



FIRST NATIONS HOUSING PROFESSIONALS PROGRAM

COURSE 500: Professionalism, Ethics & Critical Skills

INTRODUCTION AND ASSIGNMENTS



First Nations Housing
Professionals Association

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

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The following is the course overview for FNHPA 500- Professionalism, Ethics & Critical Skills 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

500 – Professionalism, Ethics and Critical Skills, is the last 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
- 300 - Management of Housing Programs
- 400 - Housing Management Functional Supports

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 participants with key insight into the topic of professionalism, an important factor that is necessary to succeed as a Housing Professional. Individual lessons deal with learning and mentoring, self-care, ethics, leadership, facilitation, meetings management, working with change, innovation and creativity. This course brings together key elements that will enhance your ability to practice as, and be seen as, a professional.

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 used instead of 'Indian' and has been incorporated into the name of the First Nation Housing Professionals Association, its professional designation and all of 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 - Professionalism

- understand the elements of professionalism and how to teach and encourage professionalism;
- recognize one’s own assumptions, values and beliefs and show that you have integrity and are completely reliable;
- demonstrate competence, high quality work habits and a dedication to community and housing development;
- interact respectfully with all people, including staff, community members, leadership and stakeholders;
- build and maintain a valuable professional network; and
- create a positive and productive working environment.

Lesson 2 - Continuous Learning, Mentoring and Self-Care

- understand the value of self-assessment, mentoring and staff development and how to apply related techniques and practices;
- stay current on and incorporate new housing management information and knowledge to ensure quality services are provided to the community;
- demonstrate how your continuous learning plans align with achieving your organization’s strategies;
- understand the principles of self-care and the importance of life balance;
- know how to promote and encourage self-care for yourself and others;
- know how to incorporate housing coping strategies to help deal with stress;
- understand the signs of stress and know how and when to suggest help; and
- know where to access resources and be able to direct staff on how to access resources on self-care.

Lesson 3 - Ethical Considerations

- understand ethical concepts, responsibilities and dilemmas for the housing professional;
- know your responsibilities and considerations required (legally and culturally) for sensitive issues;
- demonstrate adherence to established or desirable ethical standards;
- set highest standards for self and others and monitor practice; and
- apply an effective process when dealing with an ethical issue.



Lesson 4 - Critical Skills 1 - Leadership and Facilitation, Conceptual and Managing Meetings

- understand the knowledge and abilities of staff leadership necessary to plan and implement strategy, and programs and policies;
- motivate, inspire and facilitate others to identify opportunities and solve problems to successfully implement the mission and build capacity;
- anticipate, respond and adapt approaches and styles to different leadership demands;
- provide self-direction and self-motivation and demonstrate commitment to housing programs;
- make effective presentations and use effective communication skills;
- demonstrate self-confidence, a positive attitude, a strong work ethic, good listening skills, and show appreciation;
- understand decision-making tools and their applications in developing problem-solving strategies using a systems-thinking approach;
- identify and analyze situations and problems such that viable solutions are found, approaching tasks and problems such that the total system and strategies are taken into account by self and others;
- understand what conceptual skills are, and why they are necessary for effective managers;
- understand the better practices (preparation, roles and rights, keeping focused) necessary for efficient and effective meetings;
- plan, run and participate in efficient and effective meetings; and
- document decisions, evaluate the success of the meeting, and follow up on actions

Lesson 5 - Critical Skills 2 - Working Together and with Change for Innovation

- understand your role and relationships with your staff, Chief and Council, members, volunteers, colleagues and consultants;
- understand team building techniques and dynamics;
- apply practices to facilitate a team based approach within housing program;
- assess your current efforts at working with others and how improvements can be made;
- resolve conflict in the organization using interest based conflict resolution and mediation techniques;
- understand the stages of change and ways to guide and manage change, consistent with the vision and values of the organization; and
- use change management plans and processes to benefit the housing program, involve key stakeholders and sustain positive changes.

Lesson 6 – Critical Skills 3 - Innovation and Creativity

- understand the value of innovation and know how to establish an organizational culture that values innovation and creativity;
- understand successful practices to establish innovative and creative environments;
- implement innovative and creative policies, services and practices; and
- look at other critical skills and acquire information to understand how other skills can support innovation and creativity.

Lesson 7 – Integration of Information and Knowledge Project

- understand the housing professional competencies required to address complex integrated situations;



- based on an identified issue, understand how to conduct effective research;
- develop approaches to assess and make recommendations to develop or improve complex integrated situations;
- undertake research to support decision-making around complex integrated situations;
- integrate and incorporate cultural aspects in the decision-making process; and
- develop effective reports to support decision-making for complex integrated situations.

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 - 20%
Assignment 2 - 60%

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 20% 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 3,000 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 60% 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.