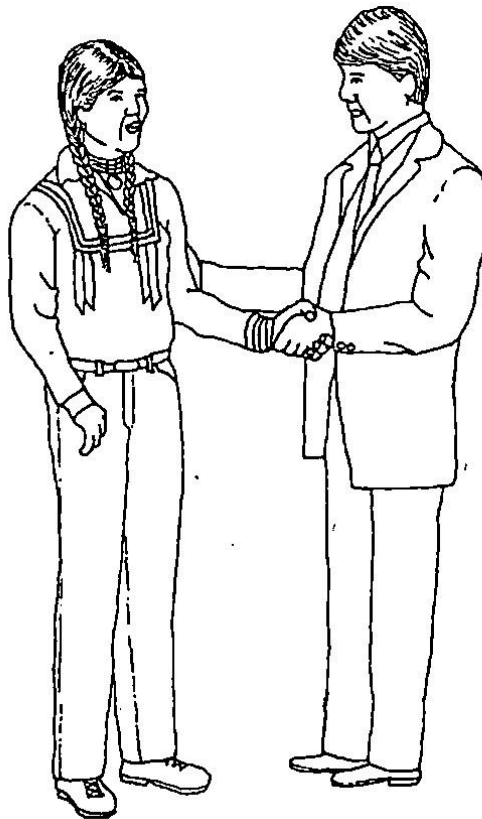
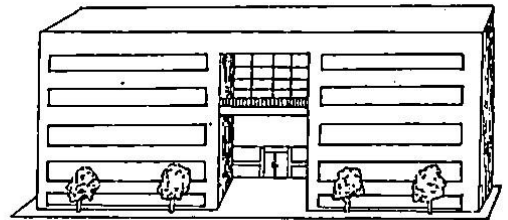
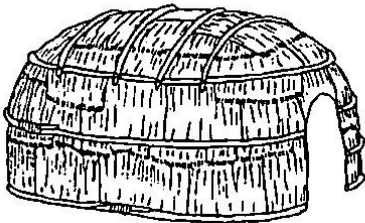


ACCESSING RESOURCES THROUGH EFFECTIVE COOPERATION BETWEEN TRIBAL AND NON-TRIBAL AGENCIES

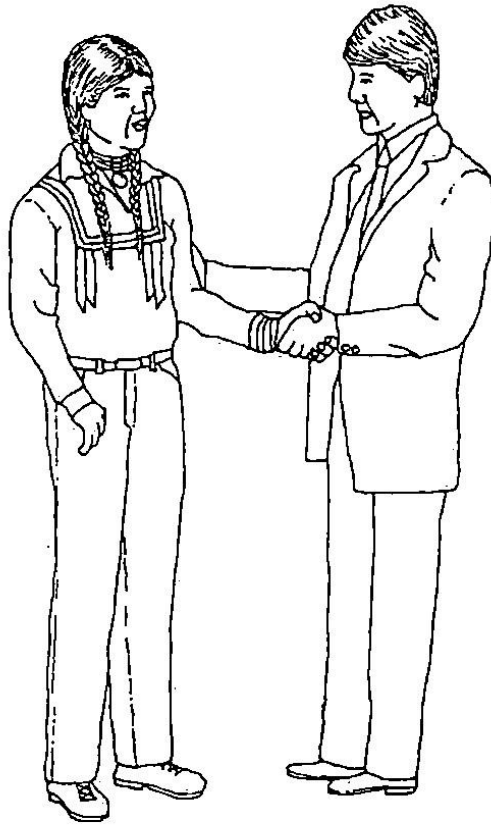
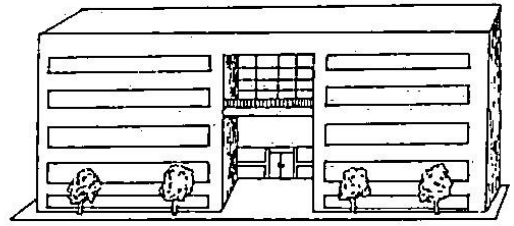
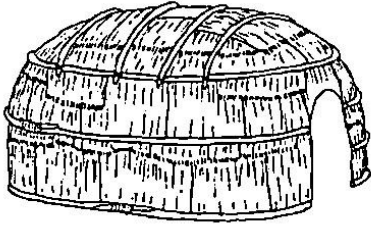
PURPOSE: The Purpose of this training module is to provide participants with the knowledge and skills necessary to access resources through effective cooperation between tribal and non-tribal agencies.



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IDENTIFYING AN ORGANIZATION



MODULE: Accessing Resources Through Effective Cooperation Between Tribal and Non-Tribal Agencies.

NAME OF ACTIVITY: Identifying an Organization

TIME: 30 Minutes

OBJECTIVES: To identify an organization with which they want improved cooperation.

RESOURCES:

- Identifying an Organization Worksheet
- Identifying an Organization Chart
- Flip Chart and markers

PROCEDURE:

- Break group into talking circles with 5 per group.
- Review talking circle rules.
- Distribute 1 worksheet per group.
- Ask each talking circle for a volunteer to act as messenger. (Note: The messenger is responsible for completing the worksheet and reporting the circle's discussion to the larger group.)
- Ask each group to complete the worksheet.
- Regroup and ask each messenger to report the group's discussion and prioritization.
- Turn the flip chart to the Identifying an Organization activity. Record the prioritizations on the flip chart and mark an x by each organization for each time it is reported.
- Have the large group prioritize the list.

CLOSURE:

- Explain that the organization/agency prioritized here will be the organization/agency that we will be using throughout the activities in this training module, and that during the next session you will be identifying problem areas associated with effective cooperative efforts within this target agency.

IDENTIFYING AN ORGANIZATION WORKSHEET

PURPOSE: To identify an organization/agency where cooperation needs improvement.

1. Identify four (4) organizations/agencies you wish to improve cooperation with.

a. _____

b. _____

c. _____

d. _____

2. Prioritize your list according to the organization/agency that is most important to your immediate resource needs.

a. _____

b. _____

c. _____

d. _____

The organization /agency we have prioritized as most important is:

IDENTIFYING AN ORGANIZATION CHART

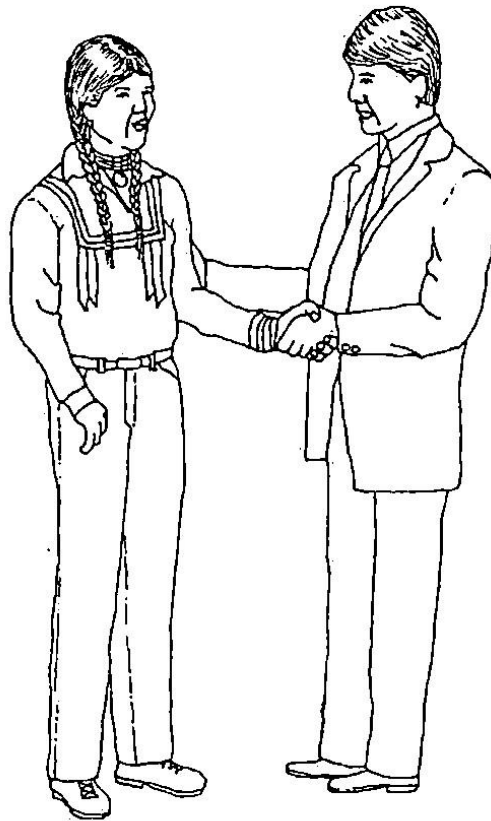
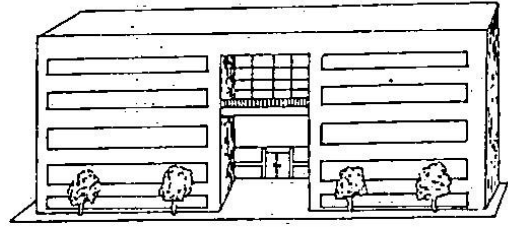
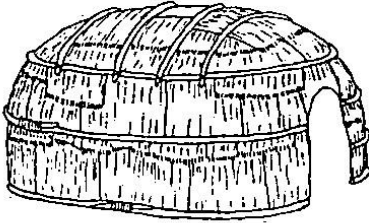
List the organizations/agencies you wish to improve cooperation with.

Prioritize the list according to the organization/agency that is the most important to the immediate resource needs.

List the number one priority.

This is our targeted organization/agency.

IDENTIFYING THE PROBLEMS



MODULE: Accessing Resources Through Effective Cooperation Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Identifying the Problems

TIME: 1 to 2 Hours

OBJECTIVES:

- To identify problems within an organization.
- To prioritize problems within an organization.

RESOURCES:

- What are the Problems Worksheets (Pages 1 and 2)
- The Problems Are Chart
- Flip Chart and markers

PROCEDURE:

- Ask participants to form small talking circles.
- Ask for a volunteer from each circle to act as a messenger. (Note: Explain the messenger is responsible for recording each member's responses, the results of the group process and reporting to the larger group.)
- Distribute one worksheet (page 1) to each group member.
- Distribute one worksheet (page 2) to each group messenger.
- Review talking circle rules.
- Ask each group member to complete page 1. After they have completed this task, the messenger will record each member's response from page 1 in Section A of page 2. If a response is stated more than once, the messenger should mark an x beside it for each additional time it is stated. Then, using Section B, the group should prioritize their responses according to group consensus, beginning with the greatest problem. The messenger will then place the top 3 priorities in Section 3.
- Turn flip chart to The Problems Are activity. Bring participants back into large group setting. Ask each messenger to report the top 3 prioritized problems. As these are reported, record them on the flip chart. Place an x beside the problem for each additional time it is stated. Establish the top 3 prioritized problem areas of the larger group.
- The 3 prioritized problems will be utilized in an action planning phase.

CLOSURE:

- Explain that during the next 3 sessions you will be examining the components and functions of an organization.

WHAT ARE THE PROBLEMS WORKSHEET

PURPOSE: To identify problems within an organization.

1. List the organization you have prioritized.

-
2. Using the chart below list 3 different problematic interactions you have had with the above organization.

What is the problem?	How long has it been a problem?
1.	
2.	
3.	

WHAT ARE THE PROBLEMS WORKSHEET (Page 2)

PURPOSE: To prioritize the problem areas within an organization.

DIRECTIONS: Using group member responses from Worksheet Page 1, fill in Section A. If a problem is stated more than once, mark an X beside it for each additional time that is stated. Then using Section B, prioritize your responses according to group consensus beginning with the greatest problem.

SECTION A

SECTION B

What was the problem?	For how long?	Prioritize your response	For how long?
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
15. _____	_____	_____	_____

SECTION C

List the top responses from Section B.

How long has it been a problem?

1. _____	_____
2. _____	_____
3. _____	_____

THE PROBLEMS ARE CHART

Record the problems identified by the talking circles. Place an x by the problem for each additional time it is stated. Summarize in discussion how long this has been a problem.

Problem

How long

List the targeted organization/agency:

--

Prioritize the problem list:

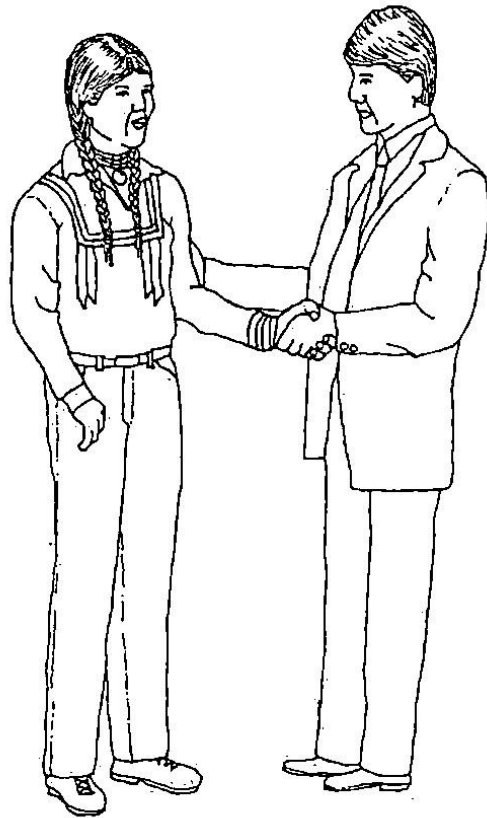
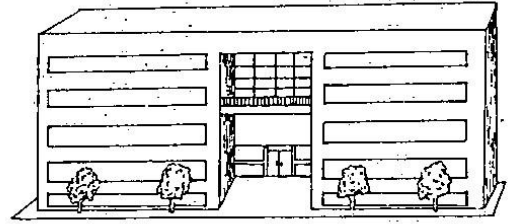
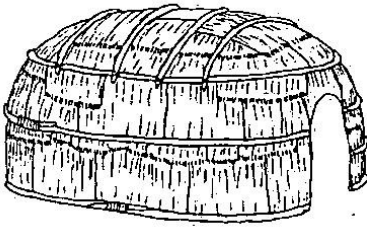
Problem

How long

List the top 3 problems:

The top 3 problems we have prioritized today will be addressed in the action plan we will develop toward the end of this module.

EXAMINING ORGANIZATIONS



MODULE: Accessing Resources, Through Effective Cooperation Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Examining Organizations

TIME: 1 1/2 Hours

OBJECTIVES: Identify similarities and differences in sample organizational charts.

RESOURCES:

- Sample Tribal Organizational Chart Worksheet
- Sample School Organizational Chart Worksheet
- Sample County Organizational Chart Worksheet
- Identifying Model Organizational Charts Worksheet
- Comparing Organizational Structures Similarities and Differences Chart
- Flip Chart and markers

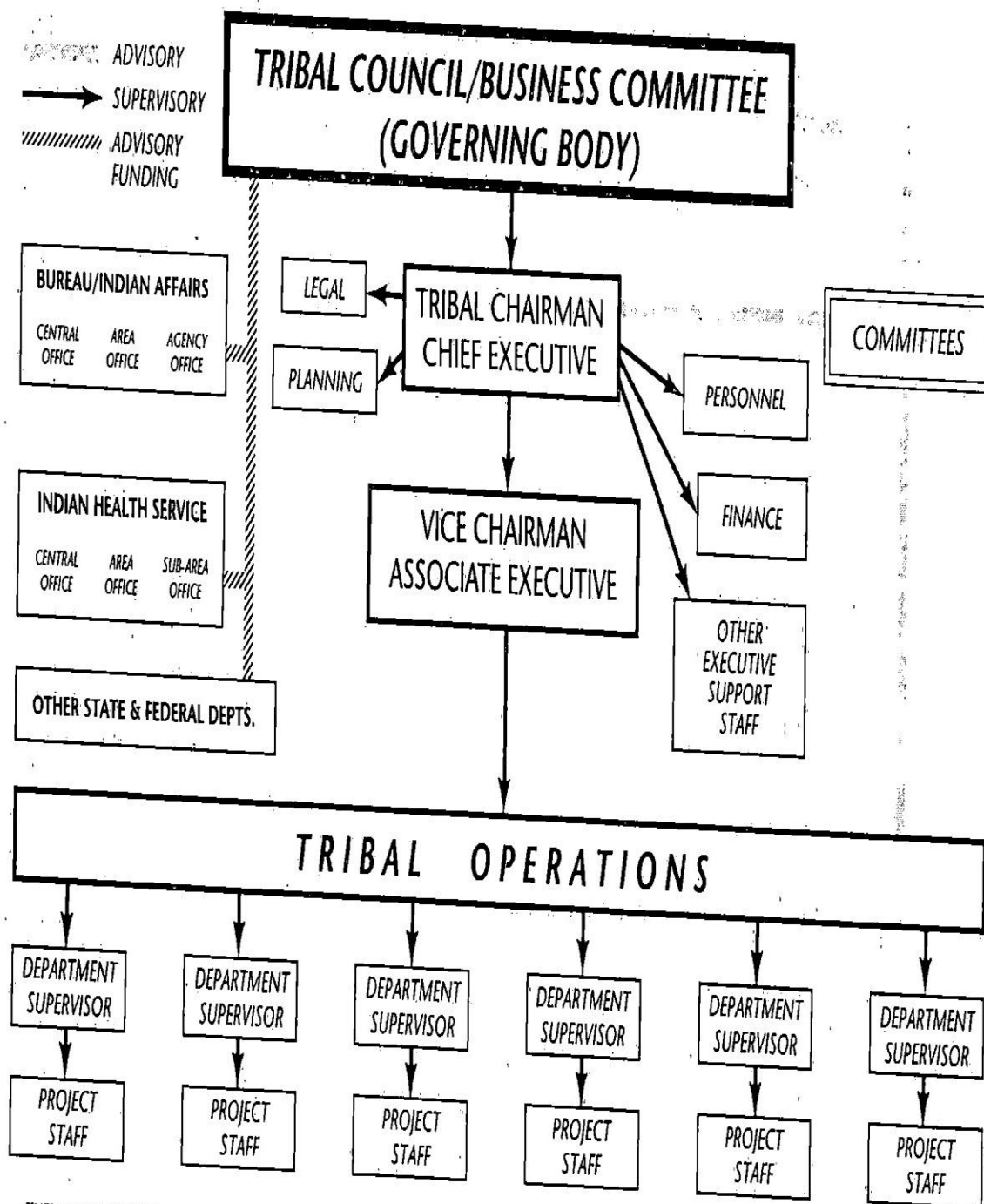
PROCEDURE:

- Break the participants into talking circles of 5 per group.
- Review talking circle rules.
- Distribute one of each sample Organizational Charts Worksheet to each talking circle.
- Distribute one Identifying Organizational Charts Worksheet to each talking circle.
- Ask each talking circle to select a messenger (review the purpose of messenger).
- Review the purpose and directions for this activity. Directions: Using the 3 sample organizational charts provided, discuss and answer the questions on the worksheet; when each group has completed the worksheet we will re-group and discuss our findings. Encourage participants to ask questions.
- When participants have completed the worksheet, re-group. Ask each messenger to report on their talking circle's discussions.
- Select a volunteer to record the group's discussions on a flip chart or smart board Comparing Organizational Structures
- Similarities and Differences Chart activity.

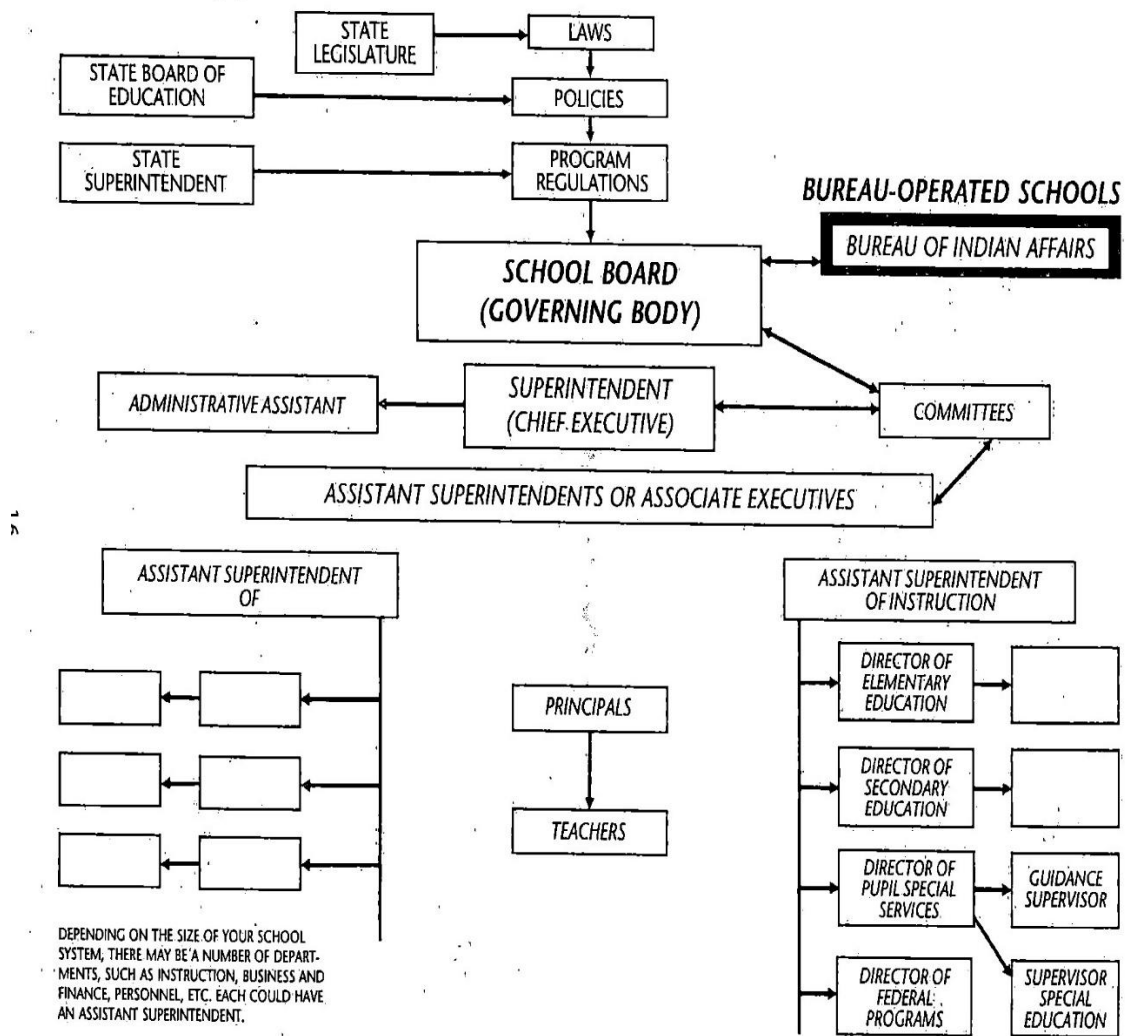
CLOSURE:

- Explain, during the next session we will use the information gained from this discussion and the sample organizational chart that most resembles the targeted organization/agency selected. From this we will develop a complete organizational chart for our targeted organization/agency.

SAMPLE TRIBAL ORGANIZATIONAL CHART WORKSHEET

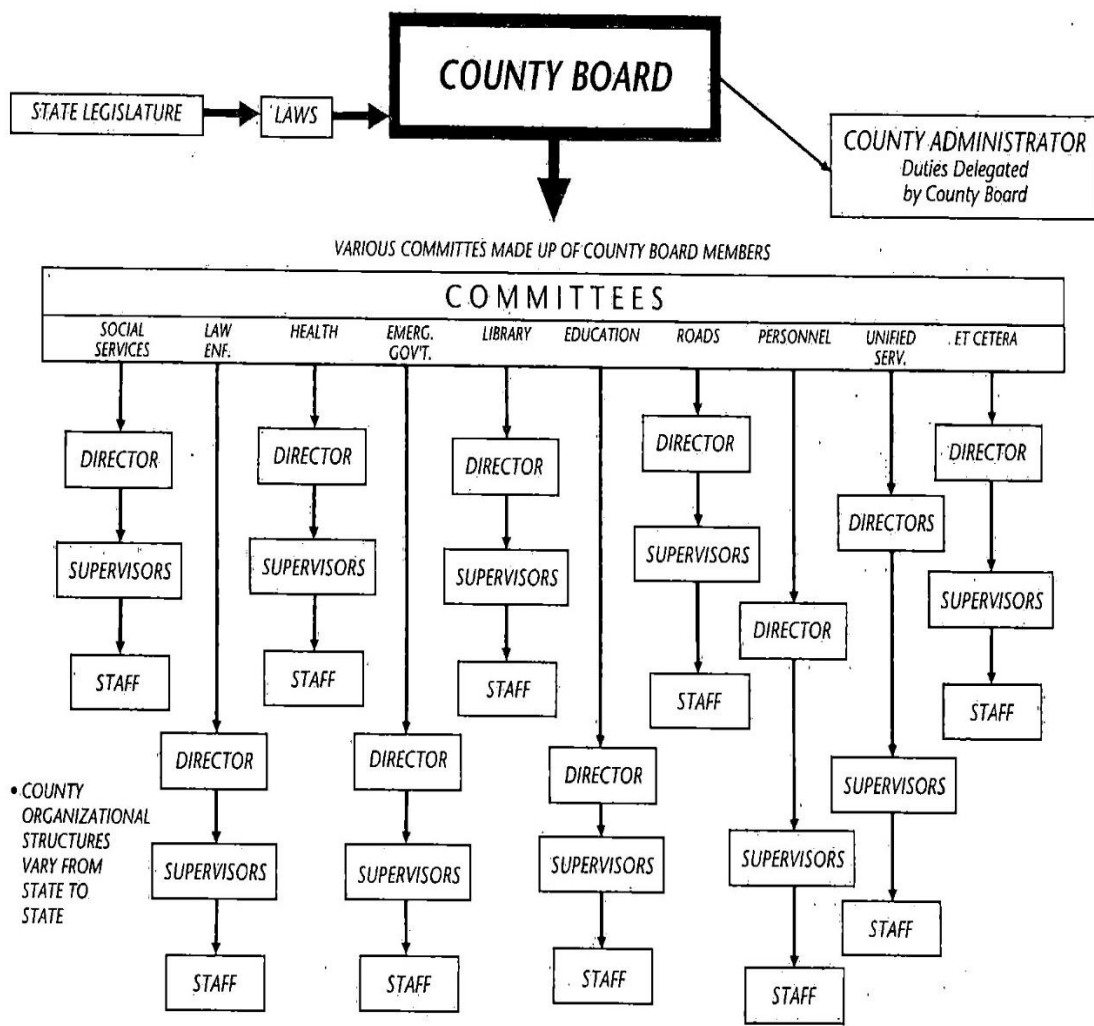


THERE ARE VARIOUS DEPARTMENTS AND PROGRAMS WITHIN THE PARAMETERS OF "TRIBAL OPERATIONS," DEPENDING UPON THE LEVEL AT WHICH THE TRIBE HAS RETROCEDED OR REASSUMED JURISDICTION UNDER PL 95-638, THE INDIAN SELF-DETERMINATION AND EDUCATION ASSISTANCE ACT OF 1974.



SAMPLE SCHOOL ORGANIZATIONAL CHART WORKSHEET





SAMPLE COUNTY ORGANIZATIONAL CHART WORKSHEET



IDENTIFYING MODEL ORGANIZATIONAL CHARTS

WORKSHEET

PURPOSE: To assist participants in identifying the similarities and differences in sample Organizational Charts.

1. What are the similarities of these organizations? List as many as you can identify.

2. What are the differences between these organizations?

3. Select the Sample Organizational Chart that relates to the organization/agency you wish to improve cooperation with.

4. How is this chart similar to your target organization?

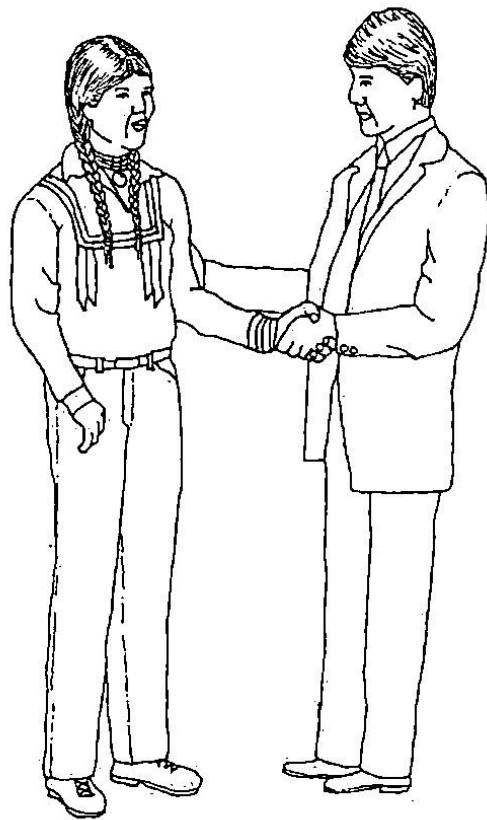
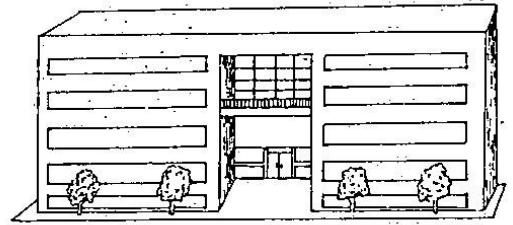
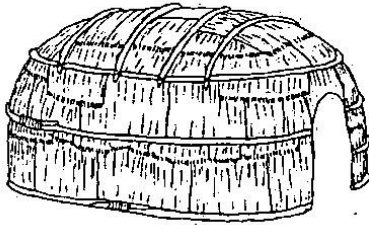
5. How is this chart different from your target organization?

COMPARING ORGANIZATION STRUCTURES

SIMILARITIES AND DIFFERENCES CHART

How is our targeted agency similar?	How is our targeted agency different?

EXAMING THE GOVERNING BOARD COMPONENTS AND FUNCTIONS OF AN ORGANIZATION



MODULE: Accessing Resources Through Effective Cooperation Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Examining the Governing Board Components and Functions of an Organization

TIME: 2 Hours

OBJECTIVES: Examine the 5 major components of an organization. Identify the general functions of a governing board.

RESOURCES:

- Examining an Organization Chart (Lecture Material)
- The-Governing Board Chart (Lecture Material)
- Governing Board Situation Cards
- Governing Board Functions Situation/Discussion Guide Worksheet
- Flip Chart and markers

PROCEDURE:

- Explain that this activity will consist of lecture material on the 5 major components of an organization, and the governing board. We will also learn the functions of the governing board.
- Present Examining an Organization Lecture Material.
- Encourage participant questions.
- Present Governing Board Lecture Material.
- Encourage participant questions.
- Option #1: Break into talking circles.
- Review talking circle rules.
- Ask for a volunteer from each circle to act as messenger. Review the role of messenger.
- Provide each talking circle with a set of the Governing- Board Situation Cards, and a- Governing Board Functions Situation/Discussion Guide Worksheet.
- Review the directions of the activity. Select a situation from the stack of situation cards. Read and discuss the situation. Decide which, organization's governing board the situation may apply to, (the situation may apply to one or all of the governing boards) and which governing board function the situation represents.
- Record any comments or questions in the spaces provided.
- After each talking circle has completed the set of situations, re-group.
- Ask each messenger to summarize the group's discussion. Report the circle's discoveries, and any comments or questions of the participants.
- Allow time for discussion that occurs during the process.

- Option #2: Distribute 1 Governing Board Functions Situation/Discussion Guide Worksheet to each participant.
- Review the directions of the activity. Select one situation and read it to the group. The group should mark an x within the governing board that the situation may apply to. (Note: Each situation may apply to one or more of the governing, boards.) Ask each participant to record any questions or comments they may have in the space provided.
- Read through the situations allowing enough time for the participants to record their responses.
- After you have completed the situations, discuss the activity using, I realized..., I learned..., I discovered... statements.
- Encourage participants to share comments or questions.

CLOSURE:

- Explain that during the next session you will be examining the functions of the Executive Director, Associate Executive and Committee components within the organization.

EXAMING AN ORGANIZATION CHART

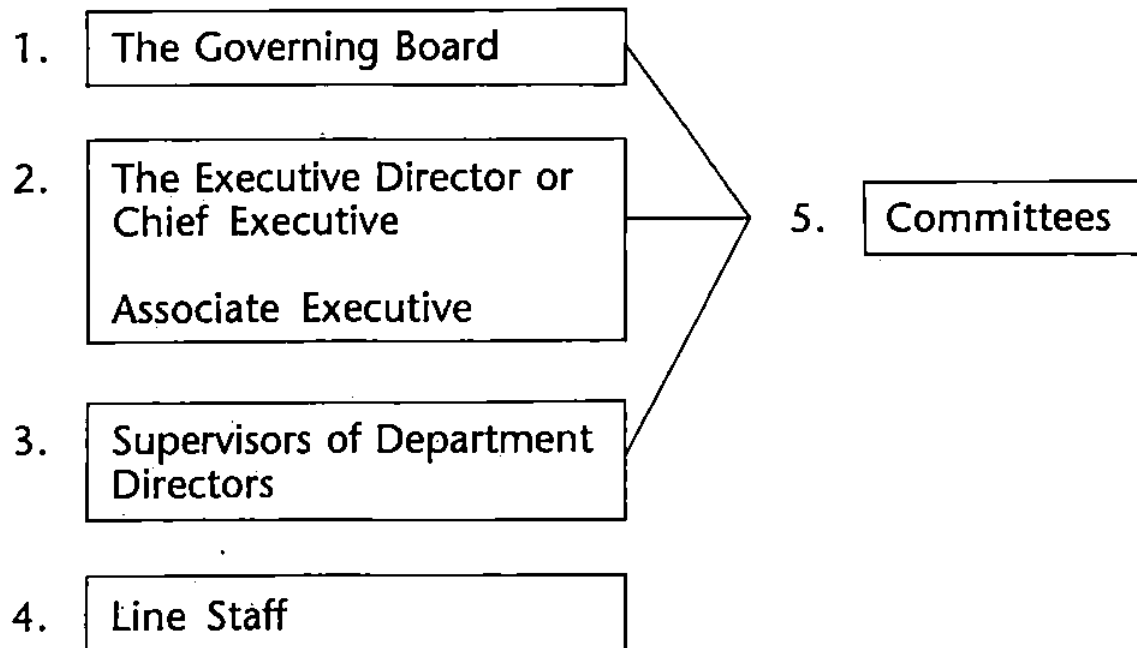
(LECTURE MATERIAL)

PURPOSE: To examine the major components of an organization.

LECTURE: An organizational structure generally consists of 5 levels. These are the major components of the structure. Each component holds different degrees of power and authority within the organization, usually referred to as the hierarchy of authority, with the most authority lying at the top and the least being at the bottom.

An organizational chart is used to depict the hierarchy of authority and the formal relationships between the organization components and functions.

The 5 major components of an organization generally consist of:



THE GOVERNING BOARD CHART

(LECTURE MATERIAL)

The establishment of a governing board is generally provided for by law, and the governing board itself is governed by the constitution and by-laws of the organization. The constitution and by-laws provide the purpose and framework within which the organization may operate.

The general functions of a governing board are to:

- Establish general policies and services.
- Oversee the operation of the organization.
- Secure or raise funds.
- Validate services.
- Maintain or improve public relations of the organization.

The governing board of a...

TRIBAL SYSTEM is... The Tribal Council or Tribal Business Committee. In contemporary form the Tribal Governing Board is elected by popular vote. The terms of office and elections are provided within the constitution of the Tribe.

SCHOOL SYSTEM is... The School Board or Board of Education. This Board is elected by popular vote.

COUNTY SYSTEM is... The County Board of Supervisors or County Board of Commissioners. This Board is elected by popular vote.

GOVERNING BOARD SITUATION CARDS

Situations for Cards

1. The governing board establishes minimal qualifications for the hiring of a managerial position.
2. A community survey indicates a severe lack of services for the elderly. In response to this, the governing board appoints a task force to study the issue and make recommendations.
3. The organization/agency is scheduled for an annual audit. Department directors are directed to provide the governing board with an annual report showing the amounts of clients served and the types of services which have been delivered.
4. The governing board establishes a public relations committee for the purpose of improving media coverage of positive events that occur within the organization.
5. The governing board establishes an outstanding employee of the month award.
6. The governing board calls a public hearing to gather input into the proposed Title V Indian Education Program for the upcoming year.
7. The governing board calls a public meeting for the purpose of receiving public support and input on the recommendations set forth by the task force on Tribal County relationships.
8. The governing board passes a resolution to establish an advisory board to ensure quality human services (i.e. counseling, information and referral, family planning, etc.).
9. The governing board moves to place a referendum on the ballot to gain public opinion on proposed borrowing for the construction of a new elementary school.
10. The governing board arranges for the annual report to be published in the local newspaper or newsletter.
11. The governing board conducts interviews to hire a grant writer.
12. The governing board negotiates ambulance service agreements on behalf of local community and surrounding areas.
13. The governing board negotiates a three-year contract with the union representative on behalf of the staff that includes a 7% pay increase.
14. The governing board places a referendum on the ballot for the next election for the purpose of amending the constitution.
15. The governing board passes a resolution that amends the existing policies to include Martin Luther King Day as a holiday that will be observed as a day off with pay.

GOVERNING BOARD FUNCTIONS

SITUATION/DISCUSSION GUIDE WORKSHEET

DIRECTIONS: As each situation is read, mark an X in the space provided under the governing board that the situation would apply to.

GOVERNING BOARD

TRIBAL

SCHOOL

COUNTY

SITUATION #1: _____

COMMENTS:

SITUATION #2: _____

COMMENTS:

SITUATION #3 _____

COMMENTS:

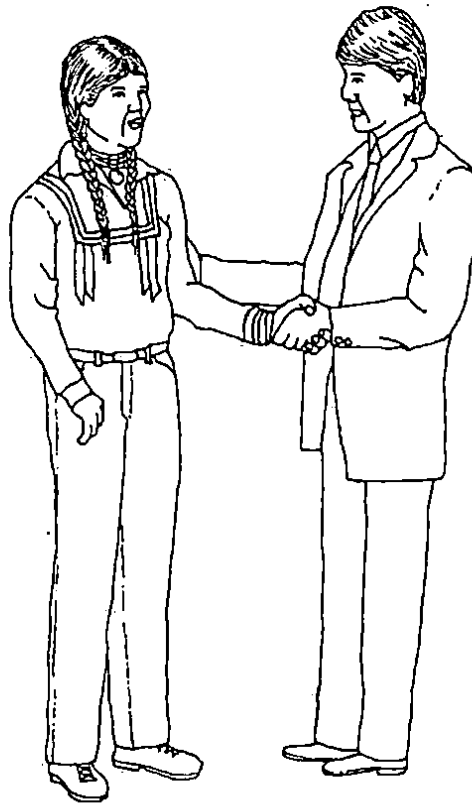
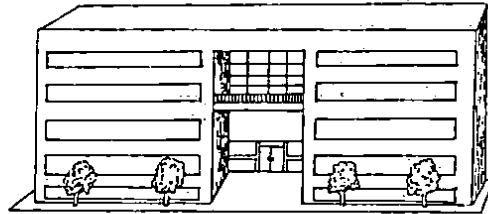
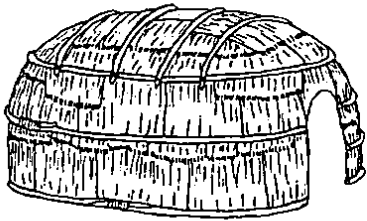
SITUATION #4 _____

COMMENTS:

SITUATION #5 _____

COMMENTS:

EXAMINING THE EXECUTIVE LEVEL COMPONENTS AND FUCTIONS OF AN ORGANIZATION



MODULE: Accessing Resources Through Effective Cooperation Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Examining the Executive Level Components and Functions of an Organization

TIME: 1 Hour

OBJECTIVES: Identify the general functions of the executive levels an organization.

RESOURCES:

- Executive Functions of the Organization Chart (Lecture Material)
- Executive Functions Chart (Definitions)
- Functions of the Executives Worksheet (Discussion Guide)
- Executive Functions Situation Cards
- Flip Chart and markers

PROCEDURE:

- Present Executive Functions of the Organization lecture material.
- Encourage participant questions.
- Discuss lecture using, I learned..., I realized ..., I discovered... statements.
- Break participants into talking circles.
- Review talking circle rules.
- Ask for a volunteer from each circle to act as a messenger. Review the role of messenger.
- Distribute 1 of each executive functions, definitions, situation cards and discussion guide to each talking circle.
- Review the directions of the activity.

DIRECTIONS: Review the definitions of the executive functions. Discuss the definitions and encourage input and examples from participants. Ask for one volunteer from each talking circle to read the situation cards. As the cards are read, the circle participants discuss the situation and decide which executive function they represent, and what organization (Tribal, School, County) they would fit into. The messenger should record the main points of discussion. (Note: Each situation may apply to more than one function organization.)

- After each talking circle has completed the set of situations, re-group.
- Ask each messenger to summarize the group's discussion and report any comments or questions.
- Discuss the activity using, I learned..., I realized..., I discovered..., statements.

CLOSURE: Explain that during the next session you will be examining the supervisory, regular staff and committee components of the organization.

EXECUTIVE FUNCTIONS OF THE ORGANIZATION CHART

(Lecture Material)

PURPOSE: The purpose of this activity is to enable participants to identify the general functions of the executive level of an organization.

The executive levels are second from the top in the hierarchy of authority of an organization.

These positions are generally referred to as the Chief Executive or Executive Director, and Associate Executives, although in various organizations they may have different titles.

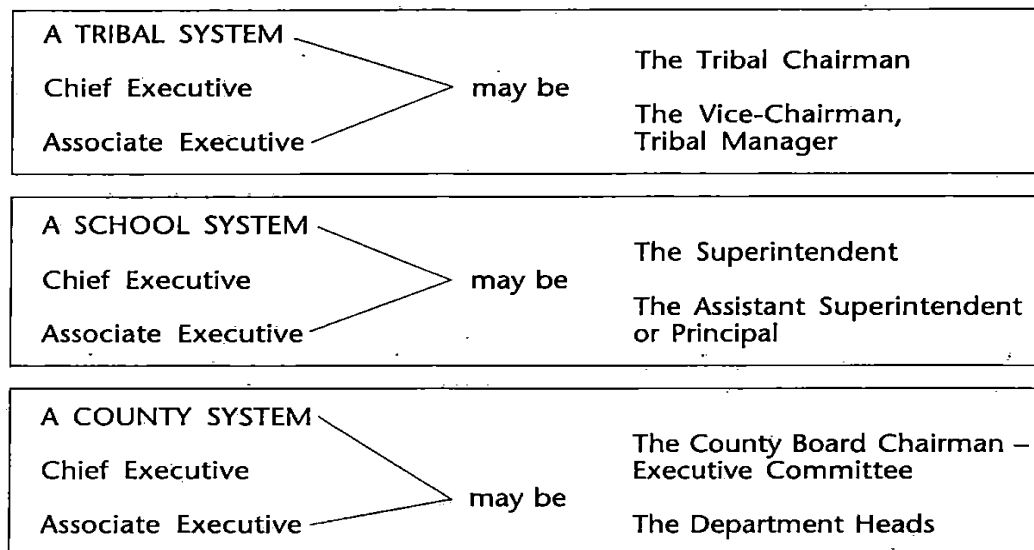
The Chief Executive takes direction from the Governing Board. In some organizations such as the Tribal, the Chief Executive may be the Chairman of the Governing Board. In other organizations the executive functions may be carried out by an Executive Committee, or a committee may be created to fulfill an executive function.

The Associate Executive may be hired or appointed to assist the Chief Executive in the execution of the position functions.

There are generally 8 EXECUTIVE FUNCTIONS of an organization. They are:

PLANNING... ORGANIZING... STAFFING...
DIRECTING... COORDINATING... REPORTING...
BUDGETING... AND EVALUATING

The Chief and Associate Executives of:



EXECUTIVE FUNCTIONS CHART (Definitions)

<p>PLANNING...</p> <p>to plan, design, plot and scheme together. A method of making or doing something to achieve an end.</p>	<p>ORGANIZING...</p> <p>to arrange or form into a complete and functioning whole; to arrange by systematic planning united efforts.</p>
<p>STAFFING...</p> <p>to be concerned with the functioning of positions, programs and employees.</p>	<p>DIRECTING...</p> <p>to regulate the activities or course of; to guide the organizing, supervising or performance of.</p>
<p>COORDINATING...</p> <p>bringing into a common action or condition; harmonious working together.</p>	<p>REPORTING...</p> <p>to provide an account of activities; to give authorized statements of decisions regarding law, policy, implementation, etc.</p>
<p>BUDGETING...</p> <p>to be concerned with accountability and compliance.</p>	<p>EVALUATING...</p> <p>to determine or fix the value of; to examine and judge the quality or degree of effectiveness.</p>

FUNCTIONS OF THE EXECUTIVES WORKSHEET (Discussion Guide)

DIRECTIONS: As each situation is read, record which function it relates to, and which organization it fits into.

EXECUTIVE FUNCTIONS

Planning...	Organizing...	Staffing...	Directing...
Coordinating...	Reporting...	Budgeting...	Evaluating...

Function

Organization

Situation #1:

Comments:

Situation #2:

Comments:

Situation #3:

Comments:

Situation #4:

Comments:

Situation #5:

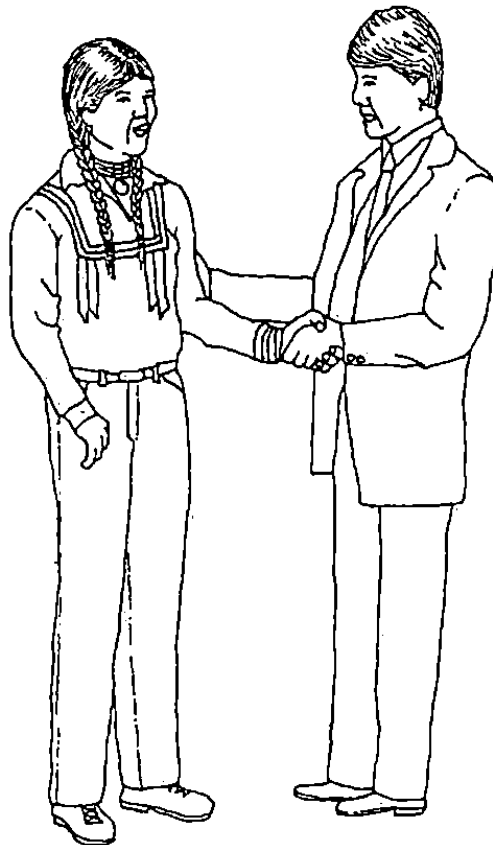
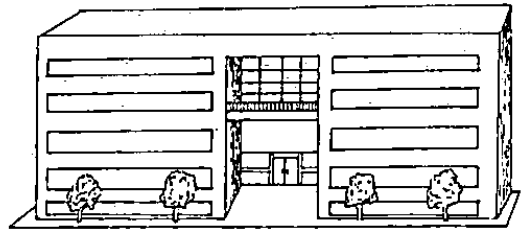
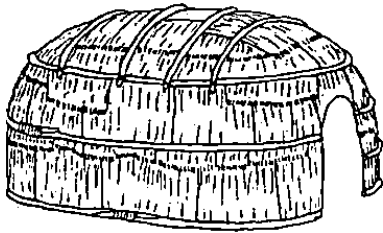
Comments:

EXECUTIVE FUNCTIONS SITUATION CARDS

(Situations for Cards)

1. Funding sources have requested new information be given for quarterly reports. Responding to this, the chief executive distributes a memo to the department heads to advise line staff of an inservice training for the purpose of becoming familiar in utilizing the new format for reporting.
2. A new employee is hired. S/he spends an hour with the associate executive for the purpose of orientation.
3. The organization has been awarded \$50,000 additional funds to coordinate their substance abuse prevention projects. The executive meets with the director and line staff to assess these types of needs – to make revisions and work up various budget changes.
4. The executive appoints the responsibility of gathering specific demographic data to the director of the aging department.
5. One staff member has had a death in the family and is requesting extended emergency leave – there are no specific written policies that provide for leave extensions. The project director has forwarded this request to the chief executive for direction.
6. Complaints have been received about a certain department in the organization. The chief executive has requested the associate executive to investigate and resolve this issue.
7. The executive has requested the superintendent of the finance to provide him with a financial statement describing the amount of monies expended thus far for field trips and other special projects.
8. The board has directed the executive to establish a committee that will include parents, teachers and students. The purpose is to complete all the necessary steps and arrangements to hold a spring auction to raise funds to establish an after-school activities workshop for latchkey kids.
9. Responding to concerns made by parents that their children are not gaining appropriate knowledge from a particular chapter regarding Indian history and culture, the executive has been directed to develop an action plan that will be used to thoroughly investigate and resolve this concern. S/he is to present at the special board meeting in two weeks for action.
10. The executive has arranged for the outside evaluator to meet with all appropriate personnel over the next two weeks. Each staff member has been instructed to have all pertinent informational data – reports, grades, etc. – available and be prepared to present it.

THE SUPERVISORY, LINE STAFF AND COMMITTEE COMPONENTS AND FUNCTIONS OF AN ORGANIZATION



MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: The Supervisory, Line Staff and Committee
Components and Functions of an Organization

TIME: 1 Hour

OBJECTIVES: Identify the general functions of the supervisory level
and regular staff of an organization. Identify the gen-
eral functions of committees within an organization.

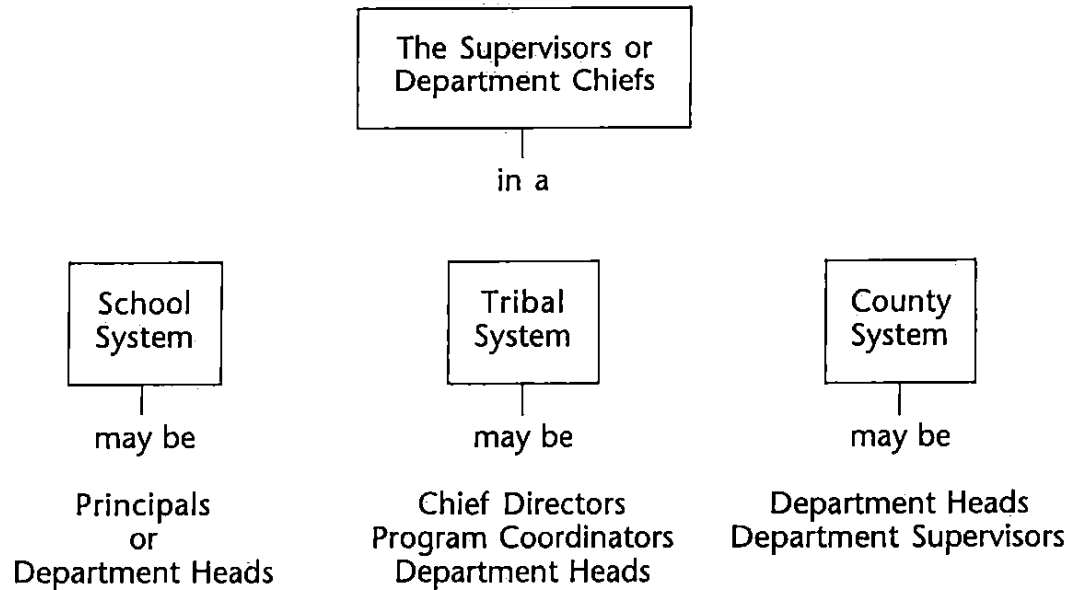
RESOURCES: 1) Supervisory Level and Regular Staff Functions Chart
(Lecture Material)
2) Supervisory Level and Line Staff Functions
Worksheet (Discussion Guide)
3) Committee Functions Chart (Lecture Material)
4) Committee Functions Worksheet (Discussion Guide)
5) Flip Chart and markers

PROCEDURE: 1) Present lecture material on Supervisory Level and
Regular Staff Functions.
2) Present Committee Functions lecture material.
3) Break participants into talking circles.
4) Review talking circle rules.
5) Distribute 1 of each discussion guide to each circle.
6) Ask for a volunteer to act as messenger. Review the
role of messenger.
7) Ask each talking circle to complete the discussion
guides. The messenger should record the discussion
on the discussion guides.
8) When the talking circles have completed the
activity, re-group.
9) Ask each messenger to report on the group's
discussion.
10) Encourage participants comments and questions.
11) Close the activity with discussion using I learned...,
I discovered..., I realized... statements.

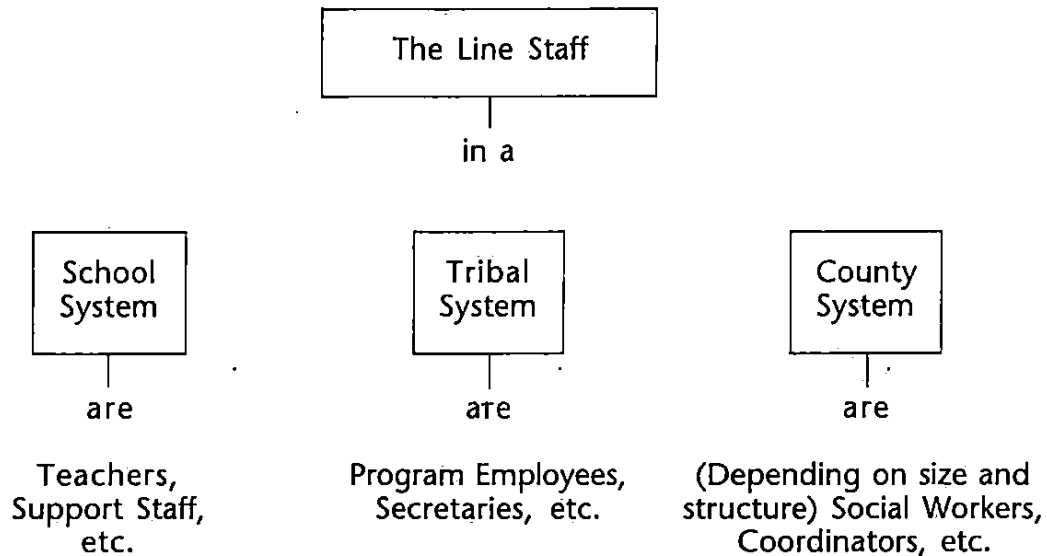
CLOSURE: Explain that during the next session you will be examin-
ing 3 sample organizational charts and developing 1
organizational chart for your targeted agency.

SUPERVISORY LEVEL AND REGULAR STAFF FUNCTIONS CHART (Lecture Material)

The major function of the supervisory level of the hierarchy of authority within the organization is to oversee the daily tasks related to the organization's purpose.



The major function of line staff is the performance of daily tasks that fulfill the organization's specific programs purposes.



**SUPERVISORY LEVEL AND LINE STAFF
FUNCTIONS WORKSHEET**
(Discussion Guide)

1. List 2 possible daily tasks that may be performed by a line staff person in each of the following organizations:

School: 1. _____

2. _____

Tribal: 1. _____

2. _____

County: 1. _____

2. _____

2. How might a supervisor oversee the carryout of these tasks?

School: _____

Tribal: _____

County: _____

COMMITTEE FUNCTIONS CHART

(Lecture Material)

Committees can be created to fulfill three major functions at several different levels of the organization:

1. To explore problems
2. To develop plans
3. To formulate recommendations

There are basically 2 types of committees:*

1. Standing Committees which deal with problems or activities of a continuous nature. Examples of Standing Committees:
 - A. Executive Committee
 - B. Finance Committee
 - C. Personnel Committee
 - D. Public Relations Committee
 - E. Program Committees (Example: Education Committee, Social Service Committee)
2. Special or Ad Hoc Committees deal with temporary assignments or problems, such as activity functions, adjusting functions, study functions and selection or nominating functions.

* In some organizations, committees are established to perform Executive Functions. These types of committees are usually made up of governing board members.

COMMITTEE FUNCTIONS WORKSHEET

(Discussion Guide)

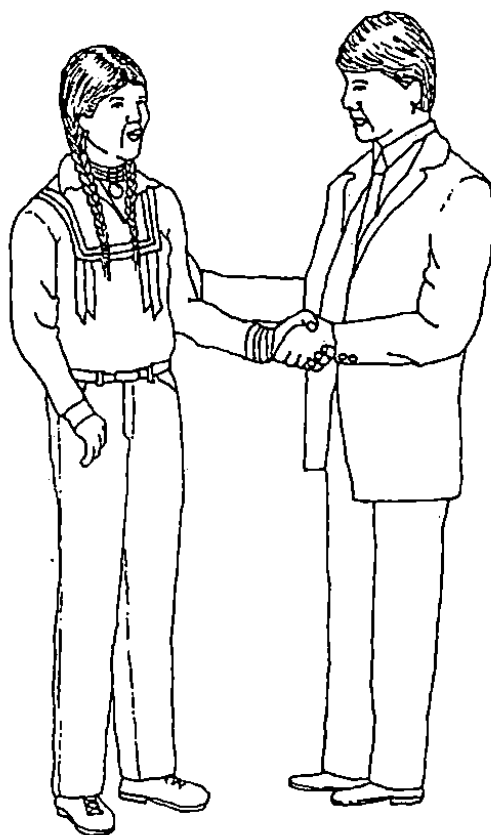
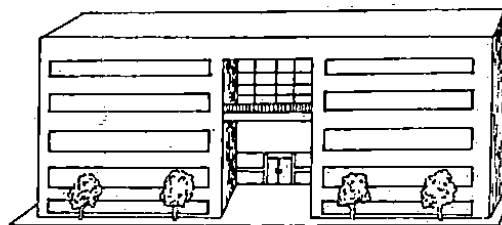
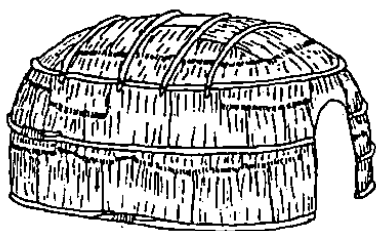
1. Discuss the 3 types of committees there are.

2. If you have served on a committee, what type was it, and what was its purpose?

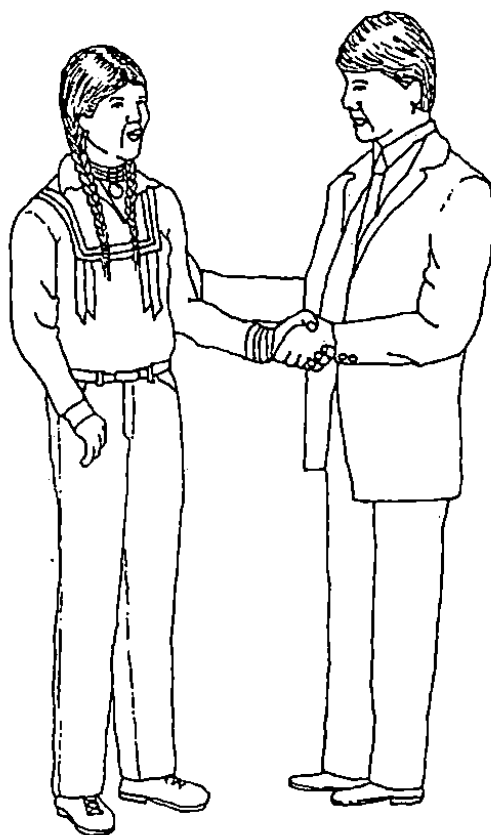
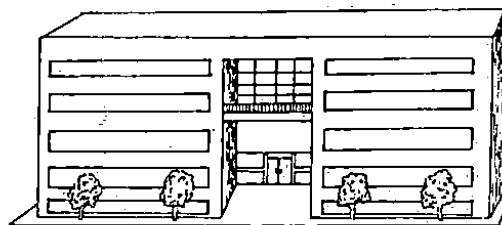
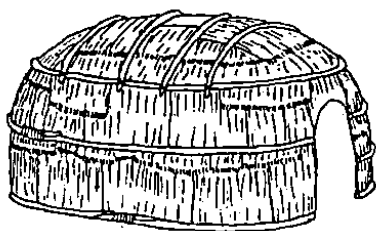
3. List 5 committees of which you are aware.

4. What types of committees are these?

DEVELOPING AN ORGANIZATIONAL CHART OF A TARGET AGENCY



DEVELOPING AN ORGANIZATIONAL CHART OF A TARGET AGENCY



MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Developing an Organizational Chart of a Target
Agency

TIME: 1 Hour

OBJECTIVES: To develop an organizational chart of a target agency
that contains names, titles and departments.

RESOURCES: 1) Organizational Chart Completion Guide (Pages 1, 2
and 3)

2) Organizational Structure Worksheet (Completion
Activity)

3) Standing Committees Worksheet

4) Organizational Chart For Our Target Agency

5) Flip Chart and markers

PROCEDURE: 1) Explain that the purpose of this activity is to
complete an organizational chart of the organiza-
tion/agency targeted in session 1 of the training.

Option #1: 2) Ask for a volunteer to place the proper names at
each appropriate level of the Organizational
Structure Worksheet Completion Activity.

3) Read each step of the Organizational Chart Com-
pletion Guide. As you read, ask the volunteer to
place the names and titles gained from the
discussion at the proper level of the Organizational
Structure Worksheet Completion Activity.

4) When you have finished the Organizational Com-
pletion Guide and the Organizational Structure
Worksheet, transfer this information onto the
Organizational Chart For Our Target Agency flip
chart activity. Note: You will use this chart in the
next activity.

Option #2: 2) Distribute 1 Organizational Structure Worksheet to
each participant. As you read through the on-going
Organizational Chart Completion Guide, ask each
participant to fill in the worksheet.

3) When you have finished – ask for a volunteer to act
as recorder.

- 4) Read through each step of the completion guide again asking for participants to volunteer their answers – discuss and record the names, titles, etc., gained – on the Organizational Chart For Our Target Agency flip chart activity. Note: You will use this chart in the next activity.
- 5) Encourage participants questions.
- 6) When the activities are complete, discuss this process using, I learned..., I discovered..., I realized... statements.

CLOSURE: Explain that during the next session participants will identify the purpose of the target organization/agency and the resources provided by that agency.

ORGANIZATIONAL CHART COMPLETION GUIDE

(Page 1)

PURPOSE: To assist participants in completing the Organizational Chart For Our Target Agency.

DIRECTIONS: Read and complete each step of the following process. Placing the name(s), title(s) and department(s) where appropriate within the spaces provided on the Organizational Structure Worksheet Completion Activity. When this is completed, transfer the appropriate information onto the Organizational Guide.

Step 1: List the name of your targeted organization/agency.

Target Agency _____

Step 1A: Within the governing board level, list all members of your target agency's governing board and their titles.

Governing Board Level	<table><thead><tr><th>Name(s)</th><th>Title(s)</th></tr></thead><tbody></tbody></table>	Name(s)	Title(s)
Name(s)	Title(s)		

Step 1B: If any of these members are representatives from your specific village, district, township, etc., place an * next to their names.

Step 2: Identify the chief executive of your target organization/ agency (Example: Chairman, Superintendent, Executive Committee or delegate, etc.), and place their name(s) and title(s) in the space provided at the executive level. (If this is a committee, list the title of the committee and all names of the committee members.)

Executive Level Chief Executive	<table><thead><tr><th>Name(s)</th><th>Title(s)</th></tr></thead><tbody></tbody></table>	Name(s)	Title(s)
Name(s)	Title(s)		

ORGANIZATIONAL CHART COMPLETION GUIDE

(Page 2)

Step 3: Identify the associate executive(s) of your target organization/agency (Example: Vice-Chairman, Manager, Assistant Superintendent, Superintendent of Finance, etc.), and place their name(s) and title(s) in the space provided for the associate executive(s) within the executive level.

Executive Level	Name(s)	Title(s)
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Associate Executive(s)</div>		

Step 4: Identify the supervisory staff of your target organization/agency. Place their names, titles and departments they are responsible for in the space provided at the supervisory level (Example: These may be department directors, department supervisors, program coordinators, etc.).

Supervisory Level	Name(s)	Title(s)	Department
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Department Directors</div>			

Step 5: Identify the front line staff of your target organization/agency. Place their names, titles and department in the space provided within the regular staff level. Keep in mind when you transfer this information to the Organizational Chart to place it under the appropriate supervisory level specific to their departments.

Line Staff Level	Name(s)	Title(s)	Department
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Front Line Staff</div>			

ORGANIZATIONAL CHART COMPLETION GUIDE

(Page 3)

Step 6: Identify standing committees and the functions they perform within your target agency. List the title of the committee, the function it performs, then list the names of each member of the committee and the office held (i.e., Chairman, Vice-Chairman, Secretary, etc.), in the space provided.

When your Organizational Structure Worksheet Completion Activity is complete, transfer the information on to the Organizational Chart For Our Target Agency Flip Chart Activity.

ORGANIZATIONAL STRUCTURE WORKSHEET **(Completion Activity)**

TARGET AGENCY _____

**Governing
Board
Level**

Name(s)	Title(s)

Executive Level

Chief Executive

**Associate
Executive(s)**

Name(s)	Title(s)
Name(s)	Title(s)

**Supervisory
Level**

**Department
Directors**

Name(s)	Title(s)	Department

**Line Staff
Level**

Name(s)	Title(s)	Department

STANDING COMMITTEES WORKSHEET

Standing
Committees

Committee Title _____	
Type _____	
Function _____	

Names	Office
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The organizational chart illustrates the hierarchy of a typical health care organization, divided into three main levels: Governing Board Level, Executive Level, and Supervisory Level.

- Governing Board Level:**
 - Governing Board:** The top authority, connected to the Executive Level by a double-headed arrow.
 - Committees:** A box at the top right, connected to the Executive Level by a double-headed arrow.
- Executive Level:**
 - Chief Executive or Executive Director:** The top executive, connected to the Governing Board and Committees by double-headed arrows.
 - Associate Executive(s):** Reports to the Chief Executive or Executive Director.
- Supervisory Level:**
 - Department Directors:** Four boxes, each connected to an Associate Executive(s) by a double-headed arrow. They are also connected to the Executive Level by a double-headed arrow.
 - Line Staff:** Four boxes, each connected to a Department Director by a single-headed arrow.
 - Line Staff Level:** A label with a double-headed arrow indicating the relationship between the Department Directors and the Line Staff.

MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Identifying the Purpose and Resources of a Targeted
Agency

TIME: 1 Hour

OBJECTIVES: To identify the purpose of a targeted agency to identify
the resources provided by a targeted agency.

RESOURCES: 1) Identifying the Purpose and Resources of the Target
Agency Worksheet

2) Purpose and Resources of a Targeted Agency
Brainstorming Chart Activity (Pages 1 and 2)

3) Flip Chart and markers

PROCEDURE: 1) Break participants into talking circles.

2) Ask for a volunteer to act as a messenger – review
the purpose of a messenger.

3) Distribute 1 worksheet to each talking circle to
complete.

4) When the circles have completed the activity,
re-group.

5) Turn the flip chart to Purpose and Resources of a
Targeted Agency Brainstorming Chart activity.

6) Complete the definition using group consensus in
the step 1 and move on to step 2.

7) As you go through each step, ask the messenger to
report their circle's discussion. Provide time after
each step for discussion.

8) Summarize the activity and discuss using I
realized..., I learned..., I discovered... statements.

CLOSURE: Explain that during the next session you will be identi-
fying the key people in your organization, and you will
identify a problem solving process that you may use to
address resource problems.

IDENTIFYING THE PURPOSE AND RESOURCES OF THE TARGETED AGENCY WORKSHEET

1. List the organization/agency you have identified.

2. Define what you think the purpose of this agency is.

3. Describe the resources, either you or someone you know have accessed through this agency.

4. Describe any other resources you think are available through this agency.

**PURPOSE AND RESOURCES OF A TARGETED AGENCY
BRAINSTORMING CHART ACTIVITY
(Page 1)**

Step 1.

- A. List each talking circle's definitions of the purpose of the targeted agency.

- B. Build a group consensus definition of the purpose of the targeted agency.

**PURPOSE AND RESOURCES OF A TARGETED AGENCY
BRAINSTORMING CHART ACTIVITY
(Page 2)**

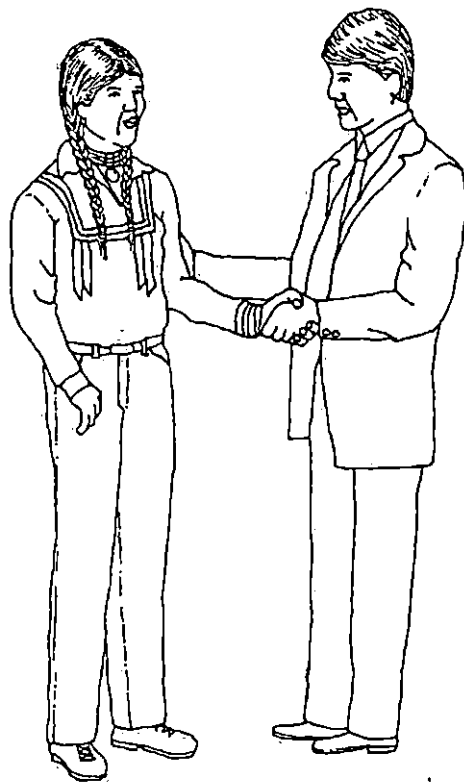
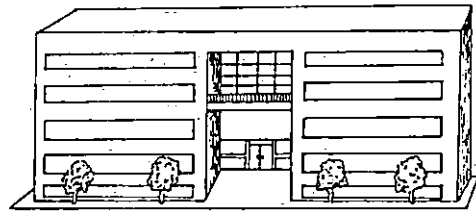
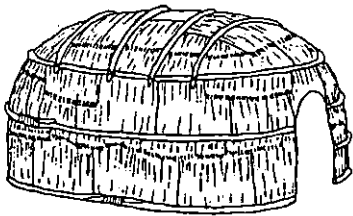
Step 2.

A. List the organization/agency you have identified.

B. List the group consensus definition of the purpose of this agency.

C. List the resources provided by this organization/agency.

IDENTIFYING KEY PEOPLE AND PROBLEM SOLVING



MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Identifying Key People and Problem Solving

TIME: 1 1/2 Hours

OBJECTIVES: To identify a problem solving process.
To identify key people within your target agency.

RESOURCES: 1) Identifying Key People Chart
2) Problem Solving Guide Worksheet (Pages 1 and 2)
3) Problems identified in The Problems Are Chart, from
Identifying the Problems activity
4) Flip Chart and markers

PROCEDURES: 1) Review the purpose of the activity.
2) Select a volunteer to record the information on to
the flip chart.
3) Begin by reading the Identifying Key People Chart
activity. Elicit responses from the participants.
4) Encourage participant questions.
5) When the group has identified the key people in the
target agency and properly categorized them as
either supporters or opponents, discuss the activity.
6) Break participants into 3 work groups. Assign a
problem to each group. Use the problems identified
in the 2nd activity of this module.
7) Ask for a volunteer from each group to act as a
messenger.
8) Distribute 1 Problem Solving Guide Worksheet to
each messenger. It will be the messenger's role to
record the group's consensus on the worksheet.
9) Complete each step of the worksheet.
10) When each group has completed the activity, re-
group and process the discussion using, I
realized..., I learned..., I discovered... statement.

CLOSURE: Explain that during the next session you will utilize some of the information generated in this activity to develop a plan of action to address the problems you have identified.

IDENTIFYING KEY PEOPLE CHART

PURPOSE: Identify the key people within your target organization/agency and identify a process you could use to solve the problems you have identified.

DIRECTIONS: Using the Organizational Chart you developed, identify the key people within your target agency. Do you feel they would be supportive or non-supportive of your efforts? Place their names in the appropriate section.

Supportive

If you feel the people listed in this section would be active supporters, place an (A) next to their name. If you feel they would be passive supporters, place a (P) next to their name.

Non-Supportive (Opponents)

If you feel the people listed in this section would be a passive opponent, place a (P) next to their name. If you feel they would be an active opponent, place an (A) next to their name.

PROBLEM SOLVING GUIDE WORKSHEET

(Page 1)

- A. List the problems/issues your group wants to address (the 3 problems identified in the 2nd activity of the module).

- B. Which problem is your group going to address?

- C. Identify who needs to be involved in the problem solving process.

- D. List those people you identified who will be...

1. Active Supporters _____

2. Passive Supporters _____

3. Active Opponents _____

4. Passive Opponents _____

PROBLEM SOLVING GUIDE WORKSHEET
(Page 2)

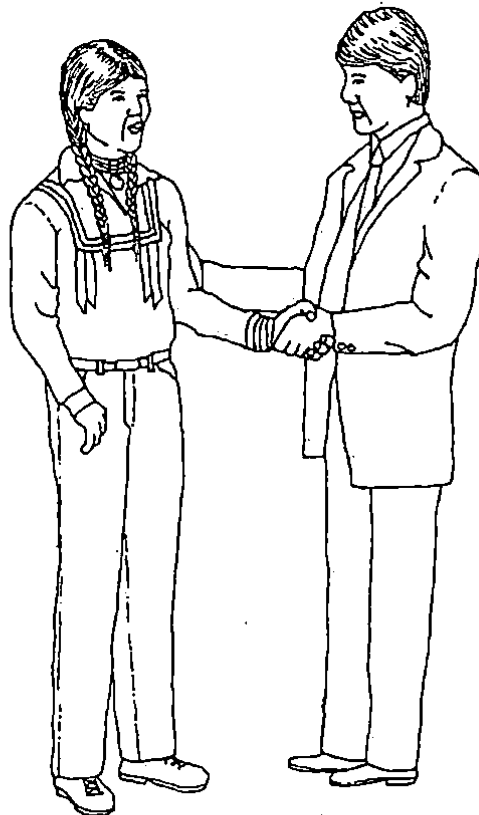
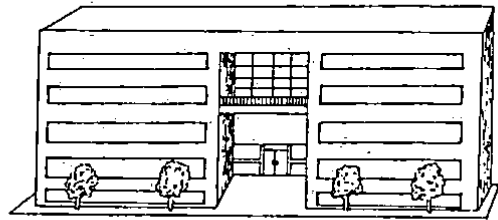
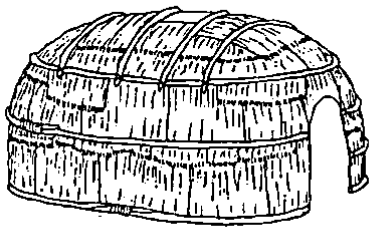
E. Identify what is presently being done to address these problems.

F. Briefly state what you want to accomplish.

G. What steps do you need to take to accomplish this?

H. Whose help and support would you need? How would you get it? (List all of those previously listed, plus others you can identify.)

DEVELOPING AN ACTION PLAN



MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Developing an Action Plan

TIME: 1 1/2 Hours

OBJECTIVES: To develop an action plan addressing identified problems.

RESOURCES: 1) Problem Solving Action Plan Completion Guide Worksheet
2) Problem Solving Action Plan Worksheet
3) Problem Solving Action Plan Chart
4) Completed Problem Solving Guide (from previous activity)
5) Flip Chart and markers

PROCEDURES: 1) Review the purpose of the activity.
2) Break participants into their small work groups.
3) Distribute 1 of each Problem Solving Action Plan Worksheet and Completion Guide Worksheet to each group.
4) Ask for a volunteer from each group to act as messenger.
5) As the groups are using the guide to complete their action plan, provide any assistance they may need.
6) When the groups are finished, re-group and have each messenger record their action plan on large newsprint using the action plan printed on the chart as a guide.
7) After the messenger has completed transferring the plan, they should describe their plan. Repeat this for each group.
8) When this activity is complete, process using I learned..., I realized..., I discovered... statements.

CLOSURE: Explain that during the next session the group will be examining information on Indian history, culture and self-determination.

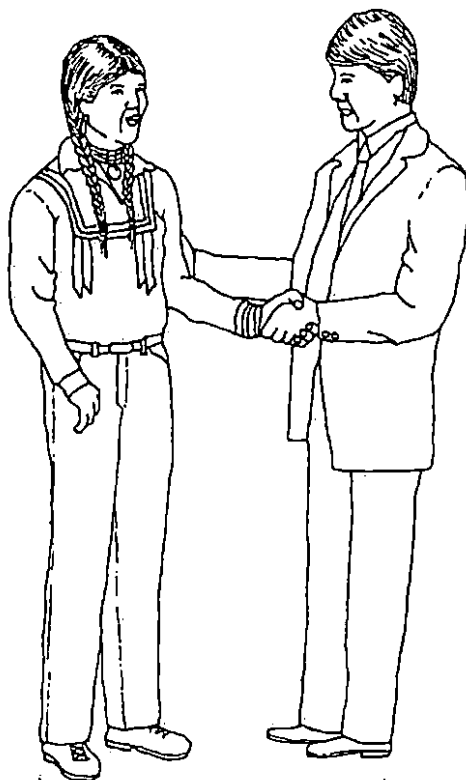
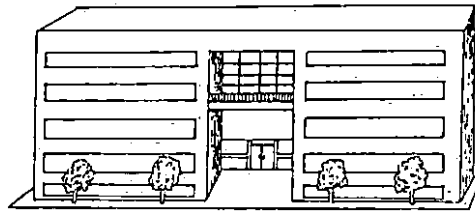
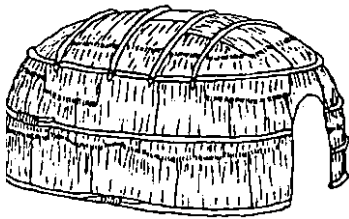
PROBLEM SOLVING ACTION PLAN COMPLETION GUIDE WORKSHEET

PURPOSE: To assist participants in developing an action plan to address the problems they have identified.

DIRECTIONS: Complete one action plan for each of the 3 problems you have identified.

- Step 1. Write the problem and goal in the spaces provided on the action plan. Utilize any information on the Problem Solving Guide completed in the last session that will assist you in developing this plan.
- Step 2. When completing the task section of the plan, it is important to write the tasks in the order by which they need to be accomplished.
- Step 3. When the task section is complete, decide who will do what, and when. It is important to allow a reasonable time period to complete each task, and to enlist involvement of some form from each participant.

DEFINING INDIAN CULTURE AND TRADITIONS



MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Defining Indian Culture and Traditions

TIME: 1 Hour

OBJECTIVES: Define Indian culture.
Define Indian traditions.

RESOURCES: 1) Defining Culture Worksheet (Discussion Guide)
2) Defining Traditions Worksheet (Discussion Guide)
3) Creating Definitions Chart
4) Defining Indian Culture and Traditions Chart
(Lecture Material)
5) Comparing Definitions Discussion Guide Chart
6) Flip Chart and markers

PROCEDURE: 1) Break participants into talking circles.
2) Review talking circle rules.
3) Ask for a volunteer from each circle to act as messenger.
4) Distribute 1 of each Defining Culture and Defining Tradition Discussion Guides.
5) Review the directions of the activity.
6) When each talking circle has completed, re-group.
7) Ask each messenger to report their group's discussions and findings – encourage participant questions and comments.
8) Using the information gained from the Defining Indian Culture and Traditions Worksheet and group discussion – create a consensus definition of Indian culture and tradition, place these definitions on the Creating Definitions Chart activity.

- 9) Present Defining Indian Culture and Traditions Lecture Material.
- 10) Using the Comparing Definitions Discussion Guide – compare the group's findings with the information provided by the lecture material. Discuss the activity using I learned..., I realized..., I discovered... statements.

CLOSURE: During the next session you will be defining Indian history and self-determination.

DEFINING CULTURE WORKSHEET (Discussion Guide)

PURPOSE: To assist participants in defining Indian culture.

DIRECTIONS: Go through each question – record all participant's comments.

1. What is culture?

2. Where do you find culture?

3. Where does culture come from?

4. What is Indian culture?

DEFINING TRADITIONS WORKSHEET

(Discussion Guide)

PURPOSE: To assist participants in defining Indian traditions.

DIRECTIONS: Go through and answer each question. Record all participant's comments.

1. What are traditions?

2. Where do traditions come from?

3. Make a list of some traditions in your:

Family

Community

<hr/>	<hr/>
<hr/>	<hr/>
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CREATING DEFINITIONS CHART

From the discussion generated in your talking circles, create a consensus definition of:

1. Indian Culture

2. Indian Traditions

3. How are Indian culture and traditions:

Similar

Different

DEFINING INDIAN CULTURE AND TRADITIONS CHART

(Lecture Material)

INDIAN CULTURE

Culture is a concept that came with European immigration: applied to Indian people it refers to characteristic of Indian tribal groups including beliefs, implements both artistic and material – and social institutions. Since Indian tribes vary – their cultures also vary.

INDIAN TRADITIONS

Indian traditions are beliefs, customs and information passed on from one generation to another. Some traditions such as beliefs generally remain the same over time, while other such as customs may change, in adaptation to a new situation or environment, new tradition may be created as time passes. Traditions are as diverse as the people who express them.

COMPARING DEFINITIONS DISCUSSION GUIDE CHART

1. How are the definitions of Indian culture similar?

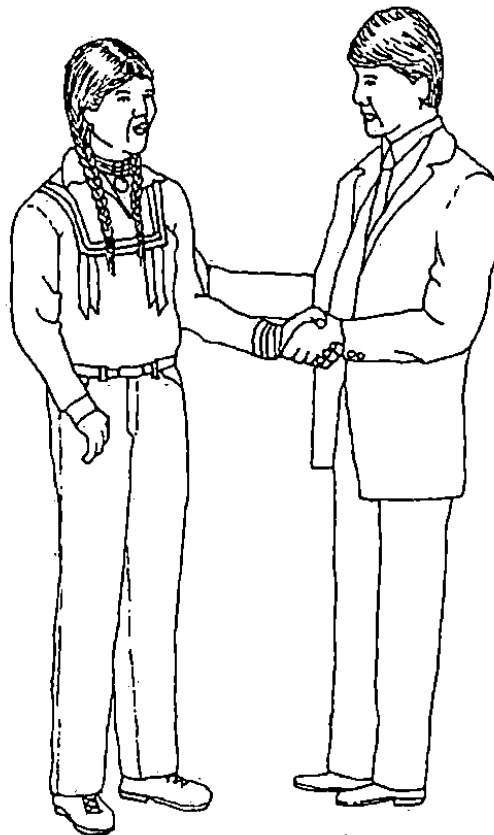
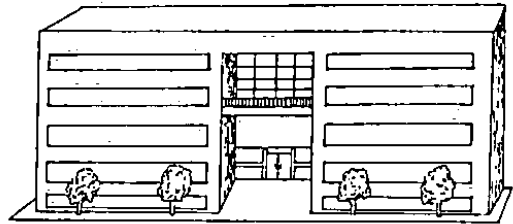
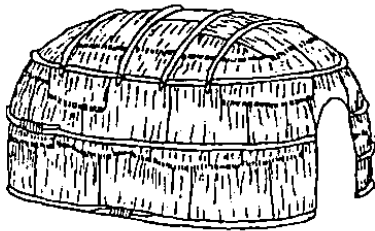
2. How are they different?

3. How are the definitions of Indian traditions similar?

4. How are they different?

5. Compare Indian culture and traditions. How are these concepts the same?

DEFINING INDIAN HISTORY AND SELF-DETERMINATION



MODULE: Accessing Resources Through Effective Cooperation
Between Tribal and Non-Tribal Agencies

NAME OF ACTIVITY: Defining Indian History and Self-Determination

TIME: 1 1/2 Hours

OBJECTIVES: Define Indian history.
Define Indian self-determination.

RESOURCES: 1) What Is Indian History Chart
2) Defining Self-Determination Worksheet
3) Consensus Definition of Indian Self-Determination Chart
4) Indian History and Self-Determination Chart (Lecture Material)
5) Federal Indian Policy Periods Chart (Pages 1 and 2)
6) Indian History Culture and Self-Determination Worksheet (Discussion Guide)
7) Flip Chart and markers

PROCEDURE: 1) Explain that during this session you will be examining Indian history and self-determination.
2) Ask for a volunteer to serve as a messenger.
3) Turn the flip chart to What Is Indian History Chart. Complete the chart with the large group providing enough time for each participant to contribute. Encourage participant questions.
4) Break participants into talking circles.
5) Distribute 1 Defining Indian Self-Determination Worksheet to each group.
6) Ask for a volunteer from each group to serve as a messenger. Complete the activity; encourage participant questions.
7) Re-group; turn flip chart to Concensus Definition of Self-Determination. Ask each messenger to summarize their group's discussion and report their group's definition of Indian self-determination.

8) Present lecture material – Indian History and Self-Determination Chart.

Optional: 9) Using the Indian History and Self-Determination Discussion Guide, fill in each period with information about your tribe/community.

10) Discuss the activity using I learned..., I discovered..., I realized... statements.

CLOSURE: Explain that you as a group have completed this training module. By applying this process, you may address a variety of problems in various organizations/agencies. If you wish to continue with active involvement, select the next problem from activity #1 and begin the process again.

WHAT IS INDIAN HISTORY CHART

Brainstorm the following questions. Provide enough time for each participant to offer suggestions.

1. What is Indian history?

2. Create a list of important historical events that have happened in your community.

EVENT	YEAR	IMPACT ON COMMUNITY
-------	------	---------------------

3. Brainstorm different ways history can be recorded.

4. List some reasons why knowledge of historical events is important.

DEFINING SELF-DETERMINATION WORKSHEET

1. What is self-determination?

2. List 3 reasons why self-determination is important.

3. What is Indian self-determination. Briefly define.

4. Brainstorm a list that describes how Indian self-determination has impacted upon your community.

CONSENSUS DEFINITION OF INDIAN SELF-DETERMINATION CHART

PURPOSE: Drawing from the talking circles discussion, create a group consensus definition of Indian self-determination.

SECTION A: Record each talking circle's definition of Indian self-determination.

SECTION B: Using the above definitions, create a group consensus definition.

INDIAN SELF-DETERMINATION IS...

INDIAN HISTORY AND SELF-DETERMINATION CHART (Lecture Material)

History:

Definition: History is the record of significant past events; recorded and presented in a variety of ways.

Indian Self-Determination:

Definition: Indian self-determination implies the *freedom* of an individual to make choices and decisions and to take action

In a tribe, the individual influences the tribe in the exercise of tribal self-determination.

Indian Self-Determination the Federal Policy:

Federal policy enacted in 1975; to promote maximum participation of Indian people and tribes in the government and education of Indian people.

FEDERAL INDIAN POLICY PERIODS CHART

(Page 1)

PERIOD: PRE-CONTACT PERIOD

TIME: Creation to 1492

MAJOR EVENTS: Tribal groups develop and flourish in North, Central and South America.

PERIOD: TREATY PERIOD

TIME: 1778-1871

MAJOR EVENTS: Numerous treaties signed between the U.S. government and Indian tribes. Treaty period ends with a congressional act to discontinue treaty making.

PERIOD: REMOVAL PERIOD

TIME: 1830-1850

MAJOR EVENTS: Tribes living east of the Mississippi were forced to move west of the Mississippi. Creation of reservations. Assimilation of Indians becomes public policy. Federal Indian boarding schools are developed for the purpose of assimilating Indian people into American society. Many children are removed from their families to attend boarding schools.

PERIOD: RESERVATION PERIOD

TIME: 1850-1887

MAJOR EVENTS: Number of reservations grows. Number of boarding schools grows. White settlers expand into the west.

PERIOD: LAND ALLOTMENT

TIME: 1887-1934

MAJOR EVENTS: Dawes Act establishes a system to allot reservations land to individuals and families to allow unallotted lands to be sold to white settlers. Traditional economy altered and dependency on the Bureau of Indian Affairs grows. Indians granted citizenship in 1924. Meriam Report is issued criticizing federal Indian policies.

FEDERAL INDIAN POLICY PERIODS CHART

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PERIOD: INDIAN REORGANIZATION PERIOD

TIME: 1934-1950

MAJOR EVENTS: Indian Reorganization Act ends the allotment system and provides a mechanism for chartering and reorganizing tribal groups. Johnson O'Malley Act authorizes funds to states for the education of Indians.

PERIOD: TERMINATION PERIOD

TIME: 1953-1965

MAJOR EVENTS: Pressure builds in congress to transfer trust land to non-Indian ownership and to terminate tribes from federal protection. Numerous tribes are terminated from federal protection, 2.5 million acres of land is removed from federal trust status.

PERIOD: SELF-DETERMINATION

TIME: 1965-Present

MAJOR EVENTS: The termination policy is rejected as ineffective. Report on "Indian Education A National Tragedy – A National Challenge," is published in 1969. The Indian Education Act is passed in 1972 to meet the special educational needs of Indian students. Indian Self-Determination Act is passed to "promote maximum participation of Indians in the government and education of Indian people," 1975.

INDIAN HISTORY CULTURE AND SELF-DETERMINATION WORKSHEET (Discussion Guide)

