



# FIRST NATIONS HOUSING PROFESSIONALS PROGRAM

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**COURSE 300: Management of Housing Programs**

**INTRODUCTION AND ASSIGNMENTS**



First Nations Housing  
Professionals Association

L'Association des professionnels de  
l'habitation des Premières Nations

[www.FNHPA.ca](http://www.FNHPA.ca) | [info@fnhpa.ca](mailto:info@fnhpa.ca)  
202-300 March Road Ottawa, ON K2K2E2



The following is the course overview for FNHPA 300- Housing Strategy, Policy & Accountability Course.

### **0.1 COURSE DEVELOPMENT**

The individuals who have assisted in developing this course are: professionals from MST Asset Management Ltd, and Jim Pealow. The Board of FNHPA served as subject matter experts.

### **0.2 COURSE DESCRIPTION & RELATIONSHIP TO THE FNHP PROGRAM**

Course 300, Management of Housing Programs, is the third course in the First Nations Housing Professionals program.

The other courses in the program are:

- 100 - First Nations Housing and Infrastructure
- 200 - First Nations Housing Strategy, Policy and Accountability
- 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 domains are explored and reinforced through readings, discussion forums and assignments.

This course first provides the housing professional with key insight into the topic of management. The following lessons cover areas including: development of programs and projects; funding and project proposals; managing programs and projects; tenders and project management; housing maintenance, working with clients; and, program evaluation, reporting and communications. The course brings together key elements and builds on competencies that will enhance your ability to practice as a professional.

While the courses are geared to First Nations, there may be references to 'First Nations', 'Aboriginal' and "Indigenous". First Nations is a term commonly used instead of 'Indian' and has been incorporated



into the name of the First Nation Housing Professionals Association, 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 - Development of Programs and Projects**

- understand successful approaches that have been implemented to address the housing needs of First Nations peoples, locally, regionally or nationally;
- understand the value of research and community-identified needs in housing planning;
- understand how to gather, analyze and apply research principles and information;
- explain to community and leadership about the value and process of collecting community housing data;
- use the information from engagement and needs activities to support program development and improve communications;
- understand the key activities of developing programs or projects;
- undertake community assessments and asset mapping;
- collect, analyze and apply information including data, concepts and theories, consider housing and infrastructure options, and make evidence-based decisions;
- apply the components and concepts of property management and land tenure in developing programs and projects;
- facilitate others to apply the mission and strategic priorities in developing a program or project;
- develop a program or project with goals, deliverables, timelines and budgets while maximizing available resources; and,
- understand how and when to use registered professional advice (legal, architects, engineers, environmental specialists).

#### **Lesson 2 - Funding and Project Proposals**

- understand your organization’s protocols regarding funding proposals, such as who needs to be informed, who is involved in the proposal, who approves them, and who monitors the results;
- understand how to identify the scope of a housing proposal project, including different housing and infrastructure options and the criteria or conditions to be used for a housing proposal project;
- understand how to interpret community profile and historical demographic data and apply to proposals;
- understand environmental impact and energy opportunities for housing proposals and other considerations that may impact a proposal;



- identify potential sources of revenue for program development, both governmental and non-governmental;
- understand how to access those sources of revenue through partnerships, sponsorships and other forms of relationships;
- demonstrate an understanding of funding criteria and steps required to submit a proposal to stakeholder parties;
- apply technical and general writing skills as they relate to program and project proposals, and prepare a clearly written proposal, interim and final reports;
- understand environmental impact and energy opportunities for housing proposals and other considerations that may impact a proposal; and,
- negotiate and manage funding arrangements with a financial partner.

### **Lesson 3 - Program and Project Management**

- understand and be able to apply the concepts underlying managing programs and projects;
- initiate a process for the development and implementation of specific policies and processes to support programs and projects;
- understand successful practices for acquisition and application of facilities, equipment and services;
- develop and provide relevant and accurate reports on housing program and projects;
- conduct a program review and make recommendations for improvement;
- develop an applicable housing manual to support program management and projects;
- demonstrate an understanding of leasing processes and requirements;
- demonstrate an understanding of the function of private financial institutions and their role in the provision of housing;
- facilitate the systems required for processing applications and loans;
- understand the principles behind client leases, along with the requirements precedent to a legal document;
- develop, maintain and implement a rent and mortgage collections policy, and an arrears and eviction policy;
- understand the protocols required for victims of violence; and,
- understand the roles required arising from emergency measures protocols and manuals.

### **Lesson 4 - Tenders and Project Management**

- review and understand basic terminology associated with tenders;
- understand the fundamental components of the tendering process, including the types of contracts, tendering problems and insurance requirements;
- set up, monitor and manage service contracts;
- set up a tendering document, including the tender selection process, contracting guidelines and the contract award process;
- understand basic terminology associated with contract administration;
- understand the construction and contract management process including different types of contracts and agreements;
- use problem solving methods for contract management;
- understand the construction completion process;
- understand basic terminology associated with project management;



- Understand the fundamental components of project management, including terms associated with project management, the key areas of project management, and basic project management practices;
- understand the role of a project manager in construction management;
- use the tools available in project management;
- understand the five phases of construction project management;
- develop a project charter and communication plan;
- prepare a tendering document and risk management plan; and,
- prepare resource and cost tracking data.

#### **Lesson 5 - Housing Maintenance**

- review and understand basic terminology associated with housing maintenance;
- learn the philosophies, principles and strategies of basic maintenance management;
- understand the need to develop good maintenance management practices;
- understand what a Maintenance Management System is;
- know the different maintenance strategies that can be used for your housing;
- understand the different types of maintenance programs for housing;
- identify the top reasons why your maintenance plan may not be working;
- define your maintenance priorities;
- know how to schedule when you should complete maintenance needs;
- review the different types of inspections that can be used for your housing programs;
- understand how to schedule inspections and the importance of quality data gathering;
- learn how to budget for housing maintenance; and,
- develop a basic Capital Replacement Plan.

#### **Lesson 6 – Working with Clients**

- understand the different types of clients, issues related to client relations, and practices necessary to maintain good client relations;
- evaluate current client relations efforts, and develop, implement and manage a client relations program;
- develop and implement a client onboarding/orientation process;
- deal with general enquiries in a professional manner;
- report on client relations compliance, appeals and identification of improvement opportunities for the program and its policies;
- understand how conflict can be constructive as long as it is managed effectively, directly and quickly, and how to deal with difficult situations;
- understand processes to deal with disputes arising from managing the housing program;
- develop and implement a dispute resolution mechanism;
- follow guidelines and steps to prevent conflict and deal with conflict between clients and within a team; and,
- use tools to understand difficult situations and take positive steps to reducing conflict.

#### **Lesson 7 – Program Evaluation, Reporting and Communications**

- review and understand terminology associated with program evaluation, reporting and communications;





- understand the role of evaluation in the administration and delivery of programs and projects;
- know the requirements (from funders, community, leadership, etc.) for evaluation of your programs and projects;
- conduct an evaluation, and where necessary engage evaluation consultants to achieve effective evaluation results;
- integrate evaluation results to improve ongoing housing programming;
- communicate evaluation results linked to plans to different audiences (funders, community members, leaders, etc.);
- identify and undertake compliance activities to meet special reporting requirements;
- understand the role that effective communication plays as part of delivering your housing programming;
- understand the different approaches that are effective with different target audiences and what communications mediums to use;
- evaluate current member communications and stakeholder efforts and develop a plan for improvement; and,
- develop a communications strategy and implement a range of communications activities for various stakeholders.

#### **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:

<b>Week</b>	
<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.

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.