



FIRST NATIONS HOUSING PROFESSIONALS PROGRAM

COURSE 200: Housing Strategy, Policy & Accountability

INTRODUCTION AND ASSIGNMENTS



First Nations Housing
Professionals Association

L'Association des professionnels de
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The following is the course overview for FNHPA 200- Housing Strategy, Policy & Accountability Course.

0.1 COURSE DEVELOPMENT

Individuals assisting developing this course are: authors Jim Pealow and Sandi L. Humphrey and directors of the FNHPA Board who served as subject matter experts.

0.2 COURSE DESCRIPTION & RELATIONSHIP TO THE FNHP PROGRAM

200 – First Nations Housing Strategy, Policy and Accountability, is the second of five courses in the First Nations Housing Professionals program. The other courses are:

- 100 - First Nations Housing and Infrastructure
- 300 - Management of Housing Programs
- 400 - Housing Management Functional Supports
- 500 – Professionalism, Ethics and Critical skills

The framework of the First Nation Housing Professionals (FNHP) program is based on eight core competency domains. They are:

- First Nations Housing History, Culture and Issues;
- First Nations Housing Construction and Infrastructure Elements;
- Housing Leadership, Plans, Policy and Accountability;
- Management of Housing Programs;
- Client Relations;
- Housing Management Functional Supports;
- Professionalism and Ethics; and,
- Critical Skills.

Throughout the FNHP program, all of the above competency domains are explored and reinforced through readings, discussion forums and assignments.

This course first provides the housing professional with key insight into the role and responsibilities of the housing professional. Problem-solving and decision-making, strategic management (strategy formulation, implementation, and evaluation), accountability, performance management and policies are explored bringing together critical elements of leadership required in First Nations housing departments today.

While the courses are geared to First Nations, there may be references to both 'First Nations', 'Aboriginal' and "Indigenous". First Nations is a term commonly utilized rather than 'Indian' and has



been incorporated into the name of the First Nation Housing Professionals Association (FNHPA), its professional designation, and its programs.

Aboriginal or Indigenous are terms used by some organizations and individuals as a collective name for the original peoples and their descendants. The Constitution Act of 1982 recognizes three groups of Aboriginal peoples – Indians, Inuit and Métis – each with unique heritages, languages, cultural practices and spiritual beliefs. As some reference materials include content on all three groups, authors may have used the term ‘Aboriginal’ or ‘Indigenous’.

0.3 COURSE LEARNING OBJECTIVES

The objectives will help you:

Lesson 1 - Role of the Housing Manager

- understand the role of the housing professional in relation to other stakeholders;
- ensure the housing professional’s role, as defined by a job description, is understood by other stakeholders;
- understand strategies required for working with Chief and Council, the housing governing authority and/or the assigned housing councillor;
- understand how to support an effective relationship between governance and management;
- assess your current efforts at working with others and how improvements can be made;
- establish and work with desirable structures and policies and practices to support the development and delivery of housing programs; and,
- understand the housing professional’s role related to knowledge-based decision-making in setting strategic direction, monitoring progress, evaluating results and making improvements.

Lesson 2 - Problem-Solving and Decision-Making

- understand the basic steps in decision-making and problem-solving;
- know how to identify and evaluate options and alternatives with scenario planning;
- know the components of a business case and its value in a housing context in decision- making;
- develop and use a business case for decision-making;
- understand risk and its importance in decision-making; and,
- assess problem-solving and decision-making activities and recommend improvements.

Lesson 3 - Plans, Strategy Formulation

- understand the value and critical elements of a strategic plan;
- understand the importance of developing and maintaining a strategy formulation process;
- incorporate and integrate key components of strategic planning such as vision and mission statement development, SWOT analysis, issue identification, strategy development, implementation and innovation in the strategic planning process;
- involve staff and relevant stakeholders in the strategic planning process;
- develop a strategic plan to set direction for the operational plan; and,



- assess your own or other First Nation organization's orientation toward strategy formulation and identify opportunities for improvement.

Lesson 4 - Plans, Strategy Implementation

- understand how an operational plan drives implementation of strategy;
- understand the critical elements of an operational plan and what information and decision-making support is required;
- understand how performance indicators and policy support strategy implementation;
- establish an operational plan to carry out strategy;
- develop monitoring and reporting practices to support the operational plan;
- develop business cases, as required, to support implementation of the operational plan; and,
- link the operational plans to individual staff or teamwork plans and performance reviews.

Lesson 5 - Plans, Strategy Evaluation

- understand the connection between strategy formulation, implementation and evaluation;
- understand the importance of evaluating strategy;
- understand processes to support the evaluation of strategy;
- identify what should be evaluated by whom and when; and,
- evaluate strategy and know how to report your findings with community and other relevant stakeholders.

Lesson 6 – Accountability and Performance Management

- understand what accountability is and its importance to your organization;
- understand how accountability relates to plans;
- know the different types of accountability, the elements of accountability and the accountability cycle;
- demonstrate an understanding of accountability concepts and practices, and the role of stakeholders involved in housing;
- identify, communicate and implement accountability requirements and deal with accountability problems;
- understand what performance management is and its importance to high performance organizations;
- understand how performance management relates to the measurement of planned programs, activities and people;
- develop acceptable evaluation criteria for performance management;
- capture performance management activity in reports; and,
- apply performance management policies and practices.

Lesson 7 – Policies

- understand what policies are and their importance to your housing programs and community;
- understand how policies relate to strategies and the implementation of operational decisions;



- understand how staff, committee, board, council policy motions, resolutions and by-laws are developed and implemented;
- provide advice on business, alternative policy issues and compliance issues on housing matters, as required;
- develop and recommend policy options with supporting analysis as appropriate; and,
- establish policies and practices to support housing activities.

0.4 Completing the Course

The course material is broken down into lessons. Within each of the lessons, specific learning objectives are listed as well as additional instructions detailing what is required to complete the lesson. The materials will provide you with direction on the completion of the relevant readings, other references and the work that must be completed during the lesson. The list of readings and viewings for this course are listed below and can also be found under each lesson.

0.5 COURSE ITINERARY

Each course has a total of seven lessons and two assignments that are to be completed over a 12-week period. On average, students should expect to devote approximately 3 -7 hours per week on each lesson. The time for each learner will vary based on prior education and work experiences. This time includes not only the completion of the readings and accompanying questions but the interaction with other students and preparation for the two assignments. As a general rule, you should look to complete an average of one lesson per week - a suggested timetable is as follows:

Week	
<i>Intro Week</i>	Virtual call - Orientation
<i>Week 1</i>	Lesson 1
<i>Week 2</i>	Lesson 2
<i>Week 3</i>	Lesson 3
<i>Week 4</i>	Virtual call re: Assignment 1
<i>Week 5</i>	Assignment 1 Due (Start of the week)
<i>Week 6</i>	Lesson 4
<i>Week 7</i>	Lesson 5
<i>Week 8</i>	Lesson 6
<i>Week 9</i>	Lesson 7
<i>Week 10</i>	Virtual call re: Assignment 2
<i>Week 11</i>	Assignment 2 Due (Start of week)
<i>Week 12</i>	Course Evaluation & Certificate



0.6 Course Evaluation and Grading (Assignments)

The passing grade for this course is 60%.

For each lesson an optional quiz is provided. No marks are awarded for participation in these quizzes. The quizzes are designed to help you review material and measure your knowledge on some of the lesson topics.

Your overall grading and evaluation for this course will be determined as follows:

Participation - 20%
Assignment 1 - 30%
Assignment 2 - 50%

Participation represents 20% of your course grade. For each lesson, students will be required to share information with other students in their group. Information will be shared in group discussions. A discussion about the topic and the information provided will occur. The course instructor will monitor the discussions and will assess each student based on his or her participation in the discussions.

Where appropriate, the instructor will offer comments and suggestions to move the discussion forward.

One of the key aspects of the FNHP program is the enhanced level of learning that results from student interaction in the course discussions. By sharing ideas, experiences, and thoughts relative to the material being presented, students will find their learning more effective and interesting.

During discussions there may be times when participants are hesitant to share stories regarding incidents they have experienced in the workplace, as it may shed bad light on certain employers or communities. Students are encouraged to share these stories – in fact, doing so is helpful to others in the program. Learning from each other, as well as the instructor and course materials, can help everyone achieve better learning outcomes. In such situations, all participants are urged to respect the confidentiality requested by other students in the FNHP Program.

While the number of times you contribute postings to the “Discussions” area is a factor in the assessment of the participation mark, the quality of the interaction is more important. For each lesson, you should strive to contribute at least three (3) substantive postings and where appropriate to include responses to other participants, perhaps to ask for clarity and/or offer a different perspective. The last date for postings to the discussion area is the day the last assignment is due.

Assignments

The assignments are to be presented in a report format.

It may be helpful to approach your assignment by taking on the role of a consultant or the new housing manager hired by a First Nation housing organization that is seeking your expertise to deal with challenges they are facing. In essence your assignments could take the form of a consultant’s or a new employee’s report to the Housing Committee, governing authority or Chief and Council.



It is very important to read the assignment several times. Take time to understand the who, what, where, when and why.

You may find it helpful to:

- Write out the assignment expectations prior to starting the assignment.
- Review your assignment prior to submission to confirm that you have met the expectations.

Remember, you are required to demonstrate your knowledge of the topics noted in the expectations.

Where necessary, you may share:

- definitions
- your current situation
- your preferred situation
- barriers
- analysis and recommendations
- a summary to sell the change
- policy
- tools
- table showing the who, what, when, and money required to make things happen.

To confirm that you are heading in the right direction you may contact your instructor for guidance.

The assignment style should meet the following guidelines:

- Include a title page identifying your name, the course, assignment number, and topic
- Pages should be single-spaced
- Regular type should not exceed a 12-point font or be less than 9-point
- Use a common font such as Times Roman, Arial, etc.
- Number pages and use a one-column page format
- Use endnotes or a bibliography at the end of the assignment instead of footnotes
- Save and send the assignment file to the instructor using your last name and the number of the course and assignment.
- For example: Yourname100-1
- Complete the assignment using Microsoft Word
- When including appendices, where possible incorporate them into your assignment file – you should be sending only one file to your instructor that contains your full assignment

When including references or appendices as a link to an internet URL/location it is important to ensure that you provide enough information to ensure that there is no uncertainty as to the applicable content in the link and you demonstrate the relevance of the link. For more on appendices, review the Report Writing Basics document.

You can send your assignment by e-mailing it to your instructor and/or posting it in on the course site as directed.



Assignment 1

Assignment 1 accounts for 30% of your course grade. It is to be completed before the end of the fifth week of the course. You are free to begin the assignment at any time. The exact date will be provided by your instructor.

This assignment should include a minimum of 1,000 words and should not exceed 2,500 words. This word limit does not include appendices or bibliographies. You may complete the assignment based on either your own organization or another organization with which you are familiar.

Assignment 2

Assignment 2 accounts for 50% of your course grade. It is to be started after Week 7 and completed before the end of Week 10.

This assignment should include a minimum of 1,500 words and should not exceed 3,500 words. This word limit does not include appendices or bibliographies. You may complete the assignment based on either your own organization or another organization with which you are familiar:

0.7 THE INSTRUCTOR

The instructor's job is to ensure the learning objectives of each lesson are achieved. As you work weekly on your lessons and partake in discussion with your peers, the instructor may post comments in the online discussion area designed to bring the discussion back on track with the lesson objectives. This would also apply during the intensive class session. The instructor may contribute information that has not already been provided in the lesson material or the discussion. Instructor participation in discussions, therefore, may vary from week to week depending on the discussion taking place between participants.

Of course, your instructor is always available by e-mail to answer any specific questions you may have with regard to lesson content or to clarify lesson or assignment expectations. As well, you may hear from your instructor privately if you seem to be falling behind in your course work or appear to be veering off track. We recognize you all have busy schedules, but, a bit of motivation or clarification can help bring back the self-discipline and understanding that is needed for online courses such as those that comprise the FNHP program.