

# *Indigenous Collaboration for Leadership Development: A Canadian Example*

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## **ABSTRACT**

The purpose of this study is to describe how a Canadian provincial government department (Alberta Sport Council) collaborated with Indigenous communities, other government inter-agencies, corporate sponsors, and private business contractors in the creation, implementation, and measurement of the impact of an Indigenous youth leadership development program (also known as the Alberta's Future Leaders program or AFL). Based on the analysis of provincial government departments reports, input by government staff in previous reports, Indigenous youth leadership development program evaluations, reviews by the youth leadership development program creators and facilitators, and university research reports on the program, a collaborative consultative process emerged. The Dynamic Facilitating Process Model evolved to systematically describe the collaborative process that took place that recognized and promoted Indigenous consultation, consent, and involvement supporting Indigenous communities' priorities and protocols. The six phases in the Dynamic Facilitating Process that emerged are (1) Defining, (2) Designing, (3) Implementing, (4) Measuring, (5) Maintaining, and (6) Refining. Each of the phases in the model is clearly described with supporting collaborative examples with the different partners. Special attention was given to measure the impact of the youth leadership development program on Indigenous youth participants and to describe the impact of the youth leadership development program in Indigenous communities. This applied research and resulting model can serve as a guide for other governments and their inter-agencies, businesses, or other organizations that wish to engage in a positive collaborative process with Indigenous communities.

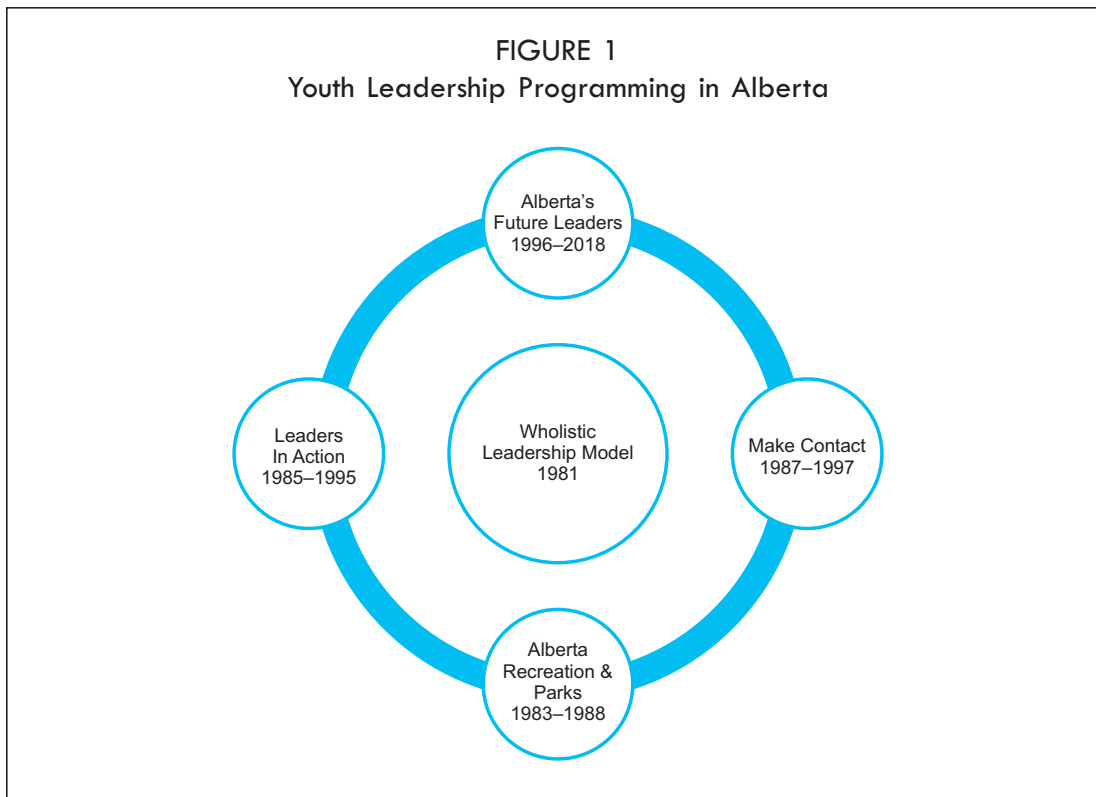
## INTRODUCTION

In existence for over 20 years, the (AFL) is a unique leadership development program for Indigenous youth created through collaboration between Indigenous communities, the Alberta Government, and industry parties. At the National Recreation Roundtable for Indigenous People, it was noted that the Alberta's Future Leaders (AFL) program is the only program in Canada that co-ordinates partnerships between Indigenous communities, government, and sponsors for youth development programming. Since 2000, the AFL program has received several distinguished honours, including the Award of Innovation from the Canadian Parks and Recreation Association and the Alberta Government's Premier's Bronze Award of Excellence ("Encouraging Alberta's Future Leaders", 2013). Having been delivered in 42 different Indigenous communities with over 300,000 participants, the AFL program rests on a unique three-way interaction between the Alberta Provincial Government, several Indigenous communities, and local business sponsors. In its current form, the AFL program is provided through the Alberta Sport, Recreation, Parks, and Wildlife foundation via the Alberta Sport Council.

The purpose of this paper is to provide a discourse into how the Alberta Sport Council collaborated and partnered with the various community groups to design, deliver, and sustain the AFL program. In doing so, the paper takes its starting point in the historical evolution of youth leadership development programming provided in the Province of Alberta, Canada. With its six phases, the Dynamic Facilitation Process consisting of Defining, Designing, Implementing, Measuring, Maintaining, and Refining is then presented through narratives on how the Alberta Sport Council collaborated with Indigenous communities, government inter-agencies, corporate sponsors, and business contractors to develop the vision and scope of the AFL program and establish trust among all stakeholders through the three-way collaboration. Particular attention is being paid to an in-depth description of how the Alberta Sport Council measured the impact of the AFL program based on government reports, business contractors' program evaluations, and university research reports. This impact is assessed on both the Indigenous AFL youth participants and on the AFL summer programming in Indigenous Communities throughout Alberta and Canada. The conclusion provides suggestions for application of the Dynamic Facilitating Process Model with Indigenous communities.

## YOUTH LEADERSHIP PROGRAMMING IN ALBERTA

The Province of Alberta has sponsored youth leadership development programs from 1983 and onwards. These efforts eventually culminated in the creation and implementation of the Alberta's Future Leaders (AFL) program in 1996 (Benson & Enström, 2013, 2014, 2015). As their philosophical foundation and pedagogical model, in 1983, the Alberta Provincial Government, through its administrative departments, adopted the Wholistic Leadership Development Model (Benson, 1991). Developed in 1981, the model was formally adopted by the Alberta Government departments of Recreation and Parks as its model for leadership and recreation development and was included as a philosophical underpinning to the 120 courses taught at the Blue Lake Centre Provincial Leadership and Recreation Training Centre site in Hinton, Alberta. In 1988 the model was chosen as the foundation for the Alberta Provincial Government Department's Leadership Development Strategy. Figure 1 presents the different youth leadership programs in Alberta.



### **Leaders in Action Program: 1985–1996**

The United Nations proclaimed the year 1985 the International Youth Year (IYY). It was held to focus attention on issues of concern relating to youth, with youth activities taking place around the world. In Canada, to celebrate the year, the Alberta Provincial Government, through the Alberta Sport, Recreation, Parks and Wildlife Foundation, again employed the Wholistic Leadership Development Model (Benson, 1991) as the foundation for the creation of the Leaders in Action program. The program brought together youth from all Alberta Youth Associations: the 4-H, YMCA, YWCA, Scouts, Girl Guides, Junior Forest Wardens, Boys and Girls Clubs, and many others. The specific emphasis of this program was teaching youth a variety of leadership skills, including listening, personality, conflict resolution, problem solving, creating a positive attitude, values, building people up, and team work. The in-class modules would then be followed by sessions in the afternoons where they practised these skills in outdoor activities like climbing, canoeing, kayaking, and orienteering. In the evening, they debriefed the day and made plans for how to use the skills the next day. This youth leadership training program was delivered for 10 years, 1985–1996, and had over 500 participants.

### **Make Contact Program: 1987–1997**

The Alberta Provincial Government also recognized the need to provide rural youth, ages 14–17, with opportunities to learn leadership skills. Based on the Wholistic Leadership

Development Model and the positive experiences from the Leaders in Action program, the Make Contact program was created. In this Friday evening and all-day Saturday program, rural youth were taught a variety of leadership skills, including listening, personality, conflict resolution, problem solving, creating a positive attitude, values, building people up, and team work in classroom and experiential sessions. One of the unique components of the program was that the participating youth did some of the facilitation of the program content and activities. With a 10-year continuance, the program had over 40 workshops conferences in over 30 rural communities in Alberta with over 4000 youths participating in the program.

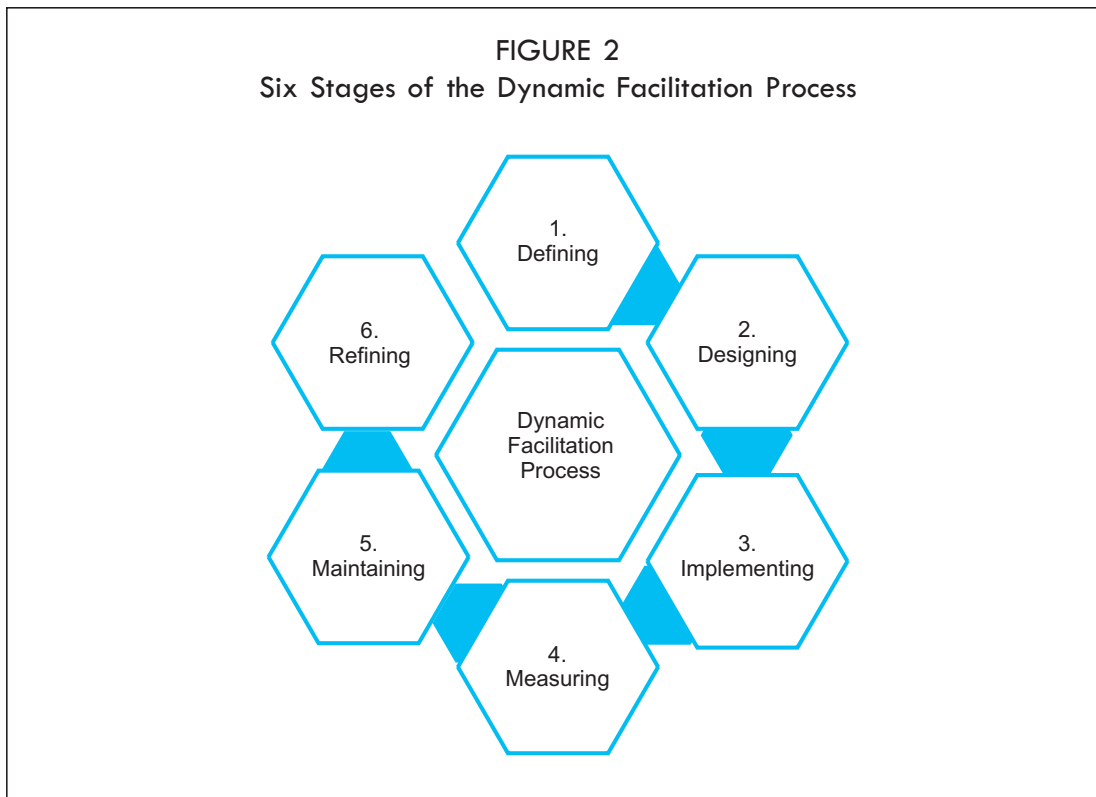
### **Alberta's Future Leaders Program: 1996–2018**

Following the success of the Make Contact Program, the Alberta Provincial Government acknowledged the need to provide Indigenous youth with new experiences, positive role models, and opportunities to build confidence, overcome barriers, and realize their full potential. The outcome of this deliberation was the AFL program, which started in 1996. Up until 2019, the AFL program has had created over one million participant hours of programming (“Alberta’s Future Leaders Program”, n.d.). In defining ‘Indigenous peoples’, it is important to note that it refers to a collective name for the original peoples of North America and their descendants, and the term Indigenous is now often used instead of First Nation, Métis, Inuit, or Aboriginal. In Canada, the Canadian *Constitution Act 1982* recognizes the following three Indigenous groups:

1. Indian (First Nation): The term ‘First Nation’ came into common usage in the 1970s to replace the term ‘Indian’, but the term is lacking a legal definition. In its usage, First Nation peoples refer to Indian people of Canada, both status and non-status. Some communities have adopted the term First Nation to replace the word ‘band’. In the province of Alberta, there are 45 First Nations living on 140 reserves (First Nations in Alberta, 2014).
2. Métis: This term defines a person of mixed blood, First Nation and European. Most Métis are of mixed Scottish, French, Ojibway, and Cree origin. In Alberta there are eight Métis settlements (“Métis Settlements Land Registry”, n.d.).
3. Inuit: This term refers to people who live in Nunavut, Northern West Territories, Northern Quebec, and Northern Labrador.

## **THE DYNAMIC FACILITATION PROCESS**

In setting up the AFL program, the Alberta Sport Council provided three key facilitating processes to the involved parties to enable these partners to join forces so that they could build trust and confidence amongst each other to cooperate and work well together. This meant leadership and guidance to provide direction, advice throughout the design process, and basic project management services. The project management services encompassed interaction and integration to provide contacts, communications, and the management of team relations among partners within and among the phases. An important consideration was the support and encouragement to maintain the momentum throughout the phases by providing assistance, reassurance, inspiration, and praise. The dynamic facilitation process then embraced the six stages of (1) *defining* the mission, vision, goals, and objectives (MVG0)



for each of the programs and activities; (2) *designing*, based on the MVGO, by planning the programs and activities, followed by (3) *implementation* by executing the action plan. The (4) *measuring* phase entailed an evaluation of the extent to which the goals and objectives in each of the programs and activities were met and surpassed. Critical issues were the (5) *maintenance* of the program, activities, and relationships with Indigenous communities, government inter-agencies, corporate sponsors, and business contractors. All programs, activities, and relationships were also exposed to a continuous (6) *refining* process. The phases of the process are displayed in Figure 2.

### Defining

In its mission to provide youth leadership development opportunities in Alberta, the Alberta Provincial Government recognized the need to provide Indigenous youth with opportunities to learn personal development and leadership skills. Between 1994 and 1996, the Alberta Provincial Government therefore consulted with various groups, including the Native Justice Initiatives Unit, Indigenous groups, including the Métis Nation of Alberta, Yellowhead Tribal Council, Yellowhead Tribal Corrections Society, and the Indigenous Sport Council of Alberta. Discussions were also held with contacts from the Tsuu T'ina, Samson, Ermineskin, and Saddle Lake First Nations. The 'Together with Youth: Planning Recreation Services for Youth-At-Risk Report' (Parks and Recreation Ontario, 1999) was extensively reviewed to identify the needs of the Indigenous youth. It was estimated that

some 7% of the Alberta population could be defined as Indigenous. Some of the key areas of concern identified included the fact that 21% of the community correction youth cases were Indigenous, 65% of the youth in custody in central and northern Alberta were Indigenous, 46% of child welfare cases in Alberta involved Indigenous children, and the suicide rate was found to be more than 5 times the national average in the 15–24 years of age group for Indigenous people. In addition to these concerns, there were also mounting needs to mend high rates of unemployment, lack of community cohesion, family breakdown, boredom, lack of positive role models, and a lack of pride and hope by young people in Indigenous communities.

Numerous studies showed that sport and recreation were excellent ways to create a positive impact on youth at risk. The AFL Program benefits reflect the findings of these studies, including improved self-esteem, self-confidence and self-image; provision of positive role models; teaching teamwork, cooperation, leadership, conflict resolution and other social life skills; providing a sense of belonging and enhancing a sense of community; reducing risk factors for disease and promoting wellness; providing a constructive way to release anger and stress and reduce boredom; promoting positive values, a sense of fair play and respect for rules; improving thinking skills; developing motivation in other aspects of life; enhancing cultural awareness; promoting family and community support; and decreasing youth crime and vandalism rates.

Altogether, the consultation process led to the belief that the Alberta Provincial Government, through the Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPW Foundation) and the Alberta Sport Council, could act as a catalyst for the establishment of sport, recreation, and cultural programs, which could have a positive impact on Indigenous youths' lives. It is based on the shared belief that sport, recreation, the arts, and leadership skills training not only can be used holistically to further youth and community development but also can serve as prevention and intervention tools in Indigenous communities. Building on the extensive and positive experiences learned from both the Leaders in Action program (1985–1995) and the Make Contact (1987–1997) program, the AFL program was created in 1996. After extensive consultation with Indigenous groups, the Alberta Sport, Recreation, Parks, and Wildlife Foundation met with business contractors (Inroads Mountain Sports and Benson Training) to clarify the purpose of the AFL program and provide the principles of the framework for the AFL summer program in Indigenous communities and the AFL summer retreat in the Rocky Mountains. Inroads Mountain Sports and Benson Training created and delivered these youth leadership development programs on behalf of the Alberta Sport, Recreation, Parks, and Wildlife Foundation under the direction and support of Alberta Sport Council staff.

The AFL program is based on the Wholistic Leadership Development Model (Benson, 1991), and the defined purpose of the AFL Summer Leadership Retreat is to:

1. Develop the *Whole Person*, including the person's values, attitudes, and self-skills.
2. Enable the person to experience success, self-understanding, and awareness of others.
3. Begin building the tools for a person to transfer knowledge, skills, and information learned during the retreat into their community.
4. Improve self-esteem, self-confidence and self-image; teach teamwork, cooperation, leadership, conflict resolution and other communication and social life skills.

5. Provide positive role models by having the Indigenous youth participants return to their communities.

## Designing

In the design phase, based on consultation with the AFL Provincial Support Committee, prospective corporate sponsors as well as Alberta Indigenous host communities were reviewed and new Indigenous communities were chosen. To partner in the AFL program, the Indigenous communities have to be willing to assume several responsibilities:

- A three-year commitment to the AFL Program.
- Community leadership and ownership of the AFL program.
- Financial contribution to the AFL program budget.
- Identify a community contact that will supervise, support, and direct the Youth Mentors (summer students who are hired to deliver the AFL program in the community).
- Provide accommodations for the Youth Mentors at the community's expense.
- Provide appropriate office space and equipment at the community's expense.
- Ensure accessibility of facilities, resources, and equipment.

Subsequently, the ASRPW Foundation via the Alberta Sport Council then seeks the support of the Indigenous communities' decision-makers in acting as a catalyst in addressing the needs of Indigenous youth through sport, recreation, arts, and cultural programming. In doing so, an inter-agency (municipal, provincial, and federal) community-based framework is used within the AFL program. This effectively means that support from the community's leadership, elders, youth, school, RCMP, social service inter-agencies, and corporate sponsors is sought and applied in the development and delivery of youth programs within each community. Partner communities host two trained Youth Mentors, who design and implement youth-focused activities, events, and trips based on the community's expressed needs and interests. Private and corporate sponsor organizations are then approached to form funding partnerships in support of each specific AFL summer program in each specific community. Each corporate sponsor partner signs an agreement for a three-year funding commitment.

## Implementing

For the AFL summer program in Indigenous communities, university students are hired in May as Youth Mentors. The Youth Mentors can come from any background; however, they are typically non-Indigenous and are from outside the participating host communities. Whenever possible, however, Indigenous Youth Mentors are hired. All Youth Mentors are provided with an extensive week-long leadership and Indigenous cultural training program. In the program they learn from elders, community members, and past AFL workers (staff and Mentors) about the histories, cultures, and communities they will be working in. Two Youth Mentors are then paired and assigned to live and work the four-month period of May to August in a First Nations reserve or Métis settlement, organizing and delivering sport, recreation, art, and cultural opportunities for youth. One of the two AFL mentors has a background in sports and recreation and will take the lead in planning and implementing these

types of activities. They organize everything from campfires and rafting trips to hockey tournaments. The second AFL Mentor has a background in the visual arts and performing arts and will take the lead in planning and implementing arts-related activities. This includes music, theatre, or other art forms, and coordinating a Senior Artist's visit for Arts Week. The Art Mentors facilitate and encourage young Indigenous people to express themselves through a variety of performing and visual arts activities. Arts Mentors are skilled artists who strive to develop Alberta's future artists by showcasing the artwork of young people in each community. Young people are encouraged to get in touch with their individual creative energies and abilities, thereby learning new skills, developing personal strength, and building self-esteem and self-confidence that can be used throughout their lives. The primary role of the Youth Mentors is to seek and develop support for program initiatives with community leaders, parents, and young adults. When doing this, they also act as positive role models for the community's youth to inspire them to be at their best ("Alberta's Future Leaders", n.d.). Indigenous communities that have hosted AFL Mentors have found their level of commitment and enthusiasm to be exceptional. Youth Mentors work extremely hard to create "happy smiling faces" among the young people they serve and have often remarked that their summer's work has been a key life-changing experience. Since 1996, the AFL summer program has created over one million participant hours of programming ("Alberta's Future Leaders Program", n.d.).

The AFL summer retreats in the Rocky Mountains are organized so that in July, the Youth Mentors select and bring 2–3 youths of age 18–24 from their community to attend the AFL summer retreat in the Rocky Mountains. During this 7-day summer program, youth are taught several leadership skills. In the morning classroom sessions, youth are taught listening, conflict resolution, creating positive attitudes, decision making, and team-building. In the afternoon, youth practise these skills in outdoor adventure activities, such as climbing, canoeing, and adventure hiking. In the evening, a debriefing is held of the morning sessions and the afternoon's activities. Significant planning is done on how to use the leadership skills and learning lessons they have reflected upon the following day. The AFL summer retreat helps to build teamwork skills, self-confidence, and self-esteem ("Alberta's Future Leaders", n.d.). A central component of the AFL summer program is the Indigenous cultural and historical perspective, which is integrated throughout and includes such things as youths using resource information provided to research and present a five-minute talk about an Indigenous leader; an internationally renowned Métis singer sharing her cultural perspective through song and storytelling; a trapper sharing his background; and an Indigenous elder teaching drumming, sharing his wisdom, and leading the community in smudges. Upon their return home, these AFL youths assist their AFL Youth Mentors organizing and delivering sport, recreational, arts, and cultural activities for other youth in their communities. To date, there have been about 35 AFL programs with 800 AFL youth and Youth Mentors participating.

## Measuring

Throughout the existence of the AFL program, the Alberta Sport Council has measured the impact of the AFL program, and this assessment has been made based on a triangulation of government reports, business contractors' program evaluations, and academic research reports. In terms of the data sources, the assessment of this impact is based on responses from both the Youth Mentors and Indigenous youth participants in the AFL summer retreat

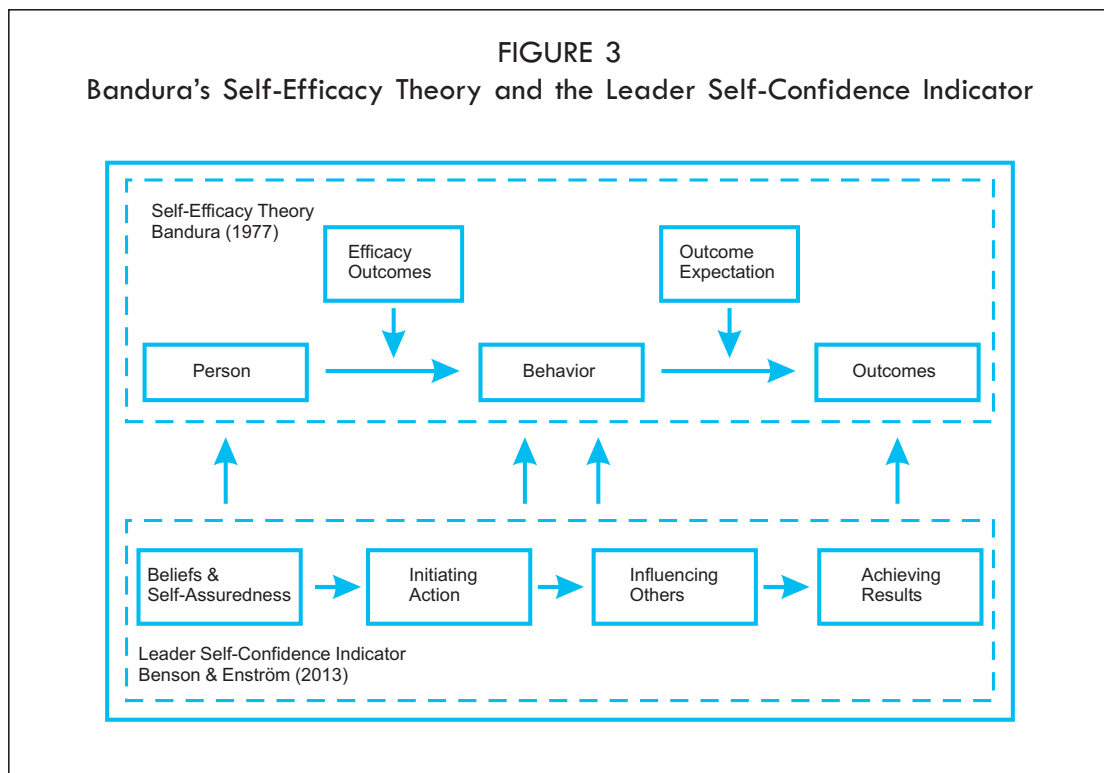


programming in the Rocky Mountains. During the Designing Phase of the Dynamic Facilitation Process, and based on the critical issues that were identified, the measurement of self-esteem and self-confidence was deemed central to the AFL program, as the self-confidence and self-image of youth participants was one of the goals of the AFL program.

Battle's Culture-Free Self-Esteem Inventory, CFSEI, was selected due to its culture-free properties and the ease by which it could be administered and scored (Battle, 1990, 1992). This scale specifically measures participants' self-esteem across the four dimensions of General, Social, Personal, and Lie. The General dimension taps the overall feeling of self-worth, whereas Social captures the perception of peer relationship quality. The Personal dimension, in turn, quantifies the intimate perception of self-worth, and Lie reflects the degree of defensiveness. During the past 50 years, self-esteem has become recognized as an important element in a leader's development. Self-esteem differs from self-efficacy and self-confidence in that self-esteem deals with a generalized evaluation of the self and feelings of self-worth across most situations, whereas self-efficacy and self-confidence are a belief in one's abilities to cope with specific situations (Gist & Mitchell, 1992). Battle (1990) defines self-esteem as the perception an individual has of his/her own worth. Furthermore, according to Battle (1990), an individual's perception of self will develop gradually and become increasingly differentiated as the person matures and interacts with significant others. Moreover, perceptions of self-worth, once established, tend to be fairly stable and resistant to change. In Coopersmith's view (1962), self-esteem consists of an evaluation the individual makes and customarily maintains about himself. Consequently, it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. Branden (1971) stated that "self-esteem refers to two interrelated aspects. It entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living". In his view, "self-confidence is confidence in one's mind — its reliability as a tool of conviction ... and this type of confidence must be distinguished from other more superficial and localized types of self-confidence which reflect a person's sense of efficacy at particular tasks or in particular areas." Therefore, it must be noted that Branden's definition and construct of self-confidence of the mind differs from the leader's self-confidence definition and construct used in this study.

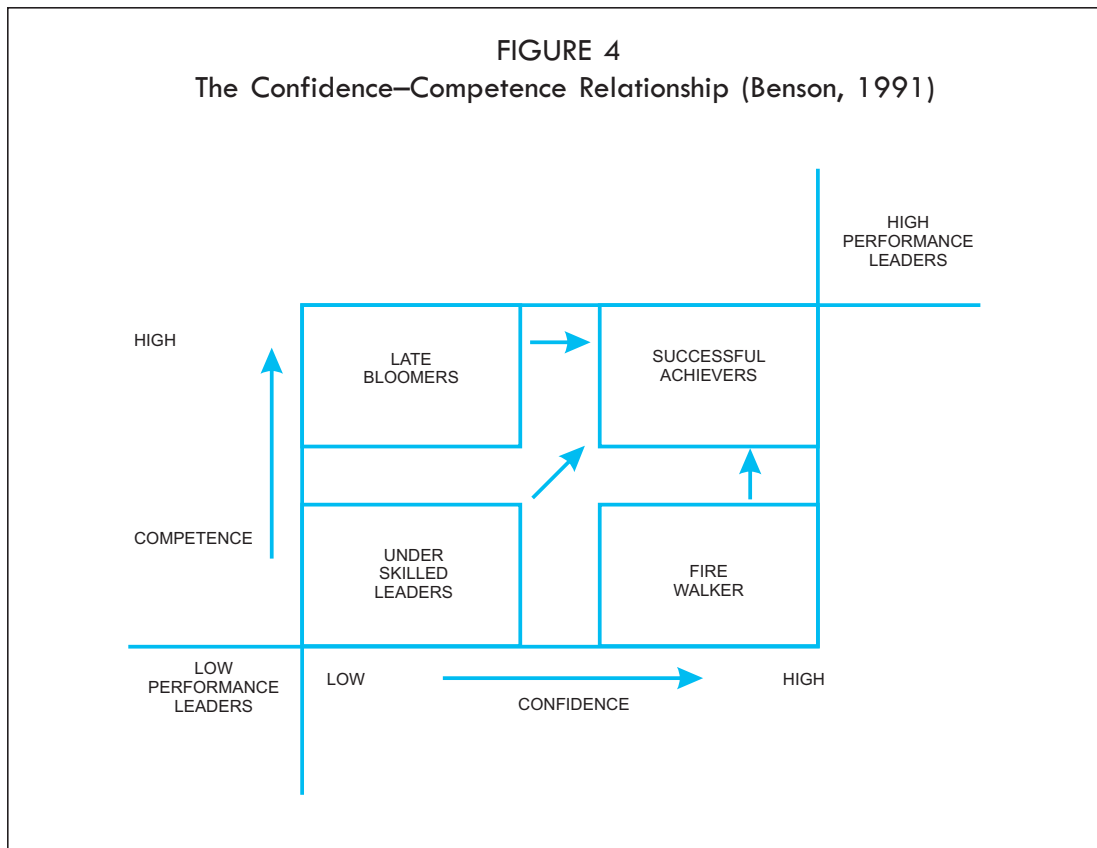
Few attempts have been made to develop a cross-situational self-confidence scale. In measuring the impact of the AFL program upon participants' self-confidence, the Leader Self-Confidence Scale (LSCI) developed by Benson and Enström (2013) was used. This scale is based on Bandura's Self-Efficacy Theory (1977), the assertion that a person's outcome expectancy, the estimate that a behaviour will lead to a certain outcome, and efficacy expectation, a personal conviction that the behaviour required to achieve an outcome can be performed, are necessary to be confident decision makers. In the scale, the term self-confidence is used instead of the term self-efficacy because the former is more vernacular and the latter is more academic. Figure 3 exhibits Bandura's (1977) efficacy expectation proposition together with the Leader Self-Confidence Scale. As shown, the scale assesses the person through four items measuring Beliefs & Self-Assuredness, behaviours through four items measuring Initiating Action, behaviours through four items measuring Influencing Others, and the outcomes through three items measuring Achieving Results.

An implication of Bandura's Self-Efficacy is that a person may know that certain behaviours will result in desirable outcomes but might still not carry out those behaviours because he does not think he is capable of doing so. Other implications of Bandura's Self-



Efficacy Theory are that although self-efficacy is context-specific, it may be transferable across different contexts, and that self-efficacy alone will not produce the desired performance if the task-specific competencies are lacking. In general, Bandura's assertion is that the self-efficacy expectations will influence the magnitude, generality, and strength of a person's efforts to achieve outcomes. Other researchers defining self-efficacy have echoed similar sentiments: a belief that one is capable of successfully performing a task (Sherer et al., 1982), the belief that one can perform a novel task, and the beliefs that one can cope with adversity (Schwarzer & Jerusalem, 1995). Situational self-efficacy refers to the individual's perceived ability to perform a specific task in each situation, a perception that might change depending on the circumstances (Popper et al., 2004) and affirmation of ability and strength of belief (Cramer, Neal, & Bodsky, 2009). Several researchers have asserted that for practical purposes, the concepts of self-efficacy and self-confidence could be considered synonymous constructs (Hannah et al., 2008).

In their seminal work, Bass and Bass (2009) noted that almost all authors were consistent in showing the positive direction of their data findings on the relationship of self-confidence to leadership. They noted that in 11 studies, the general trend suggested that leaders rated higher than followers in self-confidence. Bass and Bass (2009) also reported several studies that indicated that in late adolescence males have higher self-confidence than females. In females this lower self-confidence was also correlated with lower self-esteem and less willingness to take risks because of a fear of failure. Benson (1991) focused on the Confidence–Competence Leadership Development Relationship. Leaders who are low performers are incompetent and lack confidence in their ability to influence the behaviours, atti-



tudes, and values of themselves, other individuals, groups, and organizations. Leaders who are high performers are competent and confident in their ability to influence the behaviours, attitudes, and values of themselves, other individuals, groups, and organizations. Leadership training and development, therefore, involves improving the competence and the confidence of leaders, enabling them to move from low performance to high performance by developing both their competence and confidence. Figure 4 presents the Confidence–Competence relationship from Benson (1991).

Data were collected on participants' self-confidence and self-esteem during the AFL Summer Leadership Retreats. To assess the effects of the AFL Summer Retreat Programs on participants, a pre-then-post design was used, involving the two groups Youth Mentors and AFL youth participants. The Leader Self-Confidence Indicator (LSCI) (Benson & Enström, 2013) was administered to the participants using a pre-then-post design. Each participant provided a pre-test assessment, a retrospective assessment of their negotiation self-confidence before completing the negotiating course through a then-test, and a post-test assessment of their current negotiating self-confidence after finishing the negotiating course. Each of the 15 scale items was responded to through a 5-point Likert scale (responses ranging from 5-strongly agree to 1-strongly disagree). In administering the leader self-confidence scale, the guidelines of Howard et al. (1979) for the post/then instructions were followed. Battle's Culture-Free Self-Esteem Inventory (CFSEI) (1990) was administered to

the participants using a pre-post design. Each participant provided a pre-test assessment, plus a post-test assessment of their self-esteem at the end of the summer leadership retreat. Each of the 40 scale items was responded to through a yes or no response.

The James Battle Self-Esteem Inventory was analyzed through a Matched Pairs *t*-test for the 40 participants, 12 Youth Mentors (SW) and 28 Alberta's Future Leaders (AFL). Each of the four self-esteem dimensions — General, Social, Personal, and Lie — was measured before (pre) and after (post) the Alberta's Future Leaders program. Looking at the development of these four self-esteem dimensions from before to after the completion of the program, it is clear the participants experienced a significant improvement in two out of the four self-esteem dimensions. Participants had significant improvements in the social dimension, perception of peer relationship quality, and the lie dimension, degree of defensiveness. This seems logical, inasmuch as the program is highly experiential, involves a lot of cooperative education, and participants work in teams to complete activities. For the other two dimensions, general and personal, the results reveal an improvement sample-wise, but this improvement is not statistically significant. With regard to the general domain, this can most likely be attributed to the fact that participants entered the AFL program with high levels of self-esteem in these areas. The results are presented in Table 1.

For participants' development of the leader self-confidence, a matched pair *t*-test and a multiple linear regression model were employed to analyze the results. The matched pair *t*-test is presented in Table 2. As shown, the participants had significant increases in leader self-confidence irrespectively of whether it was measured by post-pre or post-then.

A regression model was also estimated to assess the separate development according to gender and category of program participant. As seen in Table 3, females increased their leader self-confidence significantly more than males. Also, Alberta's Future Leaders participants increased their leader self-confidence significantly more than Youth Mentors.

Altogether, the results point to the conclusion that the AFL Summer Retreat was a success with regard to increasing participants' self-esteem and leader self-confidence. Participants had a significant improvement in the lie and social self-esteem dimensions, which can be explained by the experiential team building aspect of the program. Most importantly, participants increased their leader self-confidence, which is one of the goals of the AFL program.

## Maintaining

To maintain the AFL summer programs, the Alberta Sport Council staff visit all the Indigenous communities and meet with community representatives on a regular basis. Staff members are also on call to address any issues that develop within the communities and attend and participate in the AFL summer retreat in the Rocky Mountains. Mentors meet during the summer and after the program to discuss best practices, address current challenges, and share ideas across communities (Alberta's Future Leaders, 2018). Each year in the fall the ASRPW Foundation via the Alberta Sport Council hosts a day to acknowledge and thank the corporate sponsors for their contributions to the AFL program. Youth Mentors and some of their AFL participants give a slide presentation where they showcase the activities they did in each community. During the acknowledgment day, community representatives, elders, and business contractors are also acknowledged. Last, the Youth Mentors are thanked for their work.

TABLE 1  
Matched Pairs *t*-Test: Self-Esteem

Dimension	Mean (post-pre)	SE	<i>t</i>	<i>p</i> -value
General	.475	.42	1.13	
Social	.525	.21	2.50	<1%
Personal	.35	.28	1.25	
Lie	-.8	.27	-2.96	<1%
<i>n</i> = 40				
39 DF				

TABLE 2  
Matched Pairs *t*-Test: Leader Self-Confidence

Dimension	Mean	SE	<i>t</i>	<i>p</i> -value
Post-Pre	.75	.06	10.71	<1%
Post-Then	1.48	.12	12.33	<1%
<i>n</i> = 40				
39 DF				

TABLE 3  
Regression Results — Leader Self-Confidence

	Coefficient	SE	<i>t</i>	<i>p</i> -value
Constant	.256	.152	1.68	.097
Female	.377	.128	2.95	.004
AFL	.416	.139	2.99	.004
Post-Then	.732	.127	5.75	.000
R-squared = .394				
F = 16.49				
<i>p</i> = .000				

## Refining

The Alberta Sport Council refined the collaborative process in all previous phases of the AFL program with Indigenous communities, government inter-agencies, corporate sponsors, and business contractors. Based on Phase 4, Measuring the impact on the Indigenous youth participants and the summer AFL programming in Indigenous communities and the AFL summer retreat program in the Rocky Mountains through the annual reports, the Alberta Sport Council met with Indigenous communities, government inter-agencies, corporate sponsors, and business contractors to review the program evaluations and then through discussion annually revised the AFL program. Business contractors gathered data on the

AFL summer retreat program in the Rocky Mountains. Each annual report included names of facilitators, guests, and participants; purpose and expected results of the AFL program; and the agenda, with specific details of modules and lessons taught. An important centre piece is the assessment of how the program went, including specific challenges and successes, and changes and recommendations for the following year. The Alberta Sport Council has also instituted the AFL Provincial Support Committee, which provides guidance on the AFL program. Table 4 presents a summary of the collaborations, which took place throughout the six phases of the dynamic facilitation process.

## CONCLUSION

As previously stated, at the National Recreation Roundtable for Indigenous People it was noted that the Alberta's Future Leaders (AFL) program is the only program in Canada that co-ordinates partnerships between Indigenous communities, government, and sponsors for youth development programming. The purpose of this paper was to describe how a Canadian provincial government department (the Alberta Sport Council) collaborated with Indigenous communities, other government inter-agencies, corporate sponsors, and private business contractors in the creation, implementation, and measurement of the impact of an Indigenous youth leadership development program. Based on the analysis of provincial government departments reports, Indigenous youth leadership development program evaluations, reviews by the youth leadership development program creators and facilitators, and university research reports on the program, a collaborative consultative process emerged. This Dynamic Facilitating Process evolved to systematically describe the collaborative process that took place, which recognized and promoted Indigenous consultation, consent, and involvement supporting Indigenous communities' priorities and protocols. The six phases in the Dynamic Facilitating Process that emerged are (1) Defining, (2) Designing, (3) Implementing, (4) Measuring, (5) Maintaining, and (6) Refining. Each of the phases in the model is clearly described with supporting collaborative examples with the different partners. Special attention was given to measure the impact of the youth leadership development program on Indigenous youth participants and to describe the impact of the youth leadership development program in Indigenous communities. Although there are specifics related to the Canadian context, the generic aspects of how the program was developed and maintained can serve as both a guide and an inspiration in how governments, inter-agencies, business, and community organizations could set up a collaborative framework together with Indigenous communities to develop similar leadership programs.

Based upon the problems that some of the Indigenous communities are facing, the AFL summer program alone will not solve the underlying issues, but it is making a difference in youths' lives.

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**TABLE 4**  
**Summary of Involved Parties across Six Phases of**  
**Dynamic Facilitation Process**

	<b>Indigenous Communities</b>	<b>Government Inter-agencies</b>	<b>Contractors</b>
1. Defining	Métis Nation of Alberta Yellowhead Tribal Council Yellowhead Tribal Corrections Society Tsuu T'ina First Nation Samson First Nation Ermineskin First Nation	Native Justice Initiatives Unit Indigenous Sport Council of Alberta	Inroads Mountain Sports Benson Training
2. Designing		School, RCMP, Social Service AFL Provincial Support Committee	Inroads Mountain Sports Benson Training
3. Implementing		School, RCMP, Social Service	Inroads Mountain Sports Benson Training
4. Measuring		Alberta Sport Council MacEwan University	Inroads Mountain Sports Benson Training
5. Maintaining		School, RCMP, Social Service Indigenous Sport Council of Alberta	Inroads Mountain Sports Benson Training
6. Revising		School, RCMP, Social Service Indigenous Sport Council of Alberta AFL Provincial Support Committee	Inroads Mountain Sports Benson Training

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