

IDM 7090 G26 (3.0 CH)
INDIGENOUS BUSINESS RELATIONS
WINTER 2023

INSTRUCTOR

Name: James B. Wilson

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Office Location:

Office Hours: On request.

Class Room: 541 Drake

Class Wednesday's: Jan 25 – April 5, 2023

Time: 6:15 – 9:30 pm

COURSE DESCRIPTION

Contemporary business leaders in Canada are increasingly required to understand not only the history of Indigenous peoples, but to understand how to best position themselves and their organizations to work with Indigenous partners today. In many sectors First Nations, Metis and Inuit peoples control development on their traditional territories. In others, Indigenous communities sit at the cusp of regional growth as consumers, entrepreneurs and investors.

Those leaders who fail to understand and prioritize Indigenous business relations will become irrelevant to Canada's fastest growing population. A population whose strength in business development in Canada is growing daily.

This course addresses the unique opportunities that exist in partnership with and through the development of Indigenous businesses. Understanding what makes Indigenous businesses distinct and the dynamics that impact both daily operations and strategic direction will give students insight into working with Indigenous business communities.

Students will gain understanding of the context of Indigenous business in Canada through Treaty; impacts of government legislation such as the Indian Act on historic and contemporary Indigenous industry; global Indigenous best practice; case studies on contemporary mainstream partnerships with First Nations, Metis and Inuit enterprises; as well as an examination of culture and world view and its impact on board room and shop floor relations.

The course runs in seminar format, with group discussions, guest speakers, development of case studies, experiential exercises and student-led presentations throughout the classes. As a general rule, half of the time in class is devoted to professor-led discussions of course content, and half to interactive activities, problem analysis and student-led discussions.

COURSE OBJECTIVES

On course completion, students should be able to:

- ***Appreciate the history of Canadian Indigenous economies and the impact of intergenerational government policies on Indigenous business development.*** We will be examining the role Treaties played in the Canada's history as well as the contemporary impact of historic and modern-day Treaties. We will also look at the Indian Act and the impact the Indian Act had on the 'Treaty Right to Livelihood' as well as current on and off reserve entrepreneurship and business growth.
- ***Develop a broad perspective in understanding Indigenous business problems, challenges at the individual and organizational level:*** Through a range of class activities, and discussions, students gain an ability to look at Indigenous business relations through a broad lens. Students will develop an understanding of leadership best practice. The importance of ethical decision making will be discussed.
- ***Understand Indigenous negotiation strategies and support co-development of solutions to complex challenges faced in Indigenous business relations:*** Understanding Free prior and Informed Consent; United Nations Declaration on the Rights of Indigenous Peoples and the Duty to Consult as economic levers. Students will also gain an understanding of the complexity of ongoing work between Industry and Indigenous communities in Canada.
- ***Manage their role in furthering Truth and Reconciliation in Canada via Business Relationships:*** We will be exploring the role individuals can take with their organizations (Indigenous or otherwise) to advance the relationship between Indigenous peoples and other Canadians.

COURSE MATERIALS

This course will draw on a set of readings consisting of book chapters and research articles to be available from the UM bookstore. It is important to read ahead of class time, and since this course operates in intensive format, students are asked to prepare several readings before we meet on January 25th (see course schedule below).

COURSE ASSESSMENT

Assessed course activities include the following. These are explained in more detail below and in the appendices to this outline.

Assignment	Due Date	Team/Individual	Weighting
1) Class analysis. Ongoing by class	Following class	Individual	20%
2) Leading Self: Individual Paper on Indigenous Business Relations	March 15	Individual	35%
3) Case Study	Power Point on day of presentation. Written Case Study on April 5 th (last class, due in class)	Team	35%
4) Class Contribution	Ongoing	Individual	10%

Final grades will be assigned as follows;

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required.

Missing more than 20% of this course due to absence from class may result in a failing grade.

It is your responsibility to inform your professor in advance, if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;

- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade.

1) CLASS ANALYSIS

Students will be expected to provide a concise overview of previous week’s course content in a high level brief, in language that can be understood by a mainstream audience. These will be 280 characters or less including spaces. These will be handed in either at the end of each class, or at the beginning of the following class. The instructor will provide full information on expectations and due dates, in class.

2) LEADING SELF: INDIVIDUAL PAPER ON INDIGENOUS BUSINESS RELATIONS

Due March 15, 2023.

Please discuss potential paper topics with instructor. We will also discuss in class. You are encouraged to explore your own personal role in building Indigenous Business Relations in Manitoba, Canada or Internationally. Please consider your current or future career, and how you can contribute to reconciliation through business relations. Draw on course readings and our discussions in class to frame your paper. The rubric below provides guidance on expectations for this paper.

The paper should be 4-5 pages long maximum, double-spaced 12-point font with 1-inch margins. Write concisely and clearly, and ensure to use full referencing where appropriate (all material that is not your own needs to be attributed to the source; pls use Harvard or APA style and include your reference list at the back of the paper.

Grading Rubric

	C: Poor (60-69)	B: Good (70-79)	A: Excellent (80-89)	A+: Exceptional (90-100)
Contemporary Best Practise / Connections to course content and program outcomes	Demonstrates: Basic grasp of connections to contemporary best practice; Some relevance or impact on community growth;	Demonstrates: Substantial connections with contemporary best practice; Satisfactory capacity to make changes for communities;	Demonstrates: Comprehensive grasp of contemporary best practice connected to relevant and current issues; Strong integration with the course content and program outcomes;	Demonstrates: Innovative and fluid connections with/in contemporary best practice; Identifies gaps or new understandings; Application of knowledge in new and innovative ways;

	Some integration with course content and program outcomes.	Substantial integration of course and program goals.	Extension of learning beyond course content and program outcomes.	An insightful approach to course content and program outcomes; Moves beyond course content and program outcomes.
Organization of Content	Demonstrates: Some organization; Introduction which is unclear in where it starts and ends and what the paper will address; Main body / argument with some connection to course content, but lacks clarity in how these are relevant; Conclusion which only restates the position and is not well supported.	Demonstrates: Good evidence of organization; Introduction lays out the main position or premise; Main body / argument which connects to course content and program outcomes, citing information learned in the course and program; Conclusion which restates the position and is somewhat supported.	Demonstrates: Excellent organization; Introduction which gives reader clear succinct ideas of what to expect; Main body / argument which is well-supported, draws on research evidence from course and program readings and from personal and program experiences; Conclusion which summarizes main argument and is well supported.	Demonstrates: exceptional and/or original organization; Introduction which is clear with succinctly stated intention for ideas, and is interesting; Main body / argument which is well organized, clearly outlined and easy to follow, draws on a variety of evidence and experience in innovative and logical ways; Conclusion which is well supported, providing insight and innovative suggestions for further inquiry.
Analysis and Presentation	Demonstrates: Gaps in critical analysis; Some limitations in understanding of course outcomes and contemporary issues; Some ability to examine the material in a critical and analytical manner; Some factual errors and/or unsupported assumptions; Inadequate exploration of topic; Vague position or underdeveloped supposition.	Demonstrates: Satisfactory critical analysis; Effort to integrate explanations and deeper understanding of subject matter and relevant issues; Familiarity with relevant literature; Sometimes unclear and/or partial reasoning is given.	Demonstrates: A consistent, critical analysis with a few limitations that do not interfere with general delivery of content; Deeper understanding with most explanations well integrated; A comprehensive grasp of subject matter; Cohesive and fluent thinking; A clear, purposeful, critical argument and articulation of reasoning.	Demonstrates: A consistent critical analysis and delivery of argument; Innovative deeper understanding and explanations of material; A comprehensive grasp of subject matter which moves beyond course outcomes; Cohesive and fluent thinking; Ability to make insightful critical evaluation of information; Clear, critical, and insightful argument and reasoning that supports a deeper understanding.

3) CASE STUDY AND PRESENTATION

Student groups of 3 will be assigned to develop a case study to analyze and present to class, followed by Q&A in a facilitated discussion. All students are expected to read and participate in discussion of all of the cases; the designated group will take responsibility for leading the analysis of their particular case; classmates will ask constructive questions to build on the analysis. The instructor will coordinate case allocation and group formation. Groups should prepare slides to structure their presentation. Specifically:

- Provide an overview of the case, including the protagonists (organizational and/or individual), their cultural background, relations between these cultures that may be relevant, as well as the business/strategic context of the case.
- Identify the main problem, challenge or opportunity from an international/cross-cultural leadership perspective (**Problem statement**).

Each group will present their case study to the class (approx. 20 minutes), and take questions from the class.

Case presentation. *The purpose of the presentation is to inform and engage your classmates in your topic and recommendations, to help them learn. Innovation in delivery methods is encouraged. All members of your team must be involved in delivering the presentation. You are asked to submit your PPT slides to the Instructor on the day of your presentation.*

Case Study (written report). *This will be 5 pages maximum, double-spaced. Include a short Executive Summary. Aim to write your findings in a format that is as clear and straightforward as possible. That is, use sub-headings, bullet points where appropriate, and other formatting that makes the report's major points of analysis and recommendations very clear to the reader. Include full referencing. Cite sources throughout, including referencing of information from interviews. If in any doubt, seek assistance with referencing. You must append notes from your 3 interviews to the report as a separate appendix. Reports are due April 5th in class (last class).*

Grading criteria:

Groups will receive one grade for the written case report and case presentation (60%/40%), however the Professor will also provide informal feedback on the seminars shortly after they are given.

1. Ability to show knowledge of Indigenous business relations theories and concepts that relate to the chosen topic, e.g. through explicit application to explain and analyze management practice and challenges.	20%
2. Use of examples and illustrations of business practice, e.g. from company scenarios and interviewees' experiences; in illustrating dynamics of the topic.	15%
3. Quality of research; ability to search out, gather and apply relevant information from a variety of sources, giving deeper insight into the topic under study, and leading to persuasive recommendations.	15%
4. Quality of writing, structure and referencing in written report.	10%

5. Degree of knowledge and research shown through case presentation content and handling of questions; use of examples and illustrations.	20%
6. Quality of the learning experience provided through delivery of the material during the seminar; communication and creativity.	15%
7. Extent to which the team appears to have worked together as a team in the preparation and delivery of their case.	5%

4) CLASS PARTICIPATION AND CONTRIBUTION

This course runs in seminar format which means that much of the learning comes from interactive, group activities and discussions in addition to lectures. These are important in order to apply course theory to business and organizational problems, to encourage self-learning, and to facilitate learning between colleagues in the class. Ongoing active participation is therefore important.

I am looking for the following types of behaviours in grading contribution:

- Doing the reading to enable participation in group discussions and lectures; including detailed comments on course readings discussed in class.
- Contributions that show critical thinking about management problems; comments that follow from those made by others; asking questions that lead to revealing discussions; playing devil's advocate constructively to build on others' comments.
- Sharing examples of current issues in Indigenous Business Relations that you have read about or from your own experience, and discussing these in terms of class concepts.
- Attending all student case presentations at the end of term (attendance is mandatory), asking questions and providing feedback. We will assign groups to specifically provide feedback to others – they will be the official 'responders' to a group's seminar presentation.

PREPARATION BEFORE THE FIRST WEEKEND OF CLASS

Please be sure to complete the readings for the first class, in advance. It is very important to arrive in class ready to discuss the readings in detail.

COURSE SCHEDULE

(Any alterations to be announced in class)

<u>Date</u>	<u>Topic</u>	<u>Required reading</u>
Day 1 Wednesday January 25 - Introduction to Indigenous and Canada Relations		
	Course Introduction	
	Why did First Nations in Canada sign Treaties	Breathing Life into the Stone Fort Treaty, Aimee Craft.

	Why did Canada sign Treaties with First Nations	
Day 2 Wednesday February 1 – Introduction to Indigenous and Canada Relations Part 2		
	What did the first Indigenous and Business Relationships in Canada look like?	21 Things you did not know about the Indian Act
	What has happened to influence the relationship?	
Day 3 Wednesday February 8 – Indigenous Business Relationships in a Contemporary Setting. 'What is the Treaty Right to Livelihood in a 2023 context?'		
	James Bay Cree Agreement	James Bay Cree Agreements
	Arctic gateway Group	WFP Article
	Clearwater Seafoods	Globe and Mail Article
Day 4 Wednesday February 15st Leading Indigenous Businesses in Manitoba		
	Paskwayak Business Development Corp	Indigenomics, Carol Ann Hilton
	Harvard Project on Native American Economic Development	What Makes First Nations Enterprises Successful. Lesson from the Harvard Project.
Wednesday February 22 – NO CLASS (Reading week)		
Day 5 Wednesday March 1 - Leading First Nations Negotiations with Industry and Government		
Afternoon	Introduction to negotiations between First Nations and Industry and government from a First Nations perspective. "How to leverage the 'Duty to Consult' hammer."	Guest: Christian Sinclair, Opaskwayak Cree Nation Native Nation Building through Economic Development
Day 6 Wednesday March 8 – Working with Industry on complex Indigenous challenges.		
	How does Canada tap into Canada's fastest growing demographic and avoid making critical errors?	Guest Speaker: Kevin Chief, Founder of Chief partnerships and Indigenous partner role with BMO, 7 Oaks School Division, and True North Entertainment
Day 7 Wednesday March 15 – Understanding Indigenomics		
	Understanding the potential of Indigenous Economic Growth in Canada	Guest Speaker: Carol Ann Hilton, author of Indigenomics and advisor to both Industry and Indigenous communities

		Indigenomics, Carol Ann Hilton
Day 8 Wednesday March 22 – Case Study Development and Clearwater Case		
	Case Study Presentations	First two groups to present case studies Q and A Feedback from guests (if can be coordinated)
	In 2021, Clearwater Seafoods proudly announced that they were 50% acquired by the newly formed Mi'kmaq Coalition. The Mi'kmaq Coalition was formed by Membertou, Miawpukek, Paqtnkek, Pictou Landing, Potlotek, Sipekne'katik, and We'koqma'q, seven Mi'kmaq communities in Nova Scotia and Newfoundland and Labrador. Representing the single largest investment in the seafood industry by any Indigenous group in Canada.	Guest Speaker: Bernd Christmas Clearwater Seafoods
Day 9 Wednesday March 29– Global Leadership in Indigenous Business Relations		
	Case Study Presentations	Groups 3 and 4 will present their case studies. Q and A Feedback if can be coordinated.
	Global perspectives on Indigenous relations with industry and government.	Guest Speakers: Carl Wixon and Ashley Richard Karl Wixon Ashley Richard
Day 10 Wednesday April 5 – Class Summary Discussion. Lessons learned in Indigenous Business Relations.		

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
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Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	Asper Graduate Student Resources
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba

James B Wilson, M Ed, ICD.D
Opaskwayak Cree Nation
Treaty 5

Jamie is from Opaskwayak Cree Nation in Treaty 5 territory and is passionate about building bridges between First Nations and business communities, as a pathway to a strong and prosperous economic future for all. With a background as a Deputy Minister, educator, a member of the US Army's 75th Ranger Regiment and as Manitoba's Treaty Commissioner, Jamie works with innovative organizations looking to tap into Canada's hidden potential. Jamie's greatest leadership strengths are as a facilitator and relationship builder where his calm and thoughtful demeanor enables him to navigate complex situations and often highly charged situations, to positive and successful outcomes. He is currently the Vice President Indigenous Strategy, Research and Business Development with Red River College Polytechnic in Treaty 1 territory.