** facilitated a meeting of key stakeholders in May, 1995. Besides **NAC**, **NIC**, **NITC** and the **NS-DIAND**, representatives from the **Nunavut Tunngavik Incorporated (NTI)** and **Government of the Northwest Territories (GNWT)** were invited to the meeting in **Iqaluit**.

This meeting led to changes in the **CCMD/RADIAN** proposal and an agreement to form a partnership committee or **Community of Stakeholders (COS)** from the six invited organizations. The **COS** agreed to work with **CCMD/RADIAN** to ensure the program was designed, developed, delivered and evaluated on the basis of meeting **Nunavut** institutional, human resource and governance needs.

It was also agreed at the May meeting in **Iqaluit** that the **initiative** would be called the **Nunavut Management Development Program (NMDP)**, it would be delivered in **Rankin Inlet** and it would be launched in early 1996.



A nine month agreement between RADIANT and the Nunavut Secretariat for the NMDP was signed in June 1995 and design and development work for the launch of the program commenced shortly after that date. Recruitment of candidates for the **first intake** was initiated under the NAC-Keewatin Campus as part of the evolving partnership between **CCMD/RADIANT** and NAC.

On January 28, 1996 **Sivuliuqtit** was launched (the **Inuktitut** name for the NMDP) in Rankin Inlet with twenty **Inuit** participants. The participants engaged in the first two weeks of the program's formal, in-class learning component. As well, they **received** training on mentoring, work assignments and other areas of the **Sivuliuqtit**.

1.2 Rationale

The historic Nunavut Land Claims Agreement Act established very challenging goals for the employment of Nunavut **Inuit** in agencies, boards, institutions and government structures associated with the implementation of the legislation.

Sections 23 and 37 deal extensively with the need to have representative **Inuit** employment in the Nunavut public sector. The NIC recommended that at least 50% of Nunavut government employees be **Inuit** as of April 1, 1999 by way of overall composition and occupation of senior management positions.

To this end, **Sivuliuqtit** was viewed by NIC as one of many training initiatives that could increase the human resource capacity of **Inuit** to fully participate in a **Nunavut public** service. Support from other **Nunavut Inuit** and **non-Inuit** organizations for this objective provides **Sivuliuqtit** with the **basis** for its existence.

1.3 Goal

The goal of the **Sivuliuqtit** is to develop a cadre of **Inuit** leaders for possible management positions with **Nunavut** public service structures, institutions and agencies under the Nunavut Act. As well, **Sivuliuqtit** participants would be available for possible employment with **non-Nunavut** government organizations that will play a role in Nunavut government development and operation.



1.4 Objectives

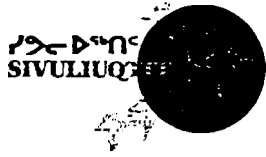
The Sivuliuqtit program is designed to:

- explore new concepts and principles of community and human development;
- examine the relationship between **Inuit** cultural values and beliefs and public service management and leadership;
- develop the personal and interpersonal learning skills and abilities of program participants;
- provide new management and leadership skills, abilities and knowledge;
- create innovative approaches to public service management and leadership;
- develop human resource networks among **Nunavut Inuit** organizations;
- expand and/or build expertise in public service development;
- improve the participants' learning and development skills and knowledge with practical work experiences;
- develop practical information technology skills;
- facilitate the use of mentors as part of the learning and development of participants in the workplace and the community; and
- improve the personal, interpersonal and group communication skills of participants.

1.5 Recruitment

The recruitment of participants for Sivuliuqtit will be the responsibility of Nunavut Arctic College - **Keewatin** campus. Entrance criteria, application forms and in depth information and background on Sivuliuqtit will be provided by the college. As well, a brochure on Sivuliuqtit will be available to interested candidates at the end of May, 1996.

A complete description of the recruitment process is in Chapter 2 of this manual.



1.6 Program

Sivuliuqtit has four (4) main components:

- formal learning (in-class);
- work assignment;
- mentoring; and
- distance education and network

In addition, strong emphasis will be placed on the career development, communications and networking skills of the participants throughout all four components of the program.

The program is three (3) years in length starting in February 1996. Up to seventy-five (75) participants will be accepted into Sivuliuqtit with intakes of twenty-five (25) participants occurring on a planned schedule of Intake 1- February 1996; Intake 2- October 1996 and Intake 3- February 1997. Participants in each intake will spend three (3) years in the program.

● Formal Learning (In-class Development)

The formal learning sessions will be spaced throughout the three years. There will be six (6) weeks of formal learning and development based on the following schedule:

- Two weeks introductory session;
- One week after the first 10 month work experience;
- One week after the second 10 month work experience; and
- Two weeks after the last 10 month work experience.

All formal learning sessions will take place at Nunavut Arctic College - Rankin Inlet. The Canadian Centre for Management Development will be responsible for the design, development, delivery and evaluation of the component.

There will be four (4) formal learning development themes that will form the basis of this component of Sivuliuqtit. They are:

- Personal and interpersonal;
- Professional;
- Community; and
- Nunavut Government.

Each theme will be integrated with Inuit cultural values and world view. This will be an essential part of all formal learning and development teachings in the classroom element of Sivuliuqtit.

A full description of the formal learning process is in Chapter 3 of this document.

- Work Assignments

The vast majority of time spent by participants during **Sivuliuqtit** will be in management related positions. This will enable participants to apply in the workplace new **learnings** acquired from the formal **learning** sessions. In addition, supervised work assignments **will** provide participants with challenging learning opportunities determined by senior managers as part of the overall organizational development.

Work assignments will comprise approximately thirty (30) months of time over the three year period. There will be three 10 month assignments and it is anticipated that two of **three** will be with **Inuit** organizations in Nunavut. The remaining assignment will be with a **non-Inuit** government structure with a presence in Nunavut, North of 60° or if necessary, in southern Canada.

The work assignments of participants should target key public service related positions. This may include financial, human resource, policy, project and operational management as well as potentially in fields of public service delivery.

CCMD and **NAC** will share responsibilities associated with the design, delivery, monitoring and evaluation of the work assignments component. In this, **Inuit** and **non-Inuit** employers will need to be **firmly** committed to the management development needs of **Sivuliuqtit** participants.

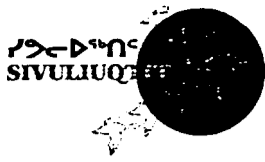
Chapter 4 provides a more descriptive review of the work assignment component of **Sivuliuqtit**.

- Mentoring

The **mentoring** component of **Sivuliuqtit** became a major element of the program as a **result** of strong support from the NIC - Human Resources Committee.

Mentoring will contribute to the personal and professional development of participants through a learning process that builds on the cultural values of the **Inuit of Nunavut**.

The participants in **Sivuliuqtit** mentoring component will be identified as "**mentees**" and they will chose "mentors" based on their developmental needs. The **mentees** should be seeking a person (not their **supervisor**) who can coach, problem solve, guide, encourage and counsel them on a wide variety of professional and/or personal issues.



The mentors need to commit personal time on a regular basis to help mentees grow and develop, professionally and personally. This relationship will help guide participants in meeting their development goals.

Mentors may be selected from a range of possibilities that might be an elder or a trusted colleague at work. Whoever the mentees select, it is important that it be someone who has their trust and confidence.

Mentoring training for mentees will be conducted primarily in the introductory formal learning session and up-dated throughout the program. Mentors will **receive** information on the mentoring once they are selected by the participants.

On-going support will be available to both mentees and mentors throughout the program. This support is intended to be informal, however, should more formal assistance be required, opportunities to link mentors/mentees together through distance communications or other means may be considered.

Mentor/mentee matches are expected to be finalized one month into the program. NAC will be responsible for **monitoring** the mentoring component as well as providing administrative support to the process.

CCMD is responsible for mentoring training and support to mentors/mentees on a need basis, and for coaching the NAC program manager.

A complete description of the mentoring component provided by CCMD is outlined in Chapter 5 of the manual.

- Distance Education and Network

The **Sivuliuqtit** distance education and network component is designed to provide on-going leaning and development assignments for participants as well as providing mechanisms for participant networking.

It is hoped that the distance education and network component **would** be delivered primarily through electronic and information technology. Each participant will have a First Server or Internet address. As well, each will have access, either at his/her work site or through a third party (school board, health office, etc..), to a computer with his/her electronic address. A public and non-public web site for **Sivuliuqtit** will be established by **Sakku** Electronics under the direction of NAC.

Beyond this, it is anticipated audio and video conferencing capacity will be developed to link participants through these processes. Further distance education work will evolve with the development of greater electronic capacity.



Until all electronic means are in place, distance education will be delivered through non-electronic means (faxes, videos, etc...). These assignments will occur on a hi-weekly basis and may involve participants interaction or interaction with the distance education deliverer.

Once electronic means for distance education and network are fully operational, assignments will continue to be delivered on a hi-weekly basis. Participants and supervisors will get a distance education schedule and outline for assignment areas.

Content areas for distance education identified through a participant survey:

- leadership;
- management practices;
- information technology;
- Nunavut** Government;
- Community development; and
- Inuit** cultural foundations.

CCMD will be responsible for distance education programming while NAC will be responsible for the operation of the electronic system and participant access to it.

A fuller description of the distance education and network component is in Chapter 6 of this document.

1.7 Outcomes

After three (3) years in the Sivuliuqtit program, participants should be given serious consideration for full-time employment in public service agencies, institutions and/or organizations. It is hoped this employment will be within **Nunavut** and specifically with a governance structure under the Nunavut Act.

The level, position, duties and related elements of potential employment will be determined by the hiring body. This consideration reflects the reality that all Sivuliuqtit participants will not enter the program or leave it with the same abilities, skills and/or knowledge about **Inuit** culture, leadership and public service management practices.

Nevertheless, the learning and development experiences each participant will gain from Sivuliuqtit should improve his/her capacity for successful employment within a functioning public service structure. As a result, participants should be well-positioned to assume management responsibilities consistent with personal, organizational, community and governance needs.

A final anticipated outcome from the Sivuliuqtit program will be the transfer of full responsibility for all components to NAC. This will ensure that **Inuit** learning and development capacity will rest with **Nunavut-based** institutions.

CHAPTER 2: RECRUITMENT COMPONENT

2.1 Principles and Benefits

- Recruitment of program participants will be restricted to **Inuit** beneficiaries of the Nunavut Land Claim.
- **Eligible** candidates will be required to meet minimum entrance criteria, however, fair and flexible consideration will be given to individual candidates who do not meet basic entrance standards.

Clearly stated, successful completion in the program does not guarantee employment. Successful completion enhances the ability of the individual to compete for management level positions in the emerging **Nunavut Public Service**.

Sivuliuqtit management program provides **all** candidates with :

- **Inuit** cultural perspectives with community and public service.
- New and critical thinking skills necessary for managers and leaders.
- A broader perspective on organizational development and public sector management.
- Team building skills and a large professional network of colleagues, mentors and supervisors.
- The ability to develop and implement career plans both personal and within their organization.
- Practical skills which will improve job performance.

2.2 Requirements

Basic requirements for candidates are:

- two or more years work experience (leadership roles on boards or agencies are acceptable);
- a minimum of grade 10 or equivalent;
- **Inuktitut** and English language proficiency (oral and written); and



- demonstrated leadership skills as recognized and recommended in writing by an employer, a board chairperson and/or a respected leader of the community.

Please note that the language and grade skills are not meant to be restrictive but are meant to provide standards. Discussions in the course and by distance assignment require language comprehension skills in English. Individuals with weak language skills in English or Inuktitut will be considered on a case by case basis.

2.3 Roles and Responsibilities

Nunavut Arctic College will be responsible for the recruitment and placement of candidates as well as maintaining employer and participant records. This includes:

- Developing, producing and distributing Sivuliuqtit promotional brochures.
- Implementing a promotional and marketing strategy.
- Developing an administrative system (application forms, tracking system, ...).
- Contacting employers.
- Completing applicants dossiers.
- Contacting applicants.
- Answering general inquiries and providing information.
- Providing a selection committee with complete applications
- Contacting all applicants and confirming accepted candidates.
- Establishing and maintaining participants' records: personal-professional data; general profile; C. V.; actual job description and suggested work assignment; and letter of acceptance.
- Establishing and maintaining participants' employers/supervisor records: personal-professional data; general profile; organization background; actual job description and suggested work assignment; and letter of acceptance.
- Providing a list of recommended individuals for possible mentoring.

2.4 Process

- Prioritize possible market for each of program's intake.
- Develop strategy with team members.
- Advertise generally and specifically for priority markets.
- All program advertising materials should appear in Inuktitut and in English or French. All materials should be easy to fax or distribute.



2.5 Administrative Issues

- A clear commitment on the part of the employer for a candidate should be secured, including:

salary support when the candidate is on formal **learning** (6 weeks in 3 years);
the commitment to pay the tuition or have it paid by a sponsoring agency;
support to develop and implement work assignments on the part of the organization;
support to allow the **candidate** on-the-job time to complete distance education assignments, contact mentors and participate in conference calls.

- . All expenses for specialized equipment or software, telephone charges, travel, books and materials will not be the responsibility of the employer but will be covered by the tuition fees.



CHAPTER 3: FORMAL LEARNING COMPONENT

3.1 Principles and Benefits

The formal learning component of Sivuliuqtit is intended to provide all participants with six (6) weeks of classroom based training and development.

The formal learning element is premised on a number of critical principles:

- All learning and development starts with the learners and their experiences in formal and/or informal learning situations.
- Values and beliefs of Inuit culture and world view will be integrated into the learning experiences of the participants.
- Learning and development in the classroom will be experiential (hands-on) and to the extent possible, conducted in a cooperative manner.
- Learning and development will be designed to improve the self-concept and the self-esteem of the learners, both in and out of the classroom environment.
- Inuit elders, leaders and community people will be used as conveyers of traditional and contemporary knowledge in the classroom wherever possible.
- Public **service** management skills necessary for the holistic development of the learners and the needs of Nunavut government will be based on Inuit cultural foundations and best practices in contemporary government service.
- Evaluation of participants' learning and development activities will be non-graded-and conducted in a shared fashion between participants, instructors, elders and community leaders.

The benefits of the formal learning sessions will be:

- Develop and/or enhance the positive learning identities of the participants.
- Create cooperative, mutually beneficial relationships and networks between participants; between participants and instructors; between participants and Inuit elder/leaders; and between participants and Nunavut institutions.



- o Create a new relationship between Inuit cultural beliefs and values and public service management and leadership.
- Expose participants to best practices in mentoring, community development, public service management and leadership.
- Outline practical strategies for taking formal learning and development experiences into the participants' workplace, community and family.

3.2 Goals

The goals of the six (6) weeks of in-class, formal learning are:

- Assist in developing Inuit human resource capacity through Sivuliuqtit participants.
- Reinforce and retain Inuit cultural values and beliefs.
- Learn new public service management and leadership skills.
- Build networking relationships.
- Improve participants' learning and development potential.
- Develop and support the career aspirations of each participant.
- Link the Sivuliuqtit to the human resource needs of Inuit and non-Inuit public sector organizations, particularly the emerging Nunavut government and Nunavut Tunngavik Incorporated.

3.3 Requirements

The design, development, delivery and evaluation of the formal learning component will require the following:

- Up to 25 Inuit participants who are land claim beneficiaries; who have at least two years of work experience; a grade 10 or equivalent; oral and written proficiency in Inuktitut and English and a strong commitment to play an active role in the emerging Nunavut Public Service.
- Classroom and residential facilities in the North, preferably in a central location (Rankin Inlet).

- Input from **Inuit** leaders and officials on the content of formal leaning sessions as well as from the **Nunavut** Secretariat, Department of **Indian** Affairs and education and training officials from the Government of the Northwest Territories.
- Involvement of **Inuit** elders.
- Nunavut Arctic College officials with program administration and management development experience in **Nunavut**.
- **Public service** management, leadership and **mentoring** expertise that can be integrated into a community based, **Nunavut** directed learning and development program based on **Nunavut cultural** foundations.
- Program design, development, delivery and evaluation team of up to 5 people with noted expertise in formal learning content areas.
- Design and development time: 2 days for each day of formal delivery. Evaluation of each-formal **delivery** session will **require** 2 days for two week sessions and one day for one week sessions. Redesign will occur after the evaluation of each formal learning session.
- Delivery of the six weeks of formal learning will be scheduled according to the following timetable:
 - two weeks introductory session
 - one week after the participant's first work assignment
 - one week after the participant's second work assignment
 - two weeks **after** the participant's third work assignment.
- Evaluation of formal learning sessions will be based on participants' feedback, input from **Inuit** and **non-Inuit** leaders and officials involved in the **Sivuliuqtit, Inuit** " community members and elders as well as by the program delivery team.
- Each formal learning session will include **Inuit** elders and leaders, subject matter expertise and program managers. Materials relevant to the delivery of the one or two week sessions will be forwarded via the program managers approximately two weeks prior to the delivery of the session.
- Participant tuition fees, travel arrangements, accommodation requirements and specific needs will be arranged by the NAC program manager well in advance of the formal learning session.

3.4 Roles and Responsibilities

Subject to program management changes and other factors which may affect the formal learning component of Sivuliqtit, the following constitutes (April, 1996) the roles and responsibilities for:

Canadian **Centre** for Management Development (**CCMD**)

- organization for the design, development, delivery and evaluation of the 6 formal learning weeks;
- design of sessions including timetable, outlines, learning materials and related documentation;
- development of each session that will be delivered ensuring there are specific learning objectives, experiential learning activities, appropriate learning materials and formal and informal feedback procedures;
- delivery of sessions with appropriate subject matter expertise;
- evaluation of each learning session as well as the full **one/two** week formal learning program through participant feedback forms, consultative evaluation tools for feedback from non-participant individuals and/or groups involved in Sivuliqtit and from subject matter delivery experts;
- redesign of formal learning sessions based on feedback from above-noted stakeholders to ensure formal learning is addressing the needs of participants and relevant parties involved in the program; and
- program management of formal learning sessions in cooperation with Nunavut Arctic College's program manager.

Nunavut Arctic College (**NAC**)

- organization, in cooperation with CCMD of all formal learning administration requirements including communications, participant tuition fees, travel, accommodations, meals, special needs and related matters as **well** as classroom preparation, support and distribution of learning materials to participants; and
- flexible participation in the design, development, delivery and evaluation of the formal learning component through a partnership agreement with CCMD.

Community of **Stakeholders** (COS)

- advice to **CCMD** and **NAC** on content related issues that should be included in the formal learning sessions;
- input to **CCMD** and **NAC** on the relevancy of the formal learning component to the work assignments of participants as well as the relationship of formal learning to **Inuit** public service development;
- suggestions to **NAC** and **CCMD** on **Inuit** subject matter experts and elders who could be involved in the delivery and/or other elements of the formal learning component of the program; and
- feedback to **CCMD** and **NAC** on the redesign of the formal learning sessions.

Sivuliuqtit Participants

- evaluation of the initiative to **CCMD** and **NAC** through formal written feedback documents and informally to program managers, subject matter experts who deliver the sessions and **COS** members; and
- selected participation on the redesign and/or design of formal learning sessions to ensure participant involvement in the learning and development process.

3.5 Process

The formal learning component of **Sivuliuqtit** will be organized around 4 main development themes. They are:

Personal/Interpersonal;
Professional;
Community; and
Nunavut Government.

At the heart of each theme and central to the formal learning and development process will be **Inuit** cultural foundations. This will be addressed by **Inuit** leaders, elders, community members and youth through an interactive dialogue with **Sivuliuqtit** participants.

These foundations (world view, values, beliefs, language) will underpin the entire formal **learning** process and through these teachings, a relationship between culture and public service will emerge. From this perspective, public service management practices, leadership, **mentoring**, information technology, community development and other elements of the 4 main development themes will be examined.

Over the 6 weeks of formal learning and development, it is anticipated that participants will be exposed to new concepts and learning initiatives within the 4 theme areas as well as having reinforcing and enhancing activities related to **Inuit** cultural foundations. This will ensure that each formal learning session builds on the previous experiences and provides an opportunity to introduce new topics.

In this context, monitoring of **participants'** work assignments will provide the NAC and **CCMD** program managers with feedback on possible new formal learning activities. As well, consultations with the COS and other stakeholders may provide insights for potential learning and development areas.

As noted in the principles for the formal learning component, participants will be engaged in experiential, action-oriented learning activities. This will facilitate practical and relevant learning experiences based on "real world" situations that participants may encounter.

Instructors will introduce learning topics through discussions with participants and debrief action learning initiatives by integrating participants' outcomes with best practices in that particular area. As a result, participants' **learnings** will be linked to what experts in a topic are suggesting as "best practices".

The 6 weeks of formal learning will be broken into 4 development phases. Each phase will be directed to specific aspects of personal/interpersonal, professional, community and Nunavut government development. Phase I will be 2 weeks; Phases 2 and 3 one week each and Phase 4 will be 2 weeks.

Phase I: an introduction to the program and the 4 main development themes along with **Inuit** cultural foundations. It will contain the following topics:

- career development;
- community development;
- management practices;
 - financial
 - human resources
 - project planning
- mentoring;
- leadership;
- personal/interpersonal development;
- networking;
- information technology/distance education; and
- **Nunavut** government development.

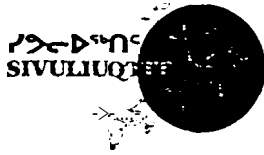


Phase 2: built on Phase 1 and enhanced through distance education, this phase introduces policy development. Design and development issues may emerge based on participant needs and their experiences from work assignments. As well, COS officials may provide additional topics for inclusion in the program.

Phase 3: continuing the **learnings** from Phases 1 and 2 as well as blending work assignments in the classroom. Working in teams, communication skills and developing partnerships will be explored in this phase of the program.

Phase 4: devoted to Nunavut public service, community leadership and continuous learning areas. Elements from the first three phases and other influences on formal **learning** design and development issues will be incorporated as required.

It is anticipated by the end of the four formal learning phases, participants will have had an opportunity to learn important public **service** management and leadership skills that will be used to serve the people and communities of the Nunavut government. These will be learned, practiced and evaluated in the context of Nunavut **Inuit** cultural values and beliefs.



CHAPTER 4: WORK ASSIGNMENT COMPONENT

4.1 Description

The Sivuliuqtit work assignment component is intended to support the development of a critical mass of Inuit leaders. Its main goal is to help future Nunavut public servants to learn, grow and improve their abilities to perform effectively through workplacement assignments.

Work assignments are believed to be developmental because they provide the opportunity to try out skills and behaviors in meaningful situations. Job experiences contribute considerably to learning. Most managerial skills acquisition are known to occur informally on the job. The learning potential of experience strongly impacts on individuals and creates functional practitioners in the workplace.

Learning is most likely to occur when potential managers are faced with challenging job situations. The level of challenge of a work assignment in an organization is often predictive of success. Lessons learned from work assignments deal mainly with managerial skills and ways of thinking. It covers a wide range of skills, processes, insights, knowledge and values to function effectively in organizations. In a work assignment setting, candidates will learn through observations, discussions, but mostly through accomplishments. The opportunity created by organizations and the motivation of program participants to learn are major elements for the success of the work assignment component.

A mix of relevant work experience and theoretical background is proven to produce individuals who are more aware of their career development and who are consequently more productive. Sivuliuqtit work assignment component alternates with formal learning sessions and is therefore established to support elements of the formal learning component. In a three year cycle, participants will have 6 weeks of formal learning sessions in the classroom, and three work assignments each of 10 month duration. Ideally, the work assignments, should be offered to each participant as follows:

- Year 1- a work assignment in home organization;
- Year 2- a work assignment in a different Inuit organization in participant's home location; and
- Year 3- a work assignment in a federal department.

Work assignments should cover areas dealing with the public service environment: human resources development, policy making, finance, project management and service delivery.

4.2 Principles and Benefits

Each of the work assignments is intended to strengthen the relationship between candidates, organizations and the community. This will involve commitment from individuals and organizations as well as people who will supervise and guide the day-to-day work of participants. Ideally, supervisors must have good interpersonal and coaching skills and an overall predisposition to share knowledge and experience.

By nominating candidates and providing work assignments, organizations will gain **visibility** in the **Nunavut** community and participate actively in the development of qualified people to staff positions in the new **Nunavut** Territorial Government. They will get the opportunity to be part of a wide network of organizations and communities. At the same time, they will contribute to organizational change in getting better qualified employees on-the-job as well as exposure to new **ideas** and perspectives.

With the knowledge and skills they will acquire, participants will be able to contribute in a meaningful way to community development and **Nunavut** government creation. They will be ideally positioned to input on organizational change and development.

4.3 Goals

Various goals are attached to the **Sivuliqtit** work assignment component related to personal and professional development. One of them is to help participants put into practice and integrate learning skills from formal learning sessions. In doing so, the objective of upgrading participants knowledge and skills on an individual personalized basis will be attained.

Promotional strategies must be put in place to gain the participation of a wide spectrum of challenging work assignments and an appropriate matching of participants. The target number of candidates and work assignments per each year is twenty-five. Placements will be sought in the whole **Nunavut** Territory as well as in the South. The outcome expected is an increased number of professionals having experience in a wide range of situations.

An additional goal, by way of an information system/network, is to enhance the development of contacts between **Inuit** organizations, **Inuit** communities, organizations from the North and the South, as well as the global community.



4.4 Roles and Responsibilities

Key players will have roles and responsibilities as follows:

NAC

- Administer the recruitment phase of the work assignment component:
 - identification of candidates, appropriate work assignments and training plans;
 - assistance to organizations and the preparation of individual training plans;
 - initial data gathering - **organizations/supervisors/participants**;
 - distribution of relevant work assignment information;
 - logistics: links with participants and other players, travel arrangements, data base facilities, tracking system.

CCMD

- Ensure the accurate implementation of **Sivuliuqtit** work assignment component.
- Ensure that work assignment is integrated in other **Sivuliuqtit** components.
- Monitor and evaluate the progress of candidates during each of the work assignments.
- Act as a resource in:
 - ensuring that all partners understand aspects of the work assignment component;
 - creating and maintaining data base for work assignments;
 - ensuring the development of training plans;
 - coaching and guiding of participants, supervisors and mentors as required;
 - conducting on-going monitoring and follow-up (on-site visits), and monthly contact;
 - recommending appropriate measures for ensuring effectiveness of work “ assignment component.

Candidates

- Participate actively in **all** aspects of the process in:
 - applying the knowledge and skills in the workplace;
 - sharing developmental needs, concerns and issues with supervisors;
 - taking initiatives towards work assignment improvement and negotiations;
 - providing **feedback** for monthly progress reports;



understanding the work assignment process to attain a maximum of efficiency; taking critical actions to improve work assignment interventions; and participating in regular monitoring, evaluation and progress reports.

Organizations

- Create and supervise work assignments.
- Create for review of NAC/CCMD detailed training plans.
- Bring to the attention of NAC/CCMD issues related to work assignments.
- Provide a challenging work assignment that takes participants beyond their level of responsibility.
- Participate in the monitoring and follow-up of candidates progress.

4.5 Process

Although more detailed information on the work assignment component will be circulated to organizations and candidates, following is a general description of the major steps in the process:

1. Selection of 25 participants maximum with individual work assignments, training plans and appointed supervisors.
2. Completion of the training plan template.

The training plan template will contain the following aspects and should be mutually discussed and understood by both trainee and supervisor:

- Workplace general description;
- Identification of developmental needs by supervisors and participants;
- Work assignment description by supervisors and participants;
- Specific tasks and responsibilities to be completed during work assignment with measurement criteria;
- Monthly monitoring reports completed by participants and supervisors and discussed with CCMD; and
- Annual final report forms.



3. Preparation of information on participants: letter of acceptance, personal - professional data; general profile (Sivuliuqtit selection criteria); curriculum vitae; job description; **work assignment and training plan.**
4. preparation of information on **supervisors/organizations:** letter of **acceptance** and suggested training plan.
5. Training/coaching for supervisors and participants on-site or from a distance to introduce them to work assignment and transfer of skills process.
6. Return of candidates to their appointed work assignment location after formal learning sessions.
7. Review of submitted training plans.
8. On-site visits.
9. On-going tracking and monitoring. The tracking and monitoring of the work assignment component will represent a high priority. It **will be separated into two** timeframes: short and long term.

The short term will ensure the success and goals of each placement. It will be done during the thirty months of work placement and some time after the program completion. It will be done mainly from a distance using different types of applications and from a minimum of one annual on-site visit to liaise with key players. The main objective of monitoring is to bring together candidates, their supervisors and **CCMD** to reflect on the work assignment situation: actual accomplishments, satisfaction level, performance etc... Monthly progress reports and short annual report describing the summary of activities and progress of specific placements will be presented.

The long term contribution or post program completion of the project will be to exchange and interact with a broad network in Nunavut. A **Sivuliuqtit** senior managers D-base will be created and open to public access on the Arctic site on **Sivuliuqtit Web Page.**

10. On-going progress reports to stakeholders **re** update of work assignment component.



CHAPTER 5: MENTORING COMPONENT

5.1 Introduction

Mentoring is a relationship not a program. This type of relationship **has always** existed informally in organizations. Its value and benefit to those involved have been researched and substantiated extensively. This relationship in the context of the **Sivuliuqtit** program **can** be described as a learning relationship between a mature, caring adult, the mentor, chosen by the participant on the program, the mentee, to share his or her life and career experience and provide support and guidance in the mentee's professional journey.

Parameters are provided for the implementation of a facilitated program in order to **enhance** the successful development of this relationship and to maximise the chances of attaining the program objectives. In the following pages are described in detail the program principles, goals and requirements, benefits, mentors and mentees responsibilities, and the **mentoring** process.

5.2 Definition

There are various definitions of mentoring. The following definition highlights the learning component of this relationship and the commitment required from both mentors and mentees:

"Mentoring is a supportive learning relationship between an individual - the mentor - who shares his or her knowledge, experience and insights with another less-experienced person -the learning associate - who **is willing and ready** to benefit from this exchange. The nature of the relationship varies with the personal styles of the partners." (TBS, A self-help guide to mentoring, 1994.)



5.3 Principles and Benefits

The mentoring component is established in support of the two main goals of the Sivuliuqtit program:

1. to develop, by the year **2000**, a **critical** mass of successful **Inuit** leaders that will be ready to assume work in the new government and be recognized for competently managing the Nunavut Public Government's first year of operation.
2. to contribute to the personal and professional development of participants through a learning process that builds on the cultural values of the **Inuit** of **Nunavut**.

Principles

1. Mentoring is an integral part of a continuous learning approach to leadership development and has the support of **all stakeholders in Sivuliuqtit**.
2. The **Sivuliuqtit** mentoring component values and is adapted to the cultural requirements of the **Inuit** participants.
3. The **Sivuliuqtit** mentoring component follows the guidelines of a facilitated program which differs from a formal or informal approach in that it offers program parameters and a framework while respecting the confidentiality and individual styles of each **mentor-mentee** relationship. These parameters are described in the following pages.
4. **Mentoring**, if it is to be meaningful and helpful, cannot be forced. Participants will be highly encouraged to make use of this approach and will be provided with training and on-going support in this process: participation will remain their decision and will be voluntary. Mentors will be chosen by participants with the assistance of program resources if requested.
5. The **Sivuliuqtit** mentoring component is a holistic support and guidance resource which values human potential.
6. The **Sivuliuqtit** mentoring component requires time and commitment **from** the mentor, the mentee and the organizations involved in order to maximise the benefits to all partners.



Benefits

A mentoring program offers both challenges and benefits. A well managed program, including clear guidelines, on-going support and respect for confidentiality and the individual styles of those involved, will motivate and benefit all partners. The main benefits to be expected are the following:

For the Mentor

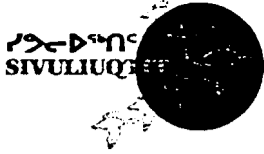
- exposure to new and different thinking styles, knowledge and perspectives
- helping to develop future leaders
- honing own leadership skills
- personal satisfaction
- occasion to reflect on important issues, both personal and organizational (TBS, A self-help guide to mentoring, 1994)

For the Mentee

- personal development
- advice and coaching in problem solving
- guidance and encouragement
- exposure to different leadership styles
- skill development for career progress and success
- increased self-confidence and insight on self
- knowledge of organizations, both formal and informal

For the Organization

- shared values
- motivated employees
- open communication and increased productivity
- commitment to developing and retaining leaders
- enhanced strategic and succession planning



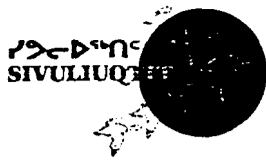
5.4 Goals

The objective of the mentoring component of the **Sivuliuqtit** program is to provide participants with an ongoing source of information, support and guidance other than their immediate supervisor, to help all participants meet their developmental goals, both personal and professional.

5.5 Requirements

The **Sivuliuqtit** mentoring component requires:

1. A design of the program to support the goals of the **Sivuliuqtit** program and to meet the needs of the individuals involved. A facilitated mentoring approach lends itself best to meeting those objectives.
2. Training for participants to help them understand the **mentoring** process and to enable participants to set realistic developmental goals within the parameters of the mentoring program.
3. Training for mentors to help them understand the mentoring process and their responsibilities within that process.
4. A **Sivuliuqtit** program manager in the North responsible for on-going assistance to mentors and mentees in the successful implementation of the program in Nunavut, for executing the necessary administrative duties related to mentoring and ensuring that the necessary data is collected to monitor the program on an on-going basis.
5. Monitoring of the program through data collection on a quarterly basis.
6. Assessment of the program (not the individuals) through the collection of both qualitative and quantitative data within 12 months of the delivery of the mentoring training session for participants.
7. On-going guidance, coaching, training and development of relevant information from the CCMD mentoring resource person, for the **Sivuliuqtit** program manager, the participants and mentors, as **needed** for the successful implementation of the mentoring program.



5.6 Roles and Responsibilities

The implementation of the program will be supported by the program team with the following general responsibilities with regard to **mentoring**:

Senior Program Manager, **CCMD**:

The main **responsibility** will be to ensure that the **mentoring** component is implemented **in line with** the overall program objectives and integrated to the other components of this program such as formal learning, distance education and network, work assignments.

Faculty Member and **Mentoring** Resource Person, **CCMD**:

The main responsibility will be to act as the main resource person on **mentoring** and thus provide a conceptual framework on **mentoring**; design, develop and deliver orientation sessions for mentors and **mentees**; provide on-going follow-up; coaching for the mentors-mentees on request and for the NAC program manager; identify the required data for monitoring and assessment purposes; assess the program including recommendations for **its** improvement.

Program Manager, NAC:

The main responsibility will be to administer the implementation of the program in the North, including the gathering of the **initial** data on **mentees and** mentors; the distribution of **relevant** information; assistance in the selection of mentors; **in** the organization of the distance education and network with regard to **mentoring**; monitoring reports of activities; assistance in the logistics of events related to mentoring; assistance to mentors and mentees on the process.



Mentees:

The participants' or mentees' main role is **desire** and willingness to **learn** from a mature caring adult whom they respect and who **is willing** to share his/her life and career experience **with** them and **assist** them in their professional journey. The roles and responsibilities of mentees are described as:

willingness to assume responsibility for one's own growth and development;

determining one's own developmental needs, both career and personal;

establishing with the mentor the terms and goals of the **mentoring** relationship for a 12 month duration and respecting those terms of agreement;

providing personal and time commitment to the program and the relationship;

identifying issues/concerns for discussion with mentor;

awareness of program goals and willingness to participate in a mentoring **training** session to clarify expectations and increase understanding of the mentoring process; and

providing requested feedback and data in order to monitor implementation of program.

Desirable Characteristics of Mentees

openmindedness and willingness to learn

receptivity to feedback

sensitivity to confidentiality issue

willingness to demonstrate potential

goal oriented

trustworthy



Mentors:

The role responsibilities and characteristics of a mentor cannot be prescribed. Mentors will be chosen by participants based on participants own developmental needs. However, since the mentoring component is established as part of the **Sivuliuqtit** program, the following elements are offered as important guidelines to facilitate the attainment of the program goals. More indepth information is provided during the orientation session. Their roles and responsibilities are described as:

providing assistance to **mentees** (participants) in enhancing their effectiveness in a professional role and in developing a greater sense of competence and self-worth;

assisting **mentees** in setting development goals, providing coaching and feedback;

providing access to informal and formal organizational networks;

providing personal and time commitment to the program and to helping the mentee learn, grow and develop;

establishing with the mentee, terms and goals of the relationship for a 12 month **duration** and respecting those terms of agreement;

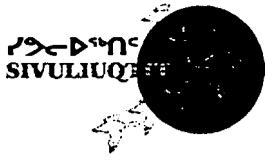
respecting confidentiality;

being available on a regular **basis** to the **mentee**: monthly communication between mentor and mentee is suggested as a minimum;

awareness of the **Sivuliuqtit** program goals as well as the overall objectives of the project;

willingness to participate in an orientation session on the mentoring component to clarify expectations and increase understanding of **mentoring** responsibilities; and

providing requested feedback and data in order to monitor the implementation of the program.



Desirable Characteristics of Mentors

willingness to assume and demonstrate leadership

people oriented behavior

willingness to assume responsibility as a mentor

sensitive to cultural issues and issues of confidentiality

awareness of own strengths and limits (personal and professional) and values

respect of individual differences in behaviors, attitudes and beliefs



5.7 Process

It is important to implement a program which includes all the elements of success. Although no process can guarantee success, the following elements will increase the chances of maximizing the benefits to all those involved in the mentoring process:

1. Components of the **Sivuliuqtit mentoring** program identified to reflect the cultural requirements of the group and to meet the needs of the individuals and the goals of the program.
2. Participants selected for the **Sivuliuqtit** management program.
3. Training session delivered to participants on mentoring as part of the program.
4. Participants select mentors.
5. Data sheet completed by mentors and returned to project manager.
6. Orientation to mentoring package sent to mentors to introduce them to the process.
7. Orientation session delivered to mentors through distance education and network.
8. General objectives and terms of agreement for mentoring between mentor and **mentee** discussed during their initial meetings.
9. On-going support and guidance provided to mentor and mentee by the program manager and the CCMD faculty **mentoring** resource person as needed. .
10. Periodic reports on mentoring activities provided by the program manager for monitoring purposes to CCMD.
11. Regular meetings between mentors and mentees occur for the following 12 months if possible.
12. At the end of the 12 month period, the agreement between mentor and **mentee** is concluded or renewed according to the wishes and needs of the mentors and **mentees** involved.
13. **Mentoring** program evaluation and recommendations.



CHAPTER 6: DISTANCE EDUCATION AND NETWORK COMPONENT

6.1 Introduction

The development of a distance education and network is a critical element of **Sivuliuqtit**. It is vital to the success of the overall program. The proposed **Sivuliuqtit** Distance Education and Network (**SDEN**) is to **become** the program's vehicle for continued learning and networking while the participants are completing their ten month work assignments. Given the geographical dispersement of the participants, the use of distance education technologies provides an effective method for exchange of information and group consultation without the **costly** travel that is normally associated with communication and training in Canada's remote regions.

6.2 Definition

The term *distance education* refers to the ability to increase access to formal instruction and training regardless of location or time of day. Distance education encompasses the transmission of educational, instructional, or training programming to two or more people at two or more locations separated by space and time.

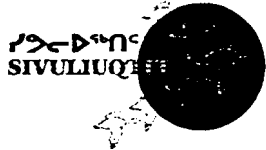
6.3 Goal

The overall goal of the **Sivuliuqtit** Distance Education and Network is to provide timely, efficient and effective training during the **Sivuliuqtit** participants' ten month assignment periods.

6.4 Objectives

The main objectives of the distance education portion of the training program are as follows:

- to supplement formal learning sessions with quality distance learning activities;
- to provide participants with the opportunity to learn and develop new skills;
- to encourage continued and ongoing networking within the participant groups;
- to encourage participants to build their network outside of **Nunavut**; and
- to monitor progress and exchange of information.



-6.5 The Existing Network

The interim network for the **Sivuliuqtit** consists of an Internet based network in **Iqaluit**, **Rankin Inlet** and **Ottawa** and a First Class Server Network made available through the three local school boards for the remaining communities in which participants are located - **Kitikmoet**, **Keewatin**, and **Baffin** Island. (Each participant should have access to a 386 computer or better, phone line, modem and e-mail address.) The home site on the World Wide Web for the distance learning network is in Rankin Inlet on a server operated by SAKKU Computers and Electronics on their Arctic Web Site. The **Sivuliuqtit** home page has been developed on the web site with hypertext links to a variety of pages devoted to the **Sivuliuqtit** program. Although a public page is available for those who wish information, participants will access program specific material through a password protected mechanism. The program manager will have access to the SAKKU directories and will be able to download information directly onto the site.

6.6 Proposed Three-Year Plan

Distance-education has been chosen as the intervention to achieve workplace learning during the three, ten month assignments that all participants will be completing over the course of the program. An array of state-of-the-art telecommunications technologies will be used to achieve the ongoing learning objectives.

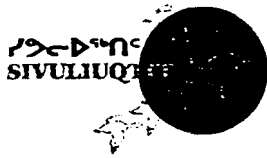
Given feedback received following each formal learning session with Group 1, content identified as requiring further in-depth training will form the basis of the learning assignments developed for each work period. Customization of content for individualized learning requirements will be undertaken as required.

6.7 Implementation

6.7.1 Learning via non-electronic media on a set time schedule

The implementation of an electronic learning and distance education system for **Sivuliuqtit** has been challenging due to technological flaws in the First Class Server Network. As a result, the launching of the distance education component for Intake 1 participants has been delayed while attempts to correct technological and First Class Server connections. In addition, delays have been encountered for some participants who do not have access to computers or lack a modem in order to be brought on-line.

Until technological problems are resolved by SAKKU under contract from **Nunavut** Arctic College, CCMD will implement distance education assignments to participants through fax, video and other means.



6.7.2 Learning via the Internet component on a **self-directed** time schedule.

Participants will identify themes and **issues** related to the formal learning sessions for which they require further instruction. Along **with** the Training Plan, participants will gain meaningful experience **via** the Internet applications on any one of a number of topics. **Five** themes were identified by participants after the first formal learning sessions as requiring further in-depth training at a distance **while** at on-site assignments:

- leadership;
- culture and ethics;
- mentoring;
- **career** development and
- legislation and land claim.

6.7.3 On-going Learning and Information Exchange

Throughout the ten month assignment periods, on-going **learning** and information exchange is paramount. The objectives of **this** distance **education** component are:

- to ensure participants progress;
- ensure effective conflict resolution;
- provide a quality feedback system;
- ensure peer support group and team building;
- eliminate potential feelings of isolation; and
- provide coaching.

The computer allows for a varied array of applications that **can** be used to fulfill these objectives. The use of e-mail, newsgroups and **listservs** allow the participants to participate in on-line discussion with colleagues and a chance to remain abreast of new developments/information specific to their program. **Software** such as **North of 60** and **Netscape**, will provide access to the World Wide Web and to the Internet. Networking and information exchange using these media allows for equal access to communication among participants at any time, at their leisure, regardless of time of day.

6.7.4 On-Going Learning and Information Exchange Components - Internet

The Internet is defined as an interconnected set of computer networks spanning the entire world, allowing users to exchange text-based and graphical information via computer, modem and standard telephone connection.

The Internet, with all of its associated applications, will play a significant role in the overall distance education strategy for ongoing learning and information dissemination.



6.8 Applications

6.8.1 Definition

World Wide Web (WWW)

The World Wide Web is a component of the Internet based on the use of hypertext technology, or now more accurately referred to as hypermedia because of its ability to handle graphics, audio as well as text. As you draw the connections between pieces of information you begin to envision the web created by the links between the pieces. The **WWW connects** pieces of information from different databases, different machines and networks around the world.

Electronic Mail (E-mail)

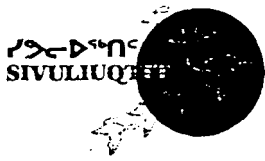
Electronic mail is a message in electronic form sent from one computer to another by way of a Local Area Network (LAN), Wide Area Network (WAN) or the Internet.

Listserv

Listserv is an e-mail application that automatically manages mailing lists. A **listserv** is created when there is a common area of interest identified by Internet users anywhere in the world. A mailing group is then created and all interested parties are then given the opportunity to formally subscribe. Once a message is posted to the **listserv**, it is automatically sent to all other subscribers for reflection and/or comment which, in turn, is **re-mailed** back to the listserv and out to all subscribers, and so on. In essence, a **listserv** is a “virtual” discussion group conducted electronically. Subscribers to a **listserv** will **receive** and send messages directly through their desktop e-mail system. Membership to the **listserv** is at the discretion on the **listserv** “manager”, and therefore membership can be restricted to a small group or made available to the general public.

Newsgroups

A distributed electronic bulletin board system available through the Internet, about a particular topic. Users are required to log onto the newsgroup to access up-to-date information and postings or to contribute to the related topic of discussion.



6.8.2 Prepackaged Material

Many pre-packaged training material exist in the areas of management development, computer skills, and second language learning. Appropriate course material is available and will be distributed to participants of Sivuliuqtit. Evaluation data on existing course materials would reveal appropriate and effective learning tools, specific to the equipment or Sivuliuqtit participants.

6.9 Selected Benefits

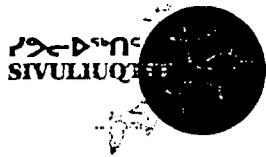
6.9.1 Why use Internet Applications?

Why use E-Mail, Newsgroups and Listservs?

- dissemination of course work and readings, assignments, results of case studies, research
- provides the opportunity for participants to meet in follow up sessions to reflect on learnings and apply them to their real life situations
- helps extinguish feelings of isolation
- cost-effective way to remain up-to-date and informed
- allows participants to divide up into small groups in a manner that resembles the typical classroom
- reinforces and enhances learning via continuing communication and feedback while on assignment, monitored by the program manager and mentor
- can allow for real-time interaction
- share and compare documents, research and assignments
- can add a visual dimension
- local-at your desktop
- a reasonable alternative to face-to-face interaction

6.9.2 Why use Pre-Packaged Computer Based Training Packages for Computer Skills and Language Training?

- ensures no duplication of materials or courses that already exists
- local - on your desktop
- while learning language - also learning computer skills
- learning can take place at the participants' leisure
- learning is self-directed, self-paced



6.10 Evaluation

An on-going and formative evaluation process will be implemented via e-mail and any other method deemed appropriate in order to monitor the relevance of the material being covered by the trainees and to ensure that the Distance Education and Network is continuing to play an integral role in meeting the objectives of the workplace **learnings** while on the 10-month assignment periods.

Upon completion of each work assignment, participants will be asked to complete an evaluation questionnaire and send it back to the Program **Manager-CCMD** for review.

The results from the questionnaires will be culled, and adjustments to the program will be made if required. An **audioconference** will be set up for a final debrief session.

This evaluation process will also serve as a Needs Assessment so that the second offering of this program runs smoothly from the onset. All design components, research and evaluation feedback should provide the basis for a sound distance education component for future offerings.

6.11 Roles and Responsibilities

Canadian Centre for Management Development

- provide design and content for work assignments
- monitor interaction
- provide support and follow-up
- conduct evaluation
- make revisions
- prepare all final reports

Nunavut Arctic College

- ensure access to Distance Education and Network (site, computer, modem, etc.)
- remain in close contact with SAKKU, the learning centres and school boards and provide a list of contact names.
- provide an exact list of e-mail addresses for all participants, including mentors and supervisors
- keep a comprehensive list of participant information (names, e-mail account numbers, etc.)
- monitor the network (connectivity issues, maintenance of the **Sivuliuqtit** Web page)
- monitor, **identify** and report back to Program Manager -CCMD on participant needs (additional computer skills, Internet training, etc.)
- provide follow-up

Sivuliugtit Program



An innovative training
program for Inuit Managers

delivered by:
Canadian Centre for
Management Development
&
Nunavut Arctic College

This is a senior management program which will operate for 3 years with yearly intakes of 25 participants. It will provide new and current Managers/Officers with the knowledge and skills needed to be more effective as Nunavut public servants.

All applications will be reviewed and screened by the selection committee.

This program is sponsored by the Nunavut Secretariat of Indian and Northern Affairs Canada in partnership with:

- Nunavut Implementation Commission
- Nunavut Tunngavik Incorporated
- Nunavut Implementation Training Committee
- Government of the Northwest Territories
- Federal Government Departments
- And delivered by Canadian Centre for Management Development in partnership with Nunavut Arctic College

How can I apply?

For more information please contact:

Sivuliugtit Program Manager

Nunavut Arctic College

Rankin Inlet

Ph: 819-645-2529

Fax: 819-645-2387

To receive a Registration Kit

please fax or mail

Name: _____

Address: _____

Ph: _____

Fax: _____

Date: _____

Signature: _____

Thank you for your interest

Why should I apply?

If you want to take a step in the direction of Senior Management within Nunavut and you are interested in meeting the challenges of the creation of Nunavut, this program is for you

Who are we looking for?

- We are looking for Inuit land claim beneficiaries
- With at least 2 years work experience
- Minimum of grade 10 education is a requirement
- Excellent work habits
- Inuktitut and English proficiency
- Basic computer skills
- Desire to lead.

What is this program about?

This intensive program is focused on building a core of potential Inuit Managers needed to effectively manage the new Government of Nunavut, which will come into existence April 1, 1999. Sivuliqtiit Program is a developmental program that will help to ensure the creation of all Nunavut Inuit public service.

How long is it?

The program is 3 years long and consists of four parts. Each year, candidates will participate in:

- Formal learning
- Ten month work assignments
- Distance Learning and Networking activities
- Mentoring

What does the program entail?

The academic portion of this program will be delivered at Nunavut Arctic College, Keewatin Campus, Rankin Inlet. Base community development assignments will take place throughout the north and possibly in other regions within Canada electronically through the internet/world wide web. For most candidates the assignments will be in their current work positions. Some work assignments are available with Federal Government Departments.

When does it start?

- We will be accepting 25 candidates by September 6, 1996.
- Formal learning sessions starts October 22 - November 1, 1996.
 - Work assignments November 4 - September 5, 1997.
 - Formal learning phase 2 September 15 - 19, 1997.

How will this program benefit you?

- It will increase your potential for employment as Managers/Officers within Nunavut
- It will help you reflect upon your own values and direction for Nunavut
- A unique educational development experience you will enjoy!

SIVULIUQTIT PROGRAM

(An innovative training program for Inuit Managers)



Joint Program

Nunavut Arctic College (NAC)
Keewatin Campus
Rankin Inlet

Canadian Centre for Management
Development (CCMD)
Ottawa, Ontario

Sponsored by:
Nunavut Secretariat, Indian and Northern Affairs Canada

GENERAL INFO. PACKAGE

GENERAL INFORMATION

INTRODUCTION

This intensive program is focused on building a core of Inuit leaders needed to effectively manage the new Government of Nunavut, which will come into existence April 1, 1999.

Sivuliuqtit is a critical component in the creation of a public service for Canada's third territory that is representative of the Inuit, who make up approximately 85 percent of the population.

PROGRAM DESCRIPTION

This 3 year program consists of four parts. Each year, candidates will participate in:

1. Formal Learning
2. 10 month work assignments
3. Distance Learning and Networking activities
4. Mentoring

LOCATION

The academic portion of this program will be delivered at Nunavut Arctic College, Keewatin Campus, Rankin Inlet. Base community developmental assignments will take place throughout the north and possibly in other regions within Canada. For most candidates the assignments will be in their current work positions. Some work assignments are available with Federal Government Departments.

ELIGIBILITY REQUIREMENTS

This program is only available to Inuit land claim beneficiaries who wish to play an active role in the emerging Nunavut Public Service.

SELECTION CRITERIA

Candidates who are accepted into this program will meet the following criteria:

- two or more years of work experience
- a minimum of grade 10 education is a requirement
- Inuktitut and English language proficiency (oral and written)
- demonstrated leadership skills

SELECTION PROCESS

Candidates will be selected upon the basis of their experience, demonstrated leadership skills, interest, commitment and bilingualism.

Candidates will be required to provide a letter of reference from the employer or respected community leader, resume, and completed application form with a written letter indicating why they should be selected for the program and a certificate of education. A formal selection process will take place to determine which candidates are admitted to the program.

COMPLETION REQUIREMENTS

Successful completion of this program first requires that candidates actively participate and complete each component of the program. In addition, successful candidates will demonstrate a commitment to learning and improvement through the application of newly acquired knowledge and skills.

APPLICATION FORMS

These forms are attached or can be obtained from:

Campus Director or Sivuliuqtit Program Manager
Nunavut Arctic College
Rankin Inlet, NT, XOC OGO
Tel.: (819) 645-2529 Fax: (819) 645-2387

APPLICATION DEADLINE

Each year of the program has seats for 25 candidates. Closing date for application in the second year of the program is September 06, 1996.

COS

Tuition fees are \$3,000.00 per year for 3 years. Fees cover all expenses including airfare, accommodation communications Internet software, VHS tapes and materials. Fees are usually paid by the employer/board/agency.

LENGTH OF PROGRAM AND CERTIFICATION

SIVULIUQTIT is a three year program leading to a certification by the Canadian Centre for Management Development (CCMD) and Nunavut Arctic College (NAC) as a potential senior manager in the Nunavut Public Service. A senior manager is an individual who has the following kinds of responsibilities: staffing, policy making, and implementation, supervision, budget management, strategic planning. It was expected that this certification will be of significant value to the Nunavut Government in the selection of senior managers for the new public service.

SCHEDULE:

YEAR 2	FORMAL LEARNING 1	DEVELOPMENTAL ASSIGNMENT A	FORMAL LEARNING 2
	Oct. 22 - Nov. 1, 1996	Nov. 4, 96- Sept. 5, 97	Sept. 15-19, 1997

PROGRAM GOALS

1. To develop, by the year 2000, a critical mass of successful Inuit leaders that will be ready to assume work in the new government and be recognized for competently managing the Nunavut Public Government's first year of operation.
2. To contribute to the personal and professional development of participants through a learning process that builds upon the cultural values of the Inuit of Nunavut.

PROGRAM OBJECTIVES

1. To increase awareness and understanding of best management practice in public service
2. To contribute to the development of an innovative and unique governance model that reflects the values and traditions of the Inuit of Nunavut
3. To provide an opportunity to apply new understandings and skills in the workplace
4. To build a strong network among candidates and representatives from other public and private sector organizations
5. To help create a lifelong learning process

PROGRAM OUTLINE

YEAR 2

Phase 1 - Formal Learning

ORIENTATION

- Sivuliuqit structure and roles / responsibilities

CULTURAL FOUNDATIONS

- values / customs / beliefs
- collective vision development
- principles / new paradigm

NUNAVUT WORLD VIEW AND PUBLIC SERVICE

- development vision and public service
- Nunavut government, legislation and land claims

UNDERSTANDING LEADERSHIP

- perspective / meaning
- characteristic / models
- styles

KNOW YOURSELF / KNOWING OTHERS

- personality types (Myers Briggs)
- interacting with people
- learning styles (Kolbs etc.)

MENTORING

- understanding the mentoring process
- identifying mentors and relationship to personal development .

MANAGEMENT PRACTICES

- communications
- project planning / financial management
- human resources management
- policy development

COMMUNITY DEVELOPMENT

- principles / practices
- implementing collective experience and collective vision

CAREER DEVELOPMENT

- developmental assignments' needs identification
- transfer of knowledge and skills strategies

GROUP NETWORKING / SELF-DIRECTED LEARNING

- personal upgrading knowledge and skills tools and activities

Phase II - Work Assignments

Developmental assignments will be derived in collaboration with the candidates, the employer and the Program Manager. Developmental objectives related to specific needs will be understood and shared by all the parties. A work study training program will be developed with each employee and supervisor and/or employer. These developmental plans will be reviewed on a monthly basis by phone or electronic mail. Participants will be provided with a work study grid during their formal learning session. A critical part of the assignment will be supervision and monitoring.

Phase III - Distance Learning and Networking

Throughout the program, participants will be provided developmental material that expands upon the learning (knowledge and skills) and support through a variety of media possibly including: printed material, audioconferencing, videoconferencing, VHS, radio and television broadcasting. Extensive use of the Internet and web site is anticipated. These applications will ensure that learning is taking place and that a strong network is being developed. The content to be delivered at a distance is set. The exact methods of delivering the distance education component will be determined until the work place location of each participant is known.

Phase IV - Mentoring

The mentoring component will ensure a constant support and satisfaction level. Candidates will be responsible for identifying their own mentor, two weeks following their first formal learning session while criteria, roles and responsibilities will have been discussed and understood by participants. Mentors will be involved on a volunteer basis and will receive remote support from the Program Manager.

Phase V - Formal Learning 2

The second part of the Formal Learning will incorporate:

- a study of Public Service Management practices including:
 - Human Resources Management and Planning
 - Policy Making
 - Finance
 - Procurement
 - Partnership Development
- a review of the knowledge and skills required in the developmental assignments
- a formative evaluation of the Program

Year II

- **Formal Learning 3** (one week)
- Developmental Assignments B (**ten** months)
- B **Mentoring**
- B Distant Learning and Networking applications **as** outline in Year 2

Year III

- Formal Learning **4** (one *week*)
- Developmental **Assignment C** (ten months)
- Formal Learning (one week)
 - Evaluation / Debriefing
 - Certification
- **Mentoring** and Distance Learning and Networking
- Applications as outlined in Year 2

APPLICATION FORM

(If you are interested in the Sivuliuqtit Program, please contact):

Sivuliuqtit Program Manager
Nunavut Arctic College
Bag 002
Rankin Inlet, NT
Xoc OGO
Tel: (819) 645-2529
Fax: (819) 645-2387

Name: _____

Address: _____

Phone: _____

Language Spoken & Written: _____

Highest Grade: _____

Number of Years Work Experience: _____

Employer: _____

Supervisor: _____

Date: _____

ATTACHED ARE :

	YES	NO
A RESUME		
A LETTER OF SUPPORT FROM EMPLOYER		
LETTER OF INTENT FORM		

SIVULIUQTIT - DEVELOPMENTAL ASSIGNMENT POLICY AND PRACTICES

	CANDIDATES	EMPLOYERS	SUPERVISORS	MENTORS
FINANCIAL COMMITMENT		The employers are expected to pay the \$8000.00 tuition fee per participant per year this figure includes travel, accommodation, meals, for the Formal Learning I program as well as the distance education, networking and mentoring during the developmental assignment.		
TIME INVESTMENT	<p>Are expected to complete the formal learning component of the program. While at the developmental assignment it is expected that they will have an additional 30-40 hours learning assignment related to the course objectives per week.</p> <p>For YEAR 1, candidates will be absent from their workplace for three weeks (Sept. 22-10 Nov. 1, 1996 and Sept. 15-19, 1997).</p> <p>YEAR II, candidates will miss one week of work and two weeks in YEAR III.</p> <p>Candidates are expected to comply with the roles and operating procedures of the workplace.</p>	The employers should be actively involved in the work assignment. Specifically, they are asked to provide the supportive environment for the program to be successful by choosing an appropriate supervisor, contributing to the training profile, monitoring the process and providing feedback to the program manager.	<p>Supervisors, candidates and the program manager will develop a management training profile. It is anticipated that the implementation of this profile would be the primary responsibility of the candidates and would represent a minimum amount of additional supervision.</p> <p>Once a month, at the initiation of the program manager, an audioconference will be held to monitor progress and level of satisfaction in attaining training profile objectives.</p>	<p>It is expected that mentors would meet with candidates on an average of one hour per week, either in person, by phone or on Email.</p> <p>They will be provided with a training package to assist them in meeting their responsibilities.</p>

RESPONSIBILITIES aNv Smell	MENTORING COMPONENT
<p>Candidates are expected to look for opportunities to transfer skills and knowledge developed in the formal learning to the workplace.</p>	<p>During Formal Learning 1, Year 1, candidates will receive instruction on the concept of mentoring and the role that mentor can play in career development.</p> <p>Candidate will be expected to provide the program manager with their nominated mentor.</p> <p>In the mentoring program, candidates will have to assure their own growth and development. They will have to commit to terms and agreement and to the relationship as well as identifying issues and concerns for discussion.</p>
<p>The employer is expected to encourage and where possible facilitate the opportunities for candidates to gain new skills</p>	
<p>Supervisors are expected to assist candidates understand and where possible participate in the managerial functions within the organization.</p>	<p>They could if requested, share information concerning the developmental assignment.</p> <p>Nominated mentors will be screened by the program manager to ensure that they possess the personality traits and knowledge suitable to the project.</p> <p>Mentors will be provided with a training package following the verification of their suitability by the program manager.</p>
<p>Mentors will provide assistance to candidates in enhancing their effectiveness in a professional role.</p> <p>They will contribute to the development of candidates sense of competence and self worth.</p> <p>They will agree to respect confidentiality.</p>	

PROGRAM BENEFITS			
CANDIDATES	<p>Increase their potential for employment as senior managers within Nunavut</p> <p>Reflect upon their OMM values and the directions of Nunavut.</p> <p>Develop their network or managers and entrepreneurs.</p> <p>Become part of the adventure of creating a new territory in Canada</p>	EMPLOYERS	<p>Raise the awareness of the challenges that future leaders will face throughout the North.</p> <p>Develop cross-cultural competency and effectiveness in the public service.</p> <p>Gain more knowledgeable better networked and skillful employees.</p>
SUPERVISORS	<p>Gain access to a broad network of professionals.</p> <p>Participate in the development of an innovative public service management model.</p> <p>Contribute 1011-PERSO1XII and professional development of fellow staff.</p> <p>Refine skills through new organizational practices.</p>	MENTORS	<p>Become knowledgeable about organizations goals and structures.</p> <p>Build strong personal links.</p> <p>Assume and demonstrate leadership.</p> <p>Assist an individual to grow and develop self-confidence.</p>

How can I apply?

For more information please contact:

Sivulliqtit Program Manager

Nunavut Arctic College

Rankin Inlet

Ph.: 819-645-2529

Fax: 819-645-2387

To receive a Registration Kit

please fax or mail

Name: _____

Address: _____

Ph.: _____

Fax: _____

Date: _____

Signature: _____

Thank you for your interest

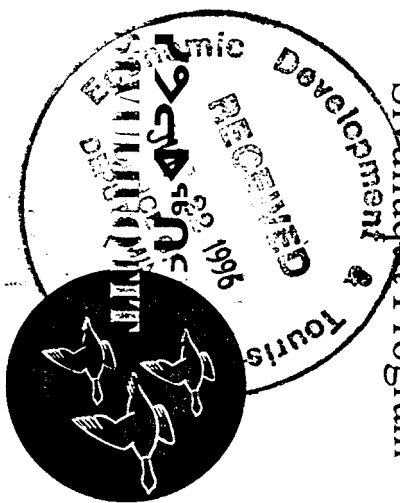
This is a senior management program which will operate for 3 years with yearly intakes of 25 participants. It will provide new and current Managers/Officers with the knowledge and skills needed to be more effective as Nunavut public servants.

All applications will be reviewed and screened by the selection committee.

This program is sponsored by the Nunavut Secretariat of Indian and Northern Affairs Canada in partnership with:

- Nunavut Implementation Commission
- Nunavut Tunngavik Incorporated
- Nunavut Implementation Training Committee
- Government of the Northwest Territories
- Federal Government Departments
- And delivered by Canadian Centre for Management Development in partnership with Nunavut Arctic College

Sivulliqtit Program



An innovative training
program for Inuit Managers

delivered by:
**Canadian Centre for
Management Development**
&
Nunavut Arctic College

Why should I apply?

If you want to take a step in the direction of Senior Management within Nunavut and you are interested in meeting the challenges of the creation of Nunavut, this program is for you

Who are we looking for?

- We are looking for Inuit land claim beneficiaries
- With at least 2 years work experience
- Minimum of grade 10 education is a requirement
- Excellent work habits
- Inuktitut and English proficiency
- Basic computer skills
- Desire to lead.

What is this program about?

This intensive program is focused on building a core of potential Inuit Managers needed to effectively manage the new Government of Nunavut, which will come into existence April 1, 1999. Sivuliugtit Program is a developmental program that will help to ensure the creation of all Nunavut Inuit public service.

How long is it?

The program is 3 years long and consists of four parts. Each year, candidates will participate in:

- Formal learning
- Ten month work assignments
- Distance Learning and Networking activities
- Mentoring

What does the program entail?

The academic portion of this program will be delivered at Nunavut Arctic College, Keewatin Campus, Rankin Inlet. Base community development assignments will take place throughout the north and possibly in other regions within Canada electronically through the internet/world wide web. For most candidates the assignments will be in their current work positions. Some work assignments are available with Federal Government Departments.

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