

# Indigenous Lifeways in Canadian Business-ECO



# INDIGENOUS LIFEWAYS IN CANADIAN BUSINESS-ECO

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## Introduction

Storytelling practices have been used for millennia as an educational tool for passing knowledge from one generation to the next. Indigenous populations around the world have employed storytelling and oral tradition to emphasize the balance between themselves and the land, all living creatures, and the cosmos (Woodhouse, 2011). The efficacy of storytelling can be seen in contemporary education settings where student engagement, achievement, and motivation are all enhanced when digital storytelling technologies are integrated into classroom pedagogy (Smeda, Dakich, & Sharda, 2014). The Indigenous Lifeways in Canadian Business project employs digital storytelling captured in this Open Educational Resource video series to deliver content about Indigenous business issues in Canada. Instructors can easily integrate some or all of the videos containing digital Indigenous content within the curriculum of their courses as needed. This instructor guide is the source listing all of the videos in the series and descriptors about what each video contains.



Indigenous Lifeways in Canadian Business logo

It has long been a concern for instructors to easily incorporate Indigenous content into their courses to try and improve progress towards the Truth and Reconciliation's calls to action. Indigenous curricula is scarce (Brown, Doucette, & Tulk, 2016). Therefore, this series provides an introduction to important business topics impacting successful Indigenous entrepreneurs in Canada and connects to their stories from the point-of-view of Aboriginal stakeholders. End-users can link to one or more videos, embed the material into their websites, or download a video to use offline. End-users [cannot, however, make any derivatives](#) of the video material.

## References

Brown, K. G., Doucette, M. B., & Tulk, J. E. (Eds). (2016). *Indigenous business in Canada: Principles and practices*. Cape Breton University Press.

Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: A comprehensive study. *Smart Learning Environments*, 1(1), 1-21.

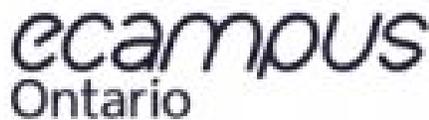
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Woodhouse, H. (2011). Storytelling in university education: Emotion, teachable moments, and the value of life. *The Journal of Educational Thought (JET)/Revue de la Pensée Educative*, 45(3), 211-238.

# ACKNOWLEDGEMENTS

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*The Indigenous Lifeways in Canadian Business* video series was created by [Russell Evans](#) with support from [Maureen Sterling](#), ([Odette School of Business](#)), [University of Windsor](#) and [Michael Mihalicz](#) ([Ryerson University](#)).

[Lorna Stolarchuk](#) ([Office of Open Learning](#)) at the [University of Windsor](#) provided project management and developed this Pressbook.

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Shreyas Tambe ([Office of Open Learning](#)) provided support for video guidance and post-production.

# HOW TO USE THIS RESOURCE

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## Citing Videos Used or Adapting this Pressbook

### Citation & Attribution

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Cite a video as follows:

- **Title and link to asset and its name found in this PressBook**, e.g. “[Strength in Networks](#),
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Each video has a title, description, the embedded player (where you can see the video using the Video Player Controls), and below the video are the direct links and embed codes for the video.

The Video Player offers Closed Caption options and customizable options including the Closed Captioning option, Show Sidebar option (with indexes, slides – searchable captions, notetaking area, and downloadable transcripts), full-screen option, and customizable player options (including speed, video quality, download media, thumbnails, reverse and caption settings).

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Video Player Controls

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## eCampusOntario

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The University of Windsor is committed to ensuring digital accessibility for people with disabilities. We are continually improving the user experience for everyone and applying the relevant accessibility standards.

The [Web Content Accessibility Guidelines \(WCAG\)](#) defines requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. The University of Windsor and eCampusOntario are partially conformant with WCAG 2.1 level AA. Partially conformant means that some parts of the content do not fully conform to the accessibility standard.

Two technologies used with this PressBook include PressBooks and YuJa Video Enterprise Platform. Access to their accessibility information is contained in the links below:

- [PressBooks Accessibility Information](#)
- [YuJa Video Enterprise System Information VPAT](#)

While we attempt to make all elements of this resource conform with international accessibility guidelines, we must acknowledge a few accessibility issues:

- Some external resources may not conform with accessibility guidelines.
- The heading order for some headings do not conform to logical heading order.
- The colour contrast on the Pressbooks Theme Malala header and footer does not meet guidelines, and there is a redundant link in the footer.
- **Previous** and **Next** page buttons are difficult to find and the use of orange text over a dark blue background is not optimal.
- Not all videos contain descriptive audio.

## Accessibility features of the web version of this resource

The web version of [Indigenous Lifeways in Canadian Business](#) has been designed with accessibility in mind by incorporating the following features:

- Links to other pages of the site will always open in the current window (unless otherwise noted). If pages do open in another window, text will be displayed clearly for the page or for the individual link.
- Use your screen reader's list headings feature to navigate through the headings within the content of a

page.

- All content can be navigated using a keyboard
- Links, headings, and tables are formatted to work with screen readers
- Use the Previous and Next links found at the bottom of each page to navigate through the sequence of pages on the site. To access these links most easily, use your screen reader’s landmarks list to navigate to the content info region, then press Shift+Tab to back up to the Next links.
- Depending on the operating system and browser being used, font size can be adjusted by pressing a key combination including the plus (+) and minus (-) keys. On Windows systems, the key combination is typically “Ctrl +” and on Mac, it is “Command +”.
- Alt text has been provided for images that are not decorative
- Where possible, document structures have been used throughout (e.g. headings, bullets) and have been built logically to make it easier for screen readers to detect how to interpret
- Links have been designed to convey clear and accurate information about the destination.
- Any tables (if used) are to display data and contain header information
- Colour is not used to convey information unless an alternative means to do so has been provided
- Videos developed for this project contain closed captioning and also offer downloadable transcripts

## Other file formats available

In addition to the web version, this book is available in a number of file formats including PDF, EPUB (for eReaders), and various editable files. Here is a link to where you can [download this book in another file format](#). Look for the “Download this book” drop-down menu to select the file type you want.

This book may contain links to a number of external websites. For those using a print copy of this resource, the link text is underlined, and you can find the web addresses for all links in the back matter of the book.

## Known accessibility issues and areas for improvement

While we strive to ensure that this resource is as accessible and usable as possible, we might not always get it right. Any issues we identify will be listed below. There are currently no known issues.

**List of Known Accessibility Issues**

Location of issue	Need for improvement	Timeline	Workaround

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Please include the following information:

- The location of the problem by providing a web address or page description
- A description of the problem
- The computer, software, browser, and any assistive technology you are using that can help us diagnose and solve your issue
  - e.g., Windows 10, Google Chrome (Version 65.0.3325.181), NVDA screen reader

## Feedback

- E-mail: [openlearning@uwindsor.ca](mailto:openlearning@uwindsor.ca)
- Postal address: Office of Open Learning, University of Windsor, 401 Sunset Ave., Windsor, ON, N9B 3P4

**This statement was last updated on Feb. 28, 2022.**

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# VIDEO SERIES



# Overview of Video Vignettes

Digital storytelling is an important tool in Indigenous educational practices and is a vital means of knowledge transfer (Woodhouse, 2011). This collection offers a series of digital storytelling vignettes that briefly explain topics related to the Indigenous business environment in Canada. The video series contains interview content from Indigenous business leaders from across the country and highlights both the obstacles and successes of Indigenous professionals. Further, interviewees explore their relationships with the law, governance, self-determination, history, and culture and how Indigenous populations interact with governments, corporations, and other non-Indigenous institutions while conducting business activities.

## Strength in Networks

Business networking, the process of establishing personal and business connections with other professionals, can lead to mutually beneficial relationships in the future. For aspiring Indigenous professionals, building a network with others who share their culture, beliefs, and values provides previously unavailable social support. These processes are further facilitated by organizations such as the Canadian Council for Aboriginal Businesses (CCAB), who have provided research, training, and networking initiatives to encourage the growth of Indigenous-owned businesses; as well as the Indigenous Professional Association of Canada (IPAC), which is dedicated to advancing Indigenous leadership. In this video, Indigenous entrepreneurs Krystal Abotossaway and Kat Pasquach share valuable insights into the importance of professional and personal support systems, which ultimately build the foundation of shared prosperity.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/eoindigenousbusinessttopics/?p=26>*

**Strength in Networks – Video URL Direct Link**

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**Strength in Networks – Embed Code**

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## Overcoming Entrepreneurial Challenges

While there has been an increase in the success in the Indigenous economy, Indigenous small businesses are faced with a higher number of financial barriers than their non-Indigenous counterparts. These institutional barriers hinder Indigenous business owners from seeking financial aid through common avenues, whether through government programs or loans via centralized banks. Evidence suggests that over 50% of Indigenous entrepreneurs struggle to keep their businesses afloat due to inadequate access to debt financing. To aid FNMI businesses, Indigenous-led financial institutions such as Aboriginal Capital Corporation have been launched, though few Indigenous entrepreneurs are cognizant of their services. Indigenous entrepreneur Kat Pasquach emphasizes the importance of seizing every available option; and Sarah Hopkins-Herr, founder of Three Sisters Consulting, speaks of positive experiences when seeking financial resources to keep their businesses operational.



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**Overcoming Entrepreneurial Challenges – Video URL Direct Link**

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## Workplace Discrimination

In mainstream Canadian business environments, First Nation, Inuit, and Métis populations often face social and cultural barriers such as prejudice, discrimination, and racism. These systemic barriers have a negative impact on the health and well-being of Indigenous workers; particularly Indigenous women, who experience both racial and gender discrimination. In spite of the equity, diversity, and inclusion programs that are implemented by institutions to combat systemic discrimination, Indigenous employees express the manner in which they feel tokenized or held to different standards relative to their non-Indigenous colleagues. These experiences are further elaborated on by Krystal Abotossaway, the president of the Indigenous Professional Association of Canada (IPAC), and Alex Jacobs-Blum, an Indigenous entrepreneur and artist. With the increase of workplace initiatives that are dedicated to improving diversity and inclusivity, it is a growing hope that institutions cultivate a positive and safe environment for Indigenous workers.



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### **Workplace Discrimination – Video URL Direct Link**

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## Building Bridges

When Canada's Truth and Reconciliation Commission presented its Final Report in 2015, it contained a series of Calls to Action that was intended to redress the legacy of residential schools and to pave a road forward toward reconciliation. In this framework, policies were created to commit members of corporate Canada to build economic consensus, foster meaningful consultations, and form respectful relationships with Indigenous populations. Business partnerships, joint ventures, and strategic alliances prove to be beneficial for all parties involved, as they collectively promote economic prosperity through sharing and integrating their respective knowledge and expertise. Steven Vanloffeld, the founder and CEO of eSupply Canada Limited, describes how the Canadian marketplace strongly desires viable Indigenous supply firms. Sarah Hopkins-Herr, Indigenous entrepreneur and founder of Three Sisters Consulting, offers insight into the networking opportunities between Indigenous and non-Indigenous businesses. From diminishing unemployment rates to increasing the socio-economic wellbeing of Indigenous communities across Canada, these forms of business partnerships create the building blocks that bridge the economic divide between Indigenous and non-Indigenous stakeholders.



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## Governance Board Membership

The Board of Directors is a governing body that represents the interests of community stakeholders on non-profit and owner shareholders when referring to corporate boards. Forming a skilled and balanced group of

individuals to work on boards promotes respectful and productive discussions, which is fundamental to achieving organizational success. Minority populations, however, are found to be vastly underrepresented in the boardroom. In 2020, a report on diversity disclosure practices demonstrated that only 0.5% of board members in Canada were of Indigenous descent. Corporations have yet to realize that Indigenous board members contribute valuable knowledge and perspectives, as well as attracting and retaining more Indigenous talent. It additionally provides organizations with the opportunity to demonstrate respect for social, cultural, and environmental values of Indigenous populations. These advantages are expanded upon by Indigenous professional Krystal Abotossaway, who recounts her experiences as a board member.



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## **Authenticity and Indigenous Products**

Cultural artistic expression revitalizes and reaffirms the heritage of Indigenous peoples in Canada. The distribution of authentic Arts and handicrafts are methods in which Indigenous populations can preserve their cultural identity. A global marketplace for Indigenous Arts, handicrafts, and tourism was built on the widespread interest of Indigenous cultures, which is a necessary tool for alleviating socio-economic hardship. Due to this rise in popularity of Indigenous products, an entire market segment has developed where inexpensive, inauthentic, and mass-produced items are being marketed as Indigenous. As non-Indigenous companies commoditize culturally-appropriated Arts and handicrafts, they negatively impact authentic Indigenous producers. Kat Pasquach, the owner of Culture Shock Jewelry, offers her insight into the differences between cultural appropriation and appreciation. She further describes how the time, labour, and cultural expertise of Indigenous products warrant the demand for higher prices. The reclamation of culturally

significant arts and handicrafts is a crucial endeavour; one that will lead to positive social, economic, and cultural outcomes for Indigenous populations around the world.



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### **Authenticity in Indigenous Products – Video URL Direct Link**

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[Video?v=508083&node=2105245&a=1622449366&autoplay=1](https://uwindsor.yuja.com/V/Video?v=508083&node=2105245&a=1622449366&autoplay=1)**Authenticity in Indigenous**

**Products** – Embed Code

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## One Foot in Two Canoes

Culture is fundamentally a social phenomenon that we acquire through frequent and consistent interaction with our close social groups. One’s cultural identity typically stems from the amalgamation of where one is born and among whom they’re raised. Indigenous business leaders must often balance the demands of their profession with their cultural and community roots, leaving their communities to further their professional careers. To have “one foot in two canoes” is described by author Beverly McBride as simultaneously participating in both traditional cultural lifeways and Western business practices. Because of the separation from traditional lands and the demands of their career, Indigenous professionals strive to maintain a connection with their community. Krystal Abotossaway, Indigenous entrepreneur and president of IPAC, describes how she maintains balance while working away from home by nurturing her connection to the reserve community. Indigenous artist and entrepreneur Alex Jacobs-Blum shares her experiences with choosing her community’s needs as a motivation for the work she performs.



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### **One Foot in Two Canoes - Video URL Direct Link**

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## Natural Capital Accounting

The climate impact of corporate interests has long been regarded as a central cause of global warming. Due to the pressure of concerned consumers, companies are engaging in green marketing tactics to combat the strain on the earth's biosphere, including the implementation of sustainable economic and social development. Sustainable development is built on the theme of future generations, in which the needs of the population are ideally met without the overexploitation of natural resources. This notion is shared by the Indigenous teachings of the Seven Generations, which encourages decision-makers to consider the long-term impact of their decisions seven generations into the future. Extending inalienable legal rights to nature, known also as Earth Jurisprudence, would reduce the possibility of exploitation, particularly when combined with Natural Capital Accounting. This initiative, which was developed by the United Nations, could be the key to presenting environmental value in a manner that corporate interests will understand—by translating it into a quantifiable value and thereby offering environmental protection that was otherwise unavailable. Dr Russell Evans, a professor of accounting at the University of Windsor, elaborates on the concept of the Seven Generations and Natural Capital Accounting, both of which play a critical role in the protection of our planet.





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### **Natural Capital Accounting – Video URL Direct Link**

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[Video?v=508090&node=2105262&a=1126071715&autoplay=1](https://uwindsor.yuja.com/V/Video?v=508090&node=2105262&a=1126071715&autoplay=1)**Natural Capital Accounting –**

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## Corporate Indigenous Inclusion

Following the Truth and Reconciliation Commission’s Calls to Action in 2015, corporations are struggling to engage with Indigenous communities and knowledge systems in a manner that is both ethical and meaningful. Equity, Diversity, and Inclusion (EDI) programs are tools that are utilized to address inequality in the workplace, including the inequities experienced by Indigenous populations in corporate environments. EDI initiatives that are designed for Indigenous populations in Canada must first become informed about the historic relationship between the settler government and its First Nations, Métis, and Inuit inhabitants. Corporations attempt to address the anti-Indigenous racism within their own companies by providing opportunities for their employees to engage with Indigenous culture, language, and art; offering financial support for Indigenous community non-profit organizations and the advancement of Indigenous education. If EDI principles are not sufficiently applied, corporations have established protocols and policies that are built to do so in its place. Dr Russell Evans, an Indigenous professor at the University of Windsor, speaks about the manner in which EDI and Indigenization serves to improve corporate culture for Indigenous populations and other marginalized groups.



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**Corporate Indigenous Inclusion – Video URL Direct Link**

[https://uwindsor.yuja.com/V/](https://uwindsor.yuja.com/V/Video?v=508756&node=2106721&a=1869312696&autoplay=1)

[Video?v=508756&node=2106721&a=1869312696&autoplay=1](https://uwindsor.yuja.com/V/Video?v=508756&node=2106721&a=1869312696&autoplay=1)**Corporate Indigenous Inclusion**

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## Indigenous Entrepreneurship

Economic development through resource extraction is an important tool for the creation of own-sourced revenue. To achieve long-term economic sustainability, however, it must be supported by community-appropriate business development. Various Indigenous communities authorize impact and benefit agreements with multi-national resource extraction corporations, doing so with the intention that the economic benefits will offset the resulting ethical and environmental concessions. In reality, the agreements often leave the communities in a similar socio-economic state before the resources were extracted, which is attributed to the phenomenon of economic leakage. Business development for Indigenous populations, on the other hand, refers the strategic decision to produce and promote businesses for and within their own communities. Doing so would not only recapture economic leakage, but provide additional revenue sources. Dr Russell Evans, the professor of accounting at the University of Windsor, offers his insight into the benefits of Indigenous entrepreneurship.



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**Indigenous Entrepreneurship – Video Direct URL Link**

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### Funding

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## Feedback?

We strive to prepare useful and easy to adopt Indigenous designed resources for your educational purposes. If you have feedback for us, feel free to share it with us in this [short survey](#).

## References

Woodhouse, H. (2011). Storytelling in university education: Emotion, teachable moments, and the value of life. *The Journal of Educational Thought (JET)/Revue de la Pensée Educative*, 45(3), 211-238.

# WITH THANKS

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Indigenous Lifeways in  
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# APPENDIX – ASSETS USED WITHIN THE VIDEO SERIES

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## Images

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## Artwork

- Cover logo, and video logo – Hal Evans, Ojibwe Artist

## Version History

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This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve a number of changes, the version number increases to the next full number.

The files posted alongside this book always reflect the most recent version.

### Version History

<b>Version</b>	<b>Date</b>	<b>Change</b>	<b>Affected Web Page</b>
1.0	28 Feb 2022	Original version published to eCampusOntario	none