

Indigenous Problem Solving



Source: <http://iroquoisbeadwork.blogspot.com/2011/03/dated-19th-century-iroquois-beadwork-3.html>

Course Handbook Y1 S1 Indigenous Sustainable Food Systems

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Course Description

This course will introduce effective project design strategies that directly address social inequity. Specifically, this course will examine Maori Models, Seven Rings Strategy, and Revisits Haudenosaunee Problem-Solving Skills. Indigenous conflict resolution frameworks will be appraised throughout the course. First Nations people have challenged non-Aboriginal systems to ensure that the role of the Elders is not minimized. This was one of the very first steps taken to realize Aboriginal justice. Within the federal correctional system, the role of the Elders working with First Nations offenders is clearly articulated within the Correctional Directives for Correctional Service Canada. It is the responsibility of First Nations individuals or communities to identify the Elders or Spiritual Advisors they believe can best fulfill that role though ultimately the Service makes the final decisions with regard to contracting.

The Peacemaker, who came to the land of the Haudenosaunee, People of the Longhouse proclaimed:

" Human beings should cease abusing one another. He stated that humans are capable of reason, that through the power of reason all humans desire peace and that it is necessary that people organize to ensure that peace will be possible among the people who walk about on the earth. That was the original word about laws- laws were originally made to protect the abuse of humans by other humans."

In Indigenous societies, community survival was contingent upon maintaining harmonious relationships, and therefore wrong action and conflict disturbed the natural balance and created disharmony; this weakened the community.

Moreover, this was one of the main reasons why everyone wanted to keep the peace and why everyone was involved in the resolution of conflicts. Guilt was never the central focus; the re-establishment of harmony was the true meaning.

Learning Outcomes

At the conclusion of this course the learner will be able to:

1. Define practical sovereignty
2. Recognize the essential elements of governance
3. List the basic needs of the Haudenosaunee
4. Summarize the Kahnawake Housing Project
5. Appraise the mind mapping technique
6. Compare TOWS versus SWOT
7. Evaluate Maori Models of Creating Problem Solving

8. Defend the Maori Models of Creative Problem solving
9. Describe Haudenosaunee principles and practices
10. Define the Foundations of Psychological Needs
11. Outline and describe what are shared values of an organization

Topics

- Modern Problem-Solving Strategies and Techniques
- The Essential Elements of Governance
- Characteristics of Difficult Problems
- Haudenosaunee Leadership Institute Problem Solving Techniques
- Inventory of Creativity Techniques
- A Six Step Process
- Creative Problem Solving 1 – Fulfilling Basic Needs
- Defining the Actual Needs
- Haudenosaunee Basic Needs
- Addressing the Basic Needs of the Haudenosaunee
- Basic Needs Case Study
- Creative Problem Solving 2 Maori Models
- Creative Problem Solving 3 – Seven S Strategy
- Redefining Haudenosaunee Problem Solving Skills
- Defining Basic Psychological Needs

Modern Problem-Solving Strategies and Techniques

Effective project design will explicitly address situations of social inequity. This requires defining project policy towards social inequity and creating a framework for implementation which strikes a balance between cultural sensitivity and respect for human rights. Project goals and implementing agency policies will be important determinants of an appropriate balance. These are some of the most difficult and critical issues of project design, and they must be addressed on a site by site basis. It is the responsibility of project designers to understand local political structures and to create project structures and operations which are responsive to these local social situations.

Lee Hannah, 1992

A) Goal: To Find New Ways to Address Old Problems

B) Overview:

- 1) Modern Problem-Solving Strategies and Techniques
- 2) Creative Problem Solving I – Fulfilling Basic Needs
- 3) Creative Problem Solving II – Maori Models
- 4) Creative Problem Solving III - Seven Rings Strategy
- 5) Redefining Haudenosaunee Problem-Solving Skills

Stephen Cornell at the Harvard Project, and his studies of successful governance among the Indigenous peoples of the United States of America. That work identifies some basic elements found to be in place where there is successful governance in First Nations:

1. Practical Sovereignty: The nation has taken effective control of its affairs, resources, institutions, developmental strategies, and other decision-making.

2. Capable Governing Institutions: The nation supports its jurisdictional power with governing institutions that exercise its powers effectively. Such effective capability is typically demonstrated by a court system that is politically

independent and separate from politics and business management.

3. Cultural Match: The formal institutions of government must fit the Indigenous conceptions of how authority should be organized and exercised.²

Two other important factors for the economic success of Aboriginal nations are:

(1) strategic orientation as demonstrated by long term planning; and

(2) creative leadership that can move beyond the status quo.

(3) Of course it is one thing to note the existence of these elements and quite another to create them where they do not exist. Cornell's work in particular emphasized the need to separate policy decisions from administrative decisions, and above all, the need for cultural match.

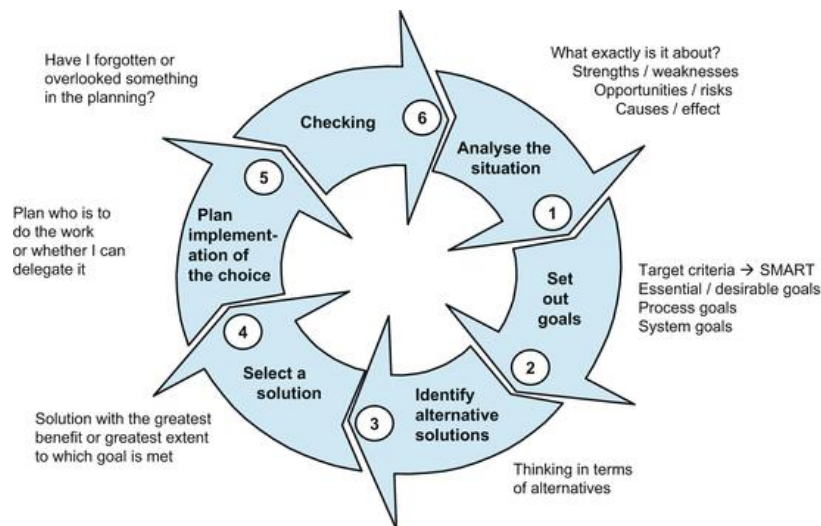
("Traditional Governance and Constitution Making among the Gitanyow," Prepared for the First Nations Governance Centre By Albert C. Peeling October 11, 2004)

We must always consider the cultural factors that impact on all things Indigenous. Things must be practical, capable and offer a cultural match to the

pre-existing thoughts and patterns within the community.

Peeling also identified the specific issues which require examining include:

- a) What community processes are needed in decision making?
- b) What impediments lie in the path of First Nations seeking to develop decision-making mechanisms?
- c) What do First Nations require in terms of research and technical support?
- d) What are the policy and legislative issues surrounding constitutional or decision-making mechanism development?



Modern Problem-Solving Strategies and Techniques

The "Inside-Out" approach to personal and self; even more fundamentally, to start with the most inside part of self - with your paradigms, your character, and your motives. The inside-out approach says that private victories precede public victories, that making and keeping promises to ourselves precedes making and keeping promises to others. It says it is futile to put personality ahead of character, to try to improve relationships with others before improving ourselves.

Stephen Covey

“The 7 Habits of Highly Effective People”

One modern train of thought is that you, as a leader, can make a difference in creating a more constructive culture at your organization by:

- Being curious about how every other person sees the world;
- Respecting each person's perspective of the world as unique and essential to the group's success; and
- Making sure every person has a chance to speak and be heard.

Another approach takes the point of view that there are different levels of Becoming an Effective Leader:

Emerging Level – Achieving Technical Competencies to Start Leading

Experienced level – About a decade of leadership, a refined method of decision making

Seasoned Level – Entering your second decade with experience to

The Essential Elements of Governance

1) **Providing a constitutional foundation for self-rule.** Effective self-government requires a foundation of basic rules that spell out how the nation will govern itself. This is what a constitution does.

deal with the varied challenges of leadership.

We will discuss how these two philosophies can impact on Haudenosaunee leadership capacities in the future. By employing the Seventh-Generation concept, we will create a model for leadership development for the next seven generations. Through this we will discover the power of personal vision, values and ethics in the communal process. The participants will explore ways in which their responsibility as an executive to lead must include ways that not only benefits the organization and its employees, but also has a positive impact on them personally, their family and their community. Leaders must be affected by the decisions they make.

In looking at problem-solving, we will assume that these principles are true for the Haudenosaunee. Our solutions must address the kind of problems we can anticipate in these areas. We will also use this description throughout the course as the basis of considering primary functions of Haudenosaunee political leadership:

2) **Making laws.** Laws specify relationships and rules of behavior for citizens, outsiders, businesses, and even agencies of government. They indicate

what things are permissible and what things are not in a variety of specific areas.

3) **Making day-to-day decisions.** The governments of Native nations typically are confronted with a vast range of decisions, from whether to enter into litigation in a dispute with another government to how to respond to the needs of a family in trouble, from whether to change the management regime in a nation-owned forest to responding to morale problems in a Native-run social program.

4) **Implementing decisions.** Once decisions have been made, they have to be implemented. This typically is the task

of a bureaucracy or administration: Employees of the government carry out decisions made by legislators and policymakers. This is a crucial element of government because it determines how the rules are applied, how policies are implemented, how functions are carried out, and how services are delivered. It shapes much of the citizens' experience of their own government, good or bad.

5) **Providing for the fair and non-political resolution of disputes.** The government also needs to assure the nation's citizens that when they have disputes, either with each other or with the government itself, they will be dealt with fairly. This requires some sort of mechanism to resolve the disputes.

Characteristics of difficult problems

As elucidated by Dietrich Dörner and later expanded upon by Joachim Funke, difficult problems have some typical characteristics that can be summarized as follows:

Intransparency (lack of clarity of the situation)

enumerability

commencement opacity

connectivity (hierarchy relation, communication relation, allocation relation)

continuation opacity

Polytely (multiple goals)

heterogeneity

inexpressiveness

Dynamics (time considerations)

opposition

temporal constraints

transience

temporal sensitivity

Complexity (large numbers of items, interrelations, and decisions)

phase effects

dynamic unpredictability

The resolution of difficult problems requires a direct attack on each of these characteristics that are encountered.

Assignment 1 – Class Activity

Talking Circle – Indigenous and Contemporary Problem-Solving Techniques

Break into talking circles of 6 for this discussion

What are the key differences between Indigenous and Western problem solving? For example, Indigenous problem solving incorporate holistic, environmental, Seven Generations and other concepts. Western problem-solving can be technical process with or without a values bases.

60 minutes and report back to entire class

Haudenosaunee Leadership - Problem Solving Techniques



Source: <http://bajpaiabhinay.blogspot.com/2014/04/creative-approaches-to-problem-solving.html>

Creative Problem-Solving

Creative problem solving is the mental process of creating a solution to a problem. It is a special form of problem solving in which the solution is independently created rather than learned with assistance. Creative problem solving requires more than just knowledge and thinking.

Creative problem solving always involves creativity. However, creativity often does not involve creative problem solving, especially in fields such as music, poetry, and art. Creativity requires newness or novelty as a characteristic of what is created, but creativity does not necessarily imply that what is created has value or is appreciated by other people.

To qualify as creative problem solving the solution must either have value, clearly solve the stated problem, or be appreciated by someone for whom the situation improves.

Creative-problem-solving techniques can be categorized as follows:

a) Creativity techniques designed to shift a person's mental state into one that fosters creativity. These techniques are described in creativity techniques. One such popular technique is to take a break and relax or sleep after intensively trying to think of a solution.

b) Creativity techniques designed to reframe the problem. For example, reconsidering one's goals by asking

"What am I really trying to accomplish?" can lead to useful insights.

c) Creativity techniques designed to increase the quantity of fresh ideas. This approach is based on the belief that a larger number of ideas increases the chances that one of them has value. Some of these techniques involve randomly selecting an idea (such as choosing a word from a list), thinking about similarities with the undesired situation, and hopefully inspiring a related idea that leads to a solution. Such techniques are described in creativity techniques.

Creative-problem-solving techniques designed to efficiently lead to a fresh perspective that causes a solution to become obvious. This category is especially useful for solving especially challenging problems. Some of these techniques involve identifying independent dimensions that differentiate (or separate) closely associated concepts. Such techniques can overcome the mind's instinctive tendency to use "oversimplified associative thinking" in which two related concepts are so closely associated that their differences, and independence from one another, are overlooked.

A frequent approach to teaching creative problem solving is to teach critical thinking in addition to creative thinking, but the effectiveness of this approach is not proven. As an alternative to

separating critical and creative thinking, some creative-problem-solving techniques focus on either reducing an idea's disadvantages or extracting a flawed idea's significant advantages and incorporating those advantages into a different idea.

Creative-problem-solving tools typically consist of software or manipulatable objects (such as cards) that facilitate specific creative-problem-solving techniques.

Creativity techniques are heuristic methods to facilitate creativity in a person or a group of people.

Generally, most creativity techniques use associations between the goal (or the problem), the current state (which may be an imperfect solution to the problem), and some stimulus (possibly selected randomly). There is an analogy between many creativity techniques and methods of evolutionary computation.

In problem-solving contexts, the random word creativity technique is perhaps the simplest such method. A person confronted with a problem is presented with a randomly generated word, in the hopes of a solution arising from any associations between the word and the problem. A random image, sound, or article can be used instead of a random word as a kind of creativity goad or provocation.

Inventory of Creativity Techniques

All known creative techniques can be categorized depending on the methods and means utilized:

Hill-climbing strategy, (or - rephrased - gradient descent/ascent, difference reduction) - attempting at every step to move closer to the goal situation. The problem with this approach is that many challenges require that you seem to move away from the goal state in order to clearly see the solution.

Means-end analysis, more effective than hill-climbing, requires the setting of sub-goals based on the process of getting from the initial state to the goal state when solving a problem.

Working backwards

Trial-and-error

Morphological box

Method of focal objects

Lateral thinking

How to Solve It - George Pólya

Research: study what others have written about the problem (and related problems). Maybe there's already a solution?

Assumption reversal (write down your assumptions about the problem, and then reverse them all)

Analogy: has a similar problem (possibly in a different field) been solved before?

Hypothesis testing: assuming a possible explanation to the problem and trying to prove the assumption.

Constraint examination: are you assuming a constraint which doesn't really exist? Take more time: time pressure can cause one to think in circles (the brain, unhelpfully, tends to be "pulled" towards a particular solution, or aspect of the problem)

Incubation: input the details of a problem into your mind, then stop focusing on it. The subconscious mind will continue to work on the problem, and the solution might just "pop up" while you are doing something else

Build (or write) one or more **abstract models** of the problem. Try to prove that the problem cannot be solved. Where the proof breaks down can be your starting point for resolving it

Get help from friends or online problem-solving community (e.g. 3form)

Root Cause Analysis

Wind Tunnel: based on Socratic Method whereby you outrun your logical constraints to reach for new insights to a problem. Developed by Win Wenger.

Inner Vision Deck that combines Socratic Method with metaphorical thinking and assumption breaking.

Randomization (Brainstorming, Synectic, Image streaming)

Focusing techniques (Morphological analysis, Osborn questionnaire, Attribute listing)

Evolutionary directed techniques (HBGA, Laws of system evolution)

Knowledge-base techniques (Altshuller matrix or Contradiction table and 40 Innovation principles)

Conceptual blending techniques.
Michael Michalko

Bodystorming

Group passing technique

TRIZ, which is also known as Theory of Inventive Problem Solving (TIPS), was developed by Genrich Altshuller and his colleagues based on examining more than 200,000 patents. This method is designed to foster the creation and development of patentable inventions but is also useful for creating non-product solutions.

Brainstorming is a group activity designed to increase the quantity of fresh ideas. Getting other people involved can help increase knowledge and understanding of the problem and help participants reframe the problem.

However, brainstorming seldom yields major innovations.

Lateral thinking - Edward de Bono has published numerous books that promote an approach to creative problem solving and creative thinking called lateral thinking.

Side-Problem Approach

Can you find a problem analogous to your problem and solve that?

Can you find a problem more general than your problem...?

Can you solve your problem by deriving a generalization from some examples?

Can you vary or change your problem to create a new problem (or set of problems) whose solution(s) will help you solve your original problem?

Can you find a side problem whose solution will help you solve your problem?

Can you find a problem related to yours that has already been solved and use that to solve your problem?

Can you find a problem more specialized?

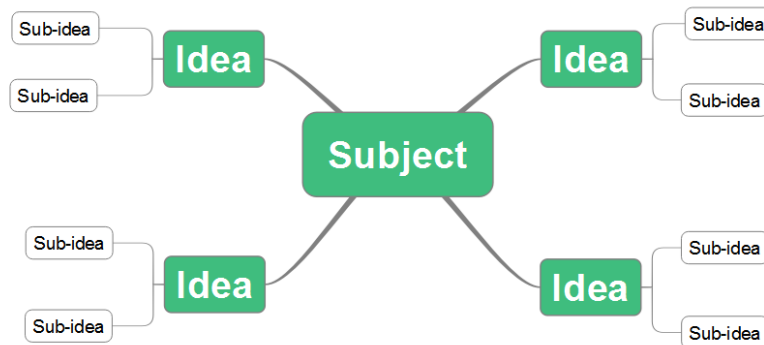
Can you decompose the problem and "recombine its elements in some new manner"?

Can you start with the goal and work backwards to something you already know?

?

Can you draw a picture of the problem?

Can you add some new element to your problem to get closer to a solution



Mind Mapping Technique

Mind mapping is a creativity technique that both reframes the situation and fosters creativity. Tony Buzan suggests using the following foundation structures for Mind Mapping:

Start in the center with an image of the topic, using at least 3 colors.

Use images, symbols, codes, and dimensions throughout your Mind Map.

Select key words and print using upper or lower case letters.

Each word/image must be alone and sitting on its own line.

The lines must be connected, starting from the central image. The central lines are thicker, organic and flowing,

becoming thinner as they radiate out from the centre.

Make the lines the same length as the word/image.

Use colors – your own code – throughout the Mind Map.

Develop your own personal style of Mind Mapping.

Use emphasis and show associations in your Mind Map.



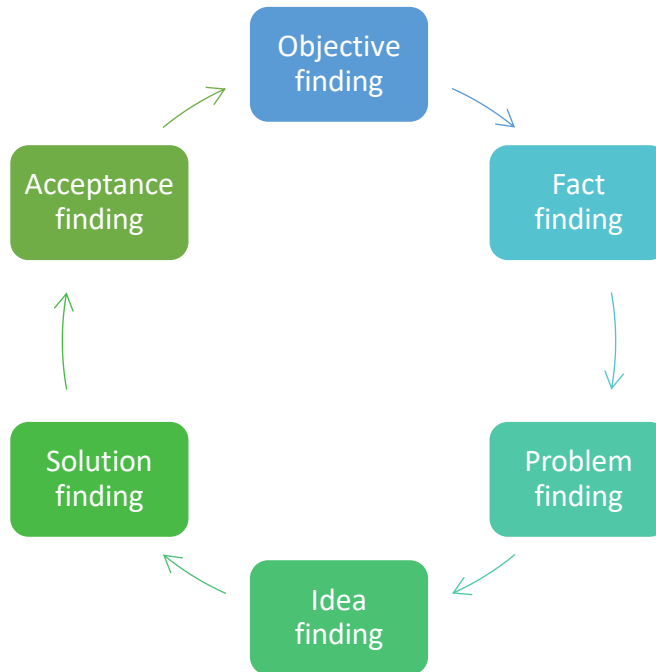
Assignment 2 – Class Activity

Talking Circle – Creative Problem Solving

Break into talking circles of 6 for this discussion

Before getting into a group, research a creative problem-solving technique you find interesting. In your group, discuss how creative problem-solving is like Indigenous and how its different to Indigenous problem-solving.

60 minutes and report back to entire class



A Six-Step Process

1) **OF - Objective Finding** - the process starts with sensitivity, an awareness, and a desire to do something. After the most basic facts have been taken into account, one is better off creating personal solutions to problems than searching for existing solutions. The reasons this is true are almost too numerous to list. By solving the problem yourself, you will increase your index of self-reliance, which might eventually become a theme in your life. In solving the problem, you may create a more efficient solution than anyone has before you (translation: nature might smile on you). You might thereby make an original contribution to the store of human knowledge. If you haven't experienced this, you can't imagine it. But if you have experienced this, you can't describe it. While solving the problem, you will place your personal stamp on the end product, thereby

creating a personal expression that cannot be erased by time.

2) **FF - Fact Finding** - let us open up our minds to an even greater awareness of whatever this is we desire, or a problem. A greater awareness, seeing more of it. Understanding, perceiving it in new ways. We usually start that with an expression like, "How to..." or "What ways might I...",

I had assigned them to go out into the woods even, and see whether they could make some connections with nature that would make them more aware of data about their challenge that they were working on, and then I said, go into problem finding, and make a list of What ways might I...

3) **PF - Problem Finding** - Brainstorming

for ideas from which one is selected. Come up with ten Where is the list that you choose that from, “What ways might I . . .” Search for the “Aha” moment. Problem finding is one of the most critical, cause it makes them really try to do some perceptual shifts. You are really focusing on the essence of the problem. I know for companies and for the adults that I have worked with, that’s a very scary thing to do because as much as you want to get to the essence of the problem there could be elements of fear or other barriers, which would prevent you from getting there.

When you’re diverging, considering possibilities, seeing bigger pictures or you’re converging, selecting from those possibilities a few that really seem to make sense based on your understanding of the problems and the business challenges and the business ‘facts’ out there. So basically, problem finding is a combination of being rich with possibilities and open and caught in your old solutions so you can see and pick from new alternatives and not get sucked into what I call the slavery of your old solutions.

What you want as an outcome in a problem finding stage is to get the owner of the problem, the client usually, to state it in clear, refined terms so that he and everyone else, understands and agrees that now we are all ready to generate some ideas, to come up with some answers.

4) IF - Idea Finding: Generate Ideas - See the problem in a different way sometimes leads to a fast path in finding a solution

5) SF - Solution Finding: Prepare for Action - Solution finding is figuring out the ways to refine...the ideas that are most promising so you might select one or two or three that have the most promise from 10 or 12...it also has a lot to do with having ways to strengthen the idea, it might come out as something that is more of a concept but you have to bring it to the point of describing it in more depth and more detail, so solution finding has to do with refinement and making the ideas sellable, let’s say, improved, to improve upon your original concept and get it ready to move forward.

6) AF - Acceptance Finding - After you go through the problem-solving steps, you come to acceptance finding, which by the way, is a step that many people don’t get to and I’m not sure why. But in acceptance finding you’re taking your solution and you’re really being tremendously specific with it, you’re giving all, the who’s, the what’s, the whys, the where, the when’s and the how’s. And the one thing that I think is the most important is the ‘what ifs’. What if it fails and you have alternative solutions ready and in that part of the acceptance finding we work a lot, especially with children in coping with failure and using failure as an opportunity.

Acceptance finding has to do with how do you get other folks to accept what you are proposing, so if someone is coming up with an idea for a way to do business

better within an organization, you may have to convince several key stakeholders, in that organizations, so acceptance finding would say who are the key people that need to be involved and how do we get them to position themselves to support our ideas, make it happen. Acceptance finding also has to do with how we take all this information and put it into a plan of action and consider all of those players all of those individuals and get the support and move forward with it. Ultimately it has to come down to who's involved, what are we talking about those individuals doing, either individually or collectively, and by when are they expected to achieve it and perhaps what resources do they need to

get the job done. So, it boils down to the people actually being accountable for moving forward and implementing a solution.

(With Divergence and Convergence at Each Step)

Popular alternatives to effective problem-solving are fighting, arguing, hassling, demanding, blaming, analyzing and rationalizing, whining, complaining, worrying, nagging, manipulating, hinting, denying and catastrophizing, obsessing, and procrastinating or avoiding (conflict confrontation and resolution). See any favorites?



TOWS versus SWOT

TOWS analysis (i.e. threats, opportunities, weaknesses and strengths). This is similar to a SWOT analysis however our preference for the TOWS model is due to the fact that it places the assessment of external threats and opportunities before an assessment of internal strengths and weaknesses. This is important because strengths and weaknesses must be examined not only relative to the issue under consideration, but in relation to the opportunities and threats in the environment including the strengths and weaknesses of competitors who may want to achieve the same goal.

TOWS Analysis

Strengths?

Strategic

Issue:

Internal

External

Threats?

Threats?

Opportunities?

Opportunities?

Constraints???

Constraints???

Weaknesses?

Weaknesses?

Strengths?

Relative to what you are trying to achieve, and Relative to others who may want to achieve the same thing.

Consider these first. Ask “So What”? Fit? Misfit?

One pitfall that many leaders experience in undertaking either a TOWS or a SWOT analysis is focusing on developing lengthy lists of threats, opportunities, weaknesses and strengths without a clear focus as to “what” they are trying to achieve or without an action-orientation. An experienced team should be able to quickly identify the key threats, opportunities, weaknesses and strengths. The majority of their time and focus should be devoted to addressing the question “so what?” The question “so what?” focuses attention in a number of critical areas such as:

- How do the threats, opportunities, weaknesses and strengths identified in the TOWS analysis specifically relate to the issue at hand?
- Does the analysis indicate that a particular solution is a better fit for the organization? Is the organization well-positioned, well-configured, and well-aligned given the situation in the external environment?
- What are the risks? How serious are they? How can they be mitigated?
- What makes us think we can address this issue better than our competitors?
- What specific alternatives might we pursue?
- Thinking ahead, what will we have to do well in the implementation phase in order to be successful?

There is an plethora of well-known analytical tools and theories that can be used in conjunction with the TOWS model in order to deepen the level of analysis (e.g. Porter’s Five Forces model, value chain analysis, blue ocean, demand and supply analysis, value proposition analysis, life cycle analysis, market attractiveness / strength matrix, stakeholder analysis, market research, economic analysis, environmental scanning, values analysis, etc.).



Assignment 3 – Class Activity

Talking Circle – Strengths and Weakness

Break into talking circles of 6 for this discussion

Watch the video Warrior in Two Worlds

<https://www.pbs.org/video/wxxi-documentaries-warrior-two-worlds/>

This documentary is about Ely S. Parker, a 19th-century Seneca Indian Renaissance man. Parker was an engineer, tribal chief, and Civil War Secretary to General Ulysses S. Grant. Parker was a Cherokee actor Wes Studi hosts this account of Parker's struggle in two worlds. He was responsible for preventing racial tensions to rise to its peak for both the Indians and the Whites.

What were the strengths and weaknesses of Ely S. Parker? How did Parker build on the opportunities in his life? Could he have done anything different to address the threats and challenges in his life? Are there any lessons learned for contemporary Haudenosaunee life? Remember to be kind and respectful to each other.

60 minutes and report back to entire class

Creative Problem Solving I – Fulfilling Basic Needs

The secret of a leader lies in the tests he has faced over the whole course of his life and the habit of action he develops in meeting those tests.

Gail Sheehy

There are various ways to define the basic needs of all humans. Many leaders are faced with trying to address these needs for their societies. Economist Manfred Max-Neef created a *Human Scale Development* theory that is defined as “focused and based on the satisfaction of fundamental human needs, on the generation of growing levels of self-reliance, and on the construction of organic articulations of people with nature and technology, of global processes with local activity, of the personal with the social, of planning with autonomy, and of civil society with the state.” (Max-Neef et al, 1987:12)

The long-term cross-cultural studies of Max-Neef suggested that fundamental needs fall into nine universal categories:

subsistence	protection	affection
understanding	participation	idleness
creation	identity	freedom.

Using that model we will take a trip back in time and define how our ancestral communities addressed those nine needs. We will use the following matrix:

Fundamental Human Needs	Being (qualities)	Having (things)	Doing (actions)	Interacting (settings)
subsistence	physical and mental health	food, shelter, work	feed, clothe, rest, work	living environment, social setting
protection	care, adaptability, autonomy	social security, health systems, work	co-operate, plan, take care of, help	social environment, dwelling
affection	respect, sense of humour, generosity, sensuality	friendships, family, relationships with nature	share, take care of, make love, express emotions	privacy, intimate spaces of togetherness
understanding	critical capacity, curiosity, intuition	literature, teachers, policies, educational	analyse, study, meditate, investigate,	schools, families, universities, communities,

participation	receptiveness, dedication, sense of humour	responsibilities, duties, work, rights	cooperate, dissent, express opinions	associations, parties, churches, neighbourhoods
leisure	imagination, tranquility, spontaneity	games, parties, peace of mind	day-dream, remember, relax, have fun	landscapes, intimate spaces, places to be alone
creation	imagination, boldness, inventiveness, curiosity	abilities, skills, work, techniques	invent, design, compose, interpret, build, work	spaces for expression, workshops, audiences
identity	sense of belonging, self-esteem, consistency	language, religions, work, customs, values, norms	get to know oneself, grow, commit oneself	places one belongs to, everyday settings
freedom	autonomy, passion, self-esteem, open-mindedness	equal rights	dissent, choose, run risks, develop awareness	anywhere

Assignment 4 – Class Activity

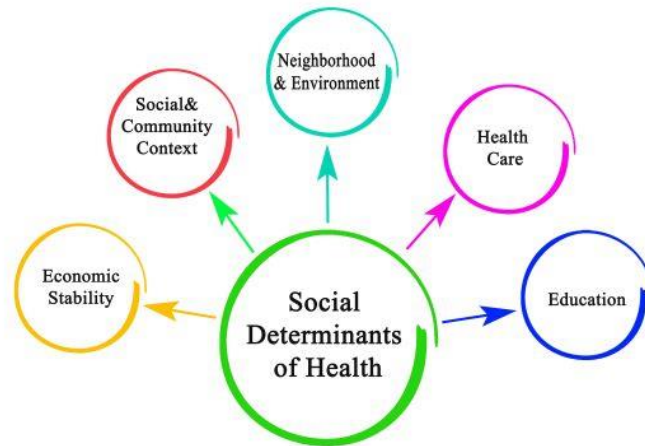
Talking Circle – Fundamental Human Needs

Break into talking circles of 6 for this discussion

Put your decolonization lens and add to the Manfred Max-Neef list of fundamental human needs. Colonization has taken away Indigenous needs such as land, language, culture, way of life and thinking to name a few.

Add to the list using a Mind Map and discuss the value of these needs for Haudenosaunee to achieving a Good Mind.

60 minutes and report back to entire class



Actual Needs – Social Determinants of Health

Source: <https://www.nursingcenter.com/ncblog/november-2019/social-determinants-of-health>

Defining the Actual Needs

What is missing from this matrix from a Haudenosaunee point of view? We need to address the following issues with a unified vision about the quality of life that we are building toward for the sake of the future generations.

* Social Needs: What kind of society do we want in the future?

* Educational Needs: What are the kinds of skills needed to manifest that society?

* Health Needs: How can we restore our mental, physical and spiritual health?

* Spiritual Needs: How can the spiritual traditions of the past contribute to the society in concrete ways?

* Economic Needs: Can we develop an internal economy as well as an external economy to be able to subsidize the community infrastructure needed to increase the standard of living of the society to acceptable levels?

* Artistic Expression: How can we develop a stronger, arts-based form of expression of our values, as well as an arts economy?

* Native Language Survival and Growth: What real steps are needed to assure that our six languages remain part of our daily social interactions?

There may be other issues that we can add to this list of concerns. Individual communities may have distinctive concerns that they can address within the larger framework we develop.

Then we will fast forward to today and look at how several of our communities are tackling the same needs. By comparing the two eras, we can see what

is missing from today, and what we do today that is better than in the past.

Consider this quote:

“There was a moment in Iroquois history when the biggest challenge was going to be physical survival. It's no longer that. Like all peoples who have diversity in their culture, the biggest challenge is surviving as a cultural group. Given that it's inescapable that Indians will be surrounded and immersed by a culture that is really global. It's not just the United States. American culture, Anglo culture-- you go anywhere in the world and that culture is right in front of you. Are they going to be able to maintain themselves as a specific group? Now just about every group that can claim some identity, I don't care if you're Ukrainian for Haudenosaunee values.

or Italian, Chinese, whatever - every group in America faces that crisis. But most of those groups have some place where their culture still thrives, and Indians don't. If they don't maintain their culture, it's gone.”

John Mohawk, Ph.D. is a Seneca author, editor, and professor of American Studies, in discussing Ely Parker for the PBS documentary “Warrior in Two Worlds.”

This will result in a group project to create a model Haudenosaunee community in the future, in terms of leaders might approach these basic needs. The learners will view the following video and critique how this project addresses one basic need with consideration



Source: <https://nacchocommunique.com/2013/03/25/naccho-aboriginal-health-news-alertdownloadsenate-report-on-social-determinants-deserves-cross-party-support/>

Haudenosaunee Basic Needs

Wisdom of the Elders: Conversations with Reg Henry, *Shagohedeta* (He Leads the People)

Reg Henry (1923-1993) was a fluent Grand River Cayuga speaker and Faithkeeper who worked at the Woodland Cultural Centre, Brantford, Ontario as a linguistic and cultural consultant. Tom Hill, museum director at the Centre wrote of some of the lessons he learned from Reg in *Wadrihwa*, Winter, 1993.

“Ours is a different lifestyle now and I look back fondly to those old days when we should sit around the wood stove or kitchen table and tell stories in our language with the old folks. You had to use the language then to create the images in the minds of your listeners and make your ideas understandable. . . Today, technology, particularly television, seems to wipe out our part. Kids are more interested in all the action on T.V. than listening to us folks telling stories. . . The best learning happens through experience. . . When I was a boy

and going to school we would play longhouse out in the woodshed during recess. The girls would play with us pretending to cook by making mud pies and the boys would pretend to preach. We would sing and dance just like we did in the longhouse. We played in the Cayuga language. Now, that’s learning from experience.

“When I was a boy, we would go down to the flats to help our parents look after the gardens. We usually planted our white corn down there. My favorite time was in the summer when we had how the young plants. It seemed like everyone was down along the river working in their fields. . . At noon, you could look all the way down the river and see smoke from the fires being lit for our mothers to make lunch. Kids all along the river would jump into the water for their noon hour swim. Summer seemed to go on forever then. . .

. Having a garden for Iroquoians is really important. Today, people just drive to Mac's Milk to buy their corn, beans and squash. When you plant seeds, water them and see them grow and finally, harvest them. It makes you realize the power of the Creator. We have a lot to be thankful for.

“In the old days we would wear our Indian clothes for most ceremonies in the Longhouse. You know you should, at least once a year, wear your Indian clothes, [and] go out in the fields or the bush and thank the Creator. . . Our ways are really about consoling the mind. There should be no getting angry. Love each other . . . Have peace!”

Amos Keyes wrote that Reg Henry used to say: “You learn . . . you all learn . . . I will not always be standing here. . . all of you learn.” We should all take that responsibility seriously. Instead of going to the video store, take your family and go visiting with the elders in the community. Ask them about what life was like when they were young. Ask them about how things have changed. Most important, ask them what they want the young people to remember the most about being Haudenosaunee. With the passing of every elder, we lose much knowledge. It is our collective responsibility to learn what we can to keep the wisdom of the elders alive for one more generation.

Addressing Basic Needs of the Haudenosaunee

These charts summarize how the basic elements of Haudenosaunee life have changed over the last five hundred years.

	Past	Present
1) Shelter	Communal Longhouse Extended families	Single family home No apartment houses
2) Food	Family and clan gardens Hunting Trapping Gathering Fishing	Family gardens Grocery Store Hunting Trapping Gathering Fishing
3) Health	Natural medicines and Medicine Societies	Natural medicines Community Health Clinic

Native healers

Health Department
Private physicians

Balance of mind, body
and spirit

Food was a form of medicine

Attempts to restore traditional diet

4) Education

Children learn by observation

Children learn by observation
and participation

Children taught primarily
By female relatives at home

Early Childhood programs
Adult Education
Off-reservation schools

5) Clothing

Tanned hides, hand decorated
Sewn cloths with trade cloth

Store bought cloths
Sewn clothes with store bought cloth

6) Beliefs

Annual Cycle of Ceremonies
To give thanks for the bounty
of Nature. Oral History
explains the Universe

Longhouse ceremonies
Christian Churches
Conflicting Belief systems

Assignment 5 – Class Activity Talking Circle – Changing World

Break into talking circles of 6 for this discussion

In many ways, life is easier today than our ancestors. But what is the cost? For example, our ancestors did not have diabetes whereas today we eat Western foods and there is a diabetes health crisis.

Discuss the good and bad of contemporary life and the health costs. How do we have to change our mindset and decision-making for Seven Generations to come?

60 minutes and report back to entire class

Basic Needs Case Study: Kahnawake Housing Project

Eva Johnson and Lynn Jacobs of the Kahnawake Environment Office shared a video at a renewal energy workshop hosted by HETF in Lockport, NY, titled "Growing a Sustainable Community, From Our Roots" that describes the process of design and construction a model environmentally friendly house in their community. This project was initiated in 1997 as a joint project of the Kahnawake Environment Office and the Kahnawake Housing Department as a way to find a sustainable shelter that enhanced a good Mohawk lifestyle.

The goal was to design a house that used less circulation space. The typical suburban style house is not well planned. There is too much wasted space, too many rooms that all need to be heated separately and too much energy loss. By designing a house with a larger habitable space, much like the old-style Longhouse, the new Mohawk house would be more efficient. The house has an orientation to draw the most warmth from the most powerful source of energy - Our Elder Brother, the Sun. The main space and major openings face the south in what is called passive solar design.

The house has no basement. It was built on grade so that you can walk directly out on the ground. This eliminates the heating and moisture problems associated with basements and costs much less. The utilities were also designed to reduce waste and save money. The water is heated with solar energy and the floor heating also has a

solar powered back-up system that uses any excess solar energy during the winter. Photovoltaic systems convert the sun rays into electricity which is then stored in batteries. Such systems still require you to consume less electricity, but it is a way to become energy efficient. Radiant floor heating is provided by hot water that is pumped through a network of tubing fastened under the floor. By building directly on a concrete floor, rather than abasement, additional thermal mass is created, allowing the floor to slowly release warmth it captured during the day.

Healthy materials were used in the construction of the house, no treated lumber, which contains arsenic, was used. The most unique feature of the Kanata 2000 Demonstration House is the use of straw bales as a form of insulation. Native switch grass bales make for thick walls and ceiling (they provide an R-50 rating), but the long-term savings from the use of less electricity to cool and heat the house is well worth the cost of construction. The bales are placed within the framed walls. And any spaces are packed with straw as well. Straw panels (called strawboard) were used for cabinetry. There is little air in the bales, so they are fire resistant. The house also has an earth black wall, made from natural clay from the community, that provides thermal mass, holding heat longer in the winter, and absorbing more heat in the summer. If you have ever been in a Pueblo adobe house in the Southwest, you can feel the pleasant

environment within, without the need for air conditioning.

This unique house was not meant to be a solitary attraction. Part of the concept was to create a new “neighborhood,” that promotes efficient land use, by sharing water wells and cisterns, using complete.

environmentally sound biological wastewater treatment processes, and collective composting to provide natural fertilizer for family gardens. The overall plan is to create a new housing development with such houses and the first model is now

You're learning as you grow up so that when the time comes when you get to the age when the others have gone by - - it's like your growing up with the older people, and all of a sudden they left and went on ahead somewhere else. It leaves you standing there. Now, who is going to do the ceremonies; who's going to run it? That's what they always say: "you learned from us, now I'm going to go into the other world. I have to leave you. You learn all these things so you can carry on.

Leon Shenandoah, Onondaga Chief

Ne'HoNiyo'De:No' - *That's What It Was Like*, Alberta Austin, Rebco Enterprises, Hamburg, NY, 1988

Creative Problem Solving II – Maori Models

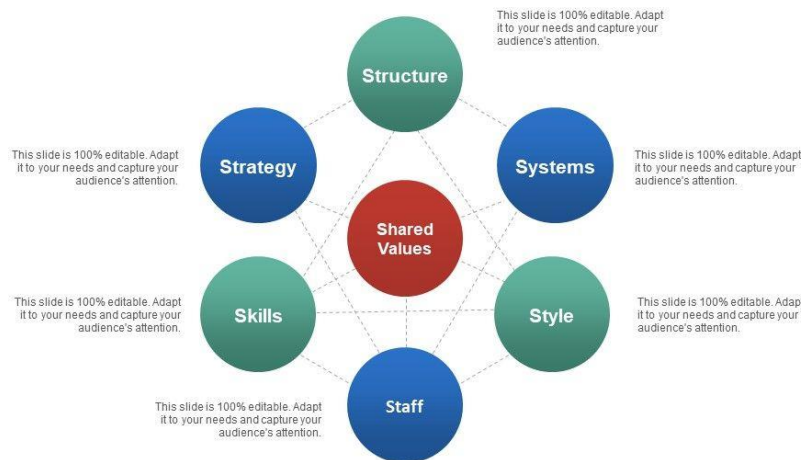
TIPU AKE is a Maori Organic Leadership Model, a Self-help tool that nurtures growth in Living Organizations. A fundamental premise of Tipu Ake is that participants start with an examination of themselves, then share their knowledge and listen to other's perspectives so all become wiser.

The seven level model covers in its middle level (3) the strong process focus that characterizes the management of most organizations, with the other levels incorporating radical thinking on chaos, innovation, leadership, courage, vision, stakeholders, team commitment, change information sharing, learning, responsiveness, agility, values and

sustainability. It encourages us to think well beyond project risk management, capitalizing on opportunities that move us towards the future we seek to grow. It is a framework that gives a wider perspective on leadership principles and knowledge. It demonstrates those project manager / team / organizational behaviours that drive real project success.

Tipu Ake, meaning ‘Growing (from within) upwards (ever towards wellness)’, is based on an analogy with nature and provides a framework that concisely encapsulates current management wisdom on innovation, leadership, management, teamwork, and change

McKinsey Seven S Modal with Structure and skills



Creative Problem Solving III - Seven S Strategy

The Seven-S Formula, is a Comprehensive Guide to Analyzing the Culture and Behavior of Corporations and Service Organizations. The "Seven S" model was described briefly by Peters and Waterman in their book, *In Search of Excellence*. It describes a way to analyze a company or organization and it encourages systems thinking.

The 7-S model is a tool for managerial analysis and action that provides a structure with which to consider a company as a whole, so that the organization's problems may be diagnosed, and a strategy may be developed and implemented.

The 7-S diagram illustrates the multiplicity interconnectedness of elements that define an organization's ability to change. The theory helped to change manager's thinking about how

companies could be improved. It says that it is not just a matter of devising a new strategy and following it through. Nor is it a matter of setting up new systems and letting them generate improvements

Strategy - the route that the organization has chosen for its future growth; a plan an organization formulates to gain a sustainable competitive advantage...

Structure - the framework in which the activities of the organization's members are coordinated. The four basic structural forms are the functional form, divisional structure, matrix structure, and network structure.

Systems - the formal and informal procedures, including innovation systems, compensation systems, management information systems, and

capital allocation systems, that govern everyday activity.

Style - the leadership approach of top management and the organization's overall operating approach; also the way in which the organization's employees present themselves to the outside world, to suppliers and customers.

Skills - what the company does best; the distinctive capabilities and competencies that reside in the organization.

Staff - the organization's human resources; refers to how people are

developed, trained, socialized, integrated, motivated, and how their carriers are managed.

Shared Values - originally called superordinate goals; the guiding concepts and principles of the organization - values and aspirations, often unwritten - that go beyond the conventional statements of corporate objectives; the fundamental ideas around which a business is built; the things that influence a group to work together for a common aim.

How to use the Seven S Strategy (A Business Model)

Shared Values

If the business/organization were operating almost perfectly, describe the key things that would be happening.

If I were invisible and walked through the organization, what would I see that contributed to this success?

If I were invisible and could sit in on a number of conversations between the top 10 people and their staff, what themes would I hear?

If this organization were wildly successful, where would it be in 10 years?

If you were thinking of selling this successful business/organization, how would you want to be able to describe it to prospective buyers?

How would you describe the mission of this company to your prospective buyers?

Strategy

What are the main strategies in moving this organization to being more successful?

What are the key short-term goals to achieve these strategies?

What are the main constraints in executing these strategies?

How confident are you that these strategies are the right ones?

Why should your customers be committed to your company?

What is the value proposition you offer your customers?

Low total cost, operational excellence

Superior Products, cutting edge innovation

Customer Intimacy, i.e. services tailored to customer's unique needs

How would your customers evaluate you as an organization? How do you know that?

How have you communicated these strategies to your top people and the rest of the organization?

Structure

Show me an organization chart, or draw me one.

Describe the roles of the main departments.

What kinds of role/turf issues occur between departments?

What kinds of communications issues occur between departments?

What key things are done in the organization to help integrate various functions and departments that are interdependent?

How does the structure help/hinder this organization in accomplishing its strategy? What is being done about this now?

Inquire about:

spans of control

use of teams

the number of management layers

alignment mechanisms

Staff

Describe the strengths and weaknesses of the organization's key people.

Describe their most important roles in the organization.

Who of these are most important to the success of the business/organization? Why?

What are you most concerned about regarding the quality of the key staff? Why?

Describe the strengths and weaknesses of the organization's labor force.

What are you most concerned about regarding the quality of the organization's labor force? Why?

What is being done about this now?

Systems/Infrastructure

Describe key systems that support the business/organization, discuss their strengths and weaknesses.

reward systems
control/information systems
customer feedback
purchasing/supplier relations
manufacturing systems
identify customer needs
measure quality
other

What are the 5 most important system problems that if solved or improved would significantly improve profitability or organizational effectiveness? Why?

What are you doing about these issues now?

Skills

What key knowledge and skills are needed to succeed in this business/organization? Why?

How is that expected to change over time?

How would you assess the organization's current strengths and weaknesses against the needed knowledge and skills?

What challenges does the organization face in strengthening or maintaining this match between knowledge and skills needed now and in the future?

What is the organization doing about these issues now?

Style

How are important decisions made in this organization?

How does top management communicate with key staff? How does it communicate with the labor force?

What are the key expectations for how your key people and labor force should behave?

How would you describe the organization's style of management? How would others differ in their assessment of that style?

What does top management do on a day to day basis to:

reinforce standards

emphasize quality

encourage teamwork

encourage reasonable risk

clarify roles/responsibilities

focus people on goals

recognize/reward

emphasize customers

Why should employees want to be truly committed to the long-term well-being of this organization?

Seven S Strategy

Haudenosaunee Connections

Staff

Individuals and title Holders

Do we have the Human Resources we need?

Skills

Traditional Skills/Life Experiences

Do we have the skill sets needed?

Strategy

Seventh Generation

Do we have a long-range plan?

Style

Cultural Values

How will we go about doing the work?

System

Social Organization, Cultural Protocols

Is our community support network in place?

Structure

Community, Nation, Confederacy

What structure for change do we have?

Subordinate goals

Peace, Power and Righteousness

What are we after in the long run?

Redefining Haudenosaunee Problem-Solving Skills

When what used to control us becomes controlled by us, it is the beginning of a new part of our life. Each progress leaves behind a broken barrier that we have conquered; each conquered barrier is another step to our greater selves.

Arthur F. Carmazzi

“The 6 Dimensions of Top Achievers”

In addressing the problems faced by our people, we first have to look at ourselves, as leaders. We have to make sure that our attitudes, habits and actions are not the problem. The key is to have a clear set of Morals and Ethics

It is especially important for leaders to adhere to clear moral and ethical values and principles if they want to facilitate human and community development processes. The following eighteen capabilities were identified as those which characterize leaders with high moral integrity by the Teacher Education Program of Nur University, Santa Cruz, Bolivia.

1. The capability to evaluate one's own strengths and weaknesses without involving ego.
2. The capability to oppose one's lower passions by focusing on higher purposes and capabilities.
3. The capability to manage one's affairs and responsibilities with rectitude of conduct based on moral and ethical principles.
4. The capability to learn from systematic reflection upon action within a consistent and evolving framework.
5. The capability to perceive and interpret the significance of current events and trends in the light of an appropriate historical perspective.
6. The capability to think systemically and strategically in the search for solutions.
7. The capability to form a vision of a desirable future based on shared values and principles, and to articulate this in a concise way that inspires others to work towards its realization.
8. The capability to imbue one's actions and thoughts with love.
9. The capability to encourage others and bring happiness to their hearts.
10. The capability to take initiative in a creative and disciplined way.
11. The capability to sustain effort, persevere, and to overcome obstacles.

- | | |
|---|--|
| 12. The capability to participate effectively in consultation. | interconnectedness, reciprocity, and service. |
| 13. The capability to build unity in diversity. | 16. The capability to contribute to the establishment of justice. |
| 14. The capability to commit oneself to empowering educational activities as a student and as a teacher. | 17. The capability to serve in societal institutions so as to facilitate the expression of the talents of the individuals affected by these institutions in service to humanity. |
| 15. The capability to understand relationships of domination and contribute to their transformation into relationships based on | 18. The capability to be a responsible and loving family member, as a child, spouse, parent or grandparent. |

Defining Basic Psychological Needs

Psychologist Abraham Maslow developed a different list of basic needs:

Safety/Security -- the need for structure, predictability, stability, and freedom from fear and anxiety.

Belongingness/Love -- the need to be accepted by others and to have strong personal ties with one's family, friends, and identity groups.

Self-esteem -- the need to be recognized by oneself and others as strong, competent, and capable. It also includes the need to know that one has some effect on her/his environment.

Personal fulfillment -- the need to reach one's potential in all areas of life.

Identity -- goes beyond a psychological "sense of self." Burton and other human needs theorists define identity as a sense of self in relation to the outside world. Identity becomes a problem when one's identity is not recognized as legitimate, or when it is considered inferior or is threatened by others with different identifications.

Cultural security -- is related to identity, the need for recognition of one's language, traditions, religion, cultural values, ideas, and concepts.

Freedom -- is the condition of having no physical, political, or civil restraints; having the capacity to exercise choice in all aspects of one's life.

Distributive justice -- is the need for the fair allocation of resources among all members of a community.

Participation -- is the need to be able to actively partake in and influence civil society.

Assignment 6 – Class Activity

Talking Circle – Basic Needs

Break into talking circles of 6 for this discussion

Watch 7S Model of McKinsey explained

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

Discuss in your groups the ideas expressed in the seven S Strategy and its possible connections to Haudenosaunee leadership.

Assigned readings:

7S Model of McKinsey explained

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

This webinar gives an outline of the 7S model of McKinsey. It also explains how to use the model in practise. The model is very usefull for the internal analysis and works complementary with the value chain of Porter. If you have any suggestions for other models which you would like to have explained, please leave them in the comment section below. You might also like my other video's: 6 Steps of marketing planning:

<https://youtu.be/v99uQvI4AiM> Michael Porter's Generic Strategies explained:

<https://youtu.be/Nz53CopmFig> Treacy & Wiersema's Value strategies explained:

<https://youtu.be/NtuArGXUP9Y> The Value Chain of Porter explained:

<https://youtu.be/aERoUQwvQyk> Abell's business definition explained:

<https://youtu.be/bnJobEbh4Ts> Michael Porter's 5 Forces model explained:

<https://youtu.be/33XmkfbzwO8> The BCG Model explained:

<https://youtu.be/tKO5TpR2UwE> Please subscribe to my channel for future webinars and like this video if it is valuable for you!

60 minutes and report back to entire class

Resource

Restoring Cultural Sovereignty

The Creation is a true, material phenomenon, and the Creation manifests itself to us through reality. The spiritual universe, then, is manifest to man as the Creation, the Creation which supports life. We believe that man is real, a part of the Creation, and that his duty is to support Life in conjunction with the other beings. That is why we call ourselves Onkwehon:we - Real People. . . We walk about with great respect, for the Earth is a very sacred place. . . Spiritualism is the highest form of political consciousness.

“The Haudenosaunee Message to the Western World”
A Basic Call To Consciousness, Akwesasne Notes, 1978

A) **Goal:** To understand Our Way of Life based upon the Original Instructions, our ceremonies and *Onkwehon:we*.

B) Overview:

- 1) Examining the working elements of *Onkwehon:we*
- 2) Original Instructions as Management Road Map
- 3) Functions of Haudenosaunee Social Organization
- 4) Addressing Clanship, Kinship and Identity Issues
- 5) Promoting Shared Values, Ethics, Mores, Traditions and Beliefs

C) Course Objectives

Objective 1 - *Understanding Roots*

What does it mean to the first people of this land, as compared to the newcomers?

How are *Onkwehon:we* connected to the land in different ways than the imperial nations?

How have the *Onkwehon:we* cultures of the east shaped the way of life of the American colonists?

How have English traditions in law shaped our relationship with *Onkwehon:we* Nations?

How have the treaties with the Haudenosaunee created a framework for resolving contemporary issues of conflict?

Objective 2 - *Understand Connection to the Past*

Oral History connects people to ideas, places and a sense of destiny.

Our cultural inheritance shapes the way we look at the world.

Our shared history provides a common frame of reference to build productive relationships.

Objective 3 - *Recognize the Commonality of People Across Time*

We have benefited from shared experiences

We all have concerns over basic needs

Our futures are linked together