Principles of Management in Animal Shelters
VME 6934
3 credits
University of Florida Distance Education Graduate Program in Shelter Medicine

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Course Description
A survey course to introduce students to management skills applicable in an animal shelter setting.

Course Content
Animal shelters are unique entities that can function under a non-governmental, governmental, or hybrid type of business model. Effective shelter managers must be prepared to operate under a variety of types of leadership models, including an appointed board of directors, an elected board of county commissioners, or the bureaucracy of municipal governments, police departments, and/or public health departments. Sometimes, animal shelter managers must report to multiple jurisdictions, each with varying laws and ordinances related to animal welfare and public health and safety. Effective management in sheltering means much more than being compassionate. With the advances in the field of animal sheltering and shelter medicine in recent years, it is inevitable that change will occur. By the end of the course, students will be equipped with different management tools to navigate the changes in this rapidly progressive field, to understand organizational dynamics and how to implement decisions and initiatives to "get things done."

The audience for this course is UF graduate students enrolled in the Online Graduate Program in Shelter Medicine. This course is an elective within that program.

This particular course is intended to be taken after VME 6819 Principles of Leadership for Animal Shelters.

Course Prerequisites

VME 6819 Principles of Leadership in Animal Shelters

Co-Requisite

Access to a local animal shelter where you can observe and/or review organizational techniques and methods applied for managing volunteers and staff.

Course Website
https://onlinesheltermedicine.vetmed.ufl.edu/

Course Objectives
By the end of this course, students will be able to:

1. Describe the effects that administrative power, personal influence, and internal politics have on management within animal shelters.
2. Assess the degree of power and influence associated with various management positions within an animal sheltering organization.
3. Describe how the change imperative affects the roles played by different animal shelter professionals when implementing or monitoring a new policy or procedure.
4. Use models and tools available to lead and manage meaningful changes of policy or procedure within an animal shelter.
5. Identify strategies for making informed, ethical decisions and avoiding decision fatigue.
6. Explain the effect of organizational culture on the productivity and performance of animal shelter staff.
7. Explain how knowledge of the four needs of followers applies to effective animal shelter management.
8. Describe the correlation between staff motivation/engagement and performance in an animal shelter setting.
9. Develop strategies to effectively motivate and engage animal shelter staff to improve performance.
10. Propose solutions for common problems encountered in animal shelters when managing performance or implementing a change in policy/procedure.
11. Develop skills for coaching, mentoring, and providing quality feedback to animal shelter staff and volunteers.
12. Know how to delegate responsibility when managing staff within an animal shelter.

Materials and Supplies Fees
None.

Required Textbooks and Software

1. REQUIRED TEXTBOOKS: (available within online Course Reserves)
   a. Newbury, S et al. 'Guidelines for Standards of Care in Animal Shelters' The Association of Shelter Veterinarians 2010
   https://www.sheltervet.org/assets/docs/shelter-standards-oct2011-wforward.pdf

b. Miller, L. and Zawistowski, S. 'Shelter Medicine for Veterinarians and Staff' 2nd Edition. Wiley-Blackwell 2013

2. Other required readings will be posted in e-learning and Course Reserves to download and review without charge.
    In addition to:
    a. Harter, JK and Wagner, R. '12: The Elements of Great Managing' Gallup Press 2014
    b. Carlson, M and Donohoe, M. 'The Executive Director's Guide to Thriving as a Nonprofit Leader' 2nd Edition. Jossey-Bass 2010
    c. Keith, KM. 'The Case for Servant Leadership' Greenleaf Center 2015
    d. Renz, DO and Herman, RD. 'The Jossey-Bass Handbook of Nonprofit Leadership and Management' 4th Edition Jossey-Bass 2016
    e. Tschirhart, M and Bielefeld, W. 'Managing Nonprofit Organizations' Jossey-Bass 2012

3. Required Technology: Computer with reliable, high speed internet access; your preferred web browser; video player with ability to play MP4 videos; speakers and/or headphones and working sound; PDF reader. For more information on hardware and software necessary to run Canvas, visit https://community.canvaslms.com/docs/DOC-2059 (Links to an external site.). Canvas offers mobile applications for both Apple (Links to an external site.) and Android (Links to an external site.) products. These apps may be downloaded in the respective app stores. Depending on the device and your equipment, not all Canvas features may be available on the app at this time. For more information on Canvas apps, visit https://community.canvaslms.com/docs/DOC-1542 (Links to an external site.).

Recommended Materials

Recommended readings will be posted in e-learning and available in online Course Reserves.

Course Schedule

Module 1: Getting Started (1 week)

Topic/Concepts	Activities/Assignments
i)Course Overview ii)Introductions iii)Introduction to technology iv)Introduction to final paper	Readings Recorded Lectures Discussion Prompt

Module 2: You as a Manager (2 weeks)

Topic/Concepts	Activities/Assignments
i)Leaders vs. managers ii)Introduction to organizational matrices iii)Managing on multiple dimensions iv)Understanding life cycle stages in organizations	Readings Recorded Lecture Discussion Prompt(s) Reflections

Module 3: How to Manage Decision Making (2 weeks)

Topic/Concepts	Activities/Assignments
i)Decision making as a team ii)The pitfalls of groupthink iii)Advocacy vs inquiry-based decision making iv)Cross functional decision making	Readings Recordings Discussion Prompt(s) Reflections Case Study

Module 4: Organizational Culture (1 week)

Topic/Concepts	Activities/Assignments
i)Understanding organizational culture ii)Balancing values, missions and social responsibilities with business acumen	Readings Recorded Lecture Discussion Prompt(s) Reflections

Module 5: Politics and Power (1 week)

i)Sources of power in your organization ii)Personal power iii)Network analysis	Readings Recorded Lecture Discussion Prompt(s) Self-assessments

	Reflections

Module 6: Persuasion and Influence (2 weeks)

i)Influence vs authority ii)The 4Rs (Resources, Responsibilities, Rules, Relationships) iii)How to persuade iv)Influencing the influencer v)The influencing meeting	Readings Recorded Lecture Discussion Prompt(s) Reflections Activity Report

Module 7: Change Management (2 weeks)

i)The change imperative ii)The roles in change effort iii)The change commitment curve iv)How to lead and manage meaningful changes v)Managing resistance to change	Readings Recorded Lecture Discussion Prompt(s) Class Activity Reflections

Module 8: Motivation and Performance (2 weeks)

i)What makes employees engaged? ii)The 4 needs of followers iii)Problems when managing performance – what are they? How to solve it? iv)Coaching not Controlling – how to develop your colleagues	Readings Recorded Lecture Discussion Prompt(s) Reflections Activity Report

Module 9: The Five Freedoms of Shelter Staff (1 week)

i)What are the 5 freedoms for welfare workers? ii)Utilizing the 5 freedoms in shelter management	Readings Recorded Lecture Discussion Prompt(s) Reflections

Module 10: Final Thoughts (1 week)

i)The emotional content of a career in Sheltering ii)Readiness as a shelter manager	Submit Personal Assessment Readings Recorded Lecture Discussion Prompt(s) Evaluation/Feedback Post-Course Survey

Evaluation of Grades

EVALUATION FRAMEWORK

Assignment	Weight	Grading Criteria (See detailed grading rubrics in Canvas)
Completion of reflective writing prompts (8 prompts) **10 points each**	**10%**	Clarity, concision, depth and breadth, and writing mechanics. See individual grading rubric for detailed grading criteria
Discussion posts for the courses (10 sets of discussions) **10 points each across all discussion posts within a given module**	**35%**	Contribution to discussion. Also see individual grading rubric for detailed grading criteria
Completion of self-assessments **10 points**	**10%**	Completion of Assessment
Case Study **10 points**	**10%**	Accuracy, linkage to course objectives,

		clarity, relevance, and writing mechanics. Also see individual grading rubric for detailed grading criteria
Activity Reports (2) **10 points each**	**20%**	Accuracy, linkage to course objectives, clarity, relevance, and writing mechanics. Also see individual grading rubric for detailed grading criteria
Final Personal Assessment Paper **20 points**	**20%**	Accuracy, linkage to course objectives, clarity, relevance, and writing mechanics. Also see individual grading rubric for detailed grading criteria

GRADING SCALE

Percent	Grade
93 -100	A
90 - 92	A-
87 - 89	B+
83 – 86	B
80 - 82	B-
77 - 79	C+
73 – 76	C
70 - 72	C-
67 - 69	D+

63 - 66	D
60 - 62	D-
0 - 59	E

Additional information on the University of Florida Grades and Grading Policies may be found at: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

EXPECTATIONS AND POLICIES

Students are responsible for meeting all academic objectives as defined by the instructor. Plagiarism (as defined by the UF Student Honor Code) will not be tolerated. Be sure to cite your sources and references and attribute any verbatim quotations included in your submissions and posts.

UF Maples Center for Forensic Medicine Code of Conduct and Professionalism (our Department)

Instructional Policy:
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas e-learning. (http://elearning.ufl.edu)

Attendance: Students must participate in the online discussions, and are required to visit the course e-learning daily for important updates and announcements.
Additional information regarding attendance/absences can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Class Participation: Students are expected to constructively join in online discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

Due Dates and Late Submissions: Pay close attention to the due dates posted in e-learning on your personal Dashboard and the Canvas Calendar for each assignment. Late submissions are eligible for up to 50% of the available points for each assignment.

This course is designed for working professionals like yourself. So we understand that sometimes life gets in the way of our best plans for juggling work, home, and school. If you anticipate you will likely miss a due date, request an extension in advance of the due date by sending an email through the Canvas Inbox to your instructors that explains the reason you need more time and when you expect to submit the work. Please title these posts clearly with "REQUEST EXTENSION FOR ASSIGNMENT 6A" (or whatever you need). Please avoid overuse of this option as it interferes with your classmate's ability to complete their own assignments.

NOTE: We honor most, but not all, requests for extensions.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance On how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

https://www.crc.ufl.edu/.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process