Action Plan Notes

Tasks	Staff	Start Date	End Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Tasks	Staff	Start Date	End Date
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Tasks	Staff	Start Date	End Date
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			

Tasks	Staff	Start Date	End Date
38.			
39.			
40.			
41.			
42.			
43.			
44.			
45.			
46.			
47.			
48.			
49.			
50.			

Tasks	Staff	Start Date	End Date
51.			
52.			
53.			
54.			
55.			
56.			
57.			
58.			
59.			
60.			
61.			
62.			

Tasks	Staff	Start Date	End Date
63.			
64.			
65.			
66.			
67.			
68.			
69.			
70.			
71.			
72.			
73.			
74.			
75.			

PLANNING NEXT STEPS

Part I. Action Plan Notes

The purpose of this exercise is to help you to maximize the benefits of this training and to translate knowledge into action. During this week you have made numerous Action Plan notes. You have probably identified issues you want to address and initiatives you want to implement when you return to your agency. You may have even identified new goals and objectives for your program. Remember that you cannot do everything at once, so now is the time to start making your plan of action.

You will need to apply critical thinking and strategic planning to implement your ideas. There may be obstacles or limitations that you cannot control, so it is important that you are fully prepared and that the solutions you propose are S.M.A.R.T. goals. This activity will help you to identify your most important goals and objectives and the actions needed to achieve them.

Step 1: Review your action plan notes and identify the five most important objectives you want to accomplish, issues you want to address, or initiatives you want to implement. After you list them assign an order of priority with the numbers 1 to 5, with 1 being the first priority. Do they tie into your mission and vision?

Item, Issue, or Initiative	Priority

Step 2: Focus on the most important items as Priority 1. Describe it in detail, and then answer the questions that follow. Continue through to the next important items and include them as Priority 2, Priority 3, and Priority 4, answering each of the questions. This will give you a good start on your strategic plan for improving your program's HCV performance.

Priority 1:

Description: Write a clear and complete statement of your objective or goal for this priority.

1. Given your stated objective or goal, what steps will you take to **prepare** before you actually start?

2. What steps, actions, or tasks will be necessary to accomplish your objective or goal? (How will you do it? Be as detailed as possible.)

3. What resources will be required to achieve this goal or objective?

   a. List any management or team members who would be involved and explain their roles.

   b. Describe the financial resources that would be required, if any.

4. What time frame will you set to achieve your objective/goal? (If there are milestones or multiple steps over time, estimate a date of completion for each.)

Goal/Step or Milestone	Projected Date

5. How does this tie in with the agency mission and goals?

6. What are the key points you will use in discussing this with the Executive Director?

Priority 2:

Description: Write a clear and complete statement of your objective or goal for this priority.

1. Given your stated objective or goal, what steps will you take to **prepare** before you actually start?

2. What steps, actions, or tasks will be necessary to accomplish your objective or goal? (How will you do it? Be as detailed as possible.)

3. What resources will be required to achieve this goal or objective?
   a. List any management or team members who would be involved and explain their roles.

   b. Describe the financial resources that would be required, if any.

4. What time frame will you set to achieve your objective/goal? (If there are milestones or multiple steps over time, estimate a date of completion for each.)

Goal/Step or Milestone	Projected Date

5. How does this tie in with the agency mission and goals?

6. What are the key points you will use in discussing this with the Executive Director or Board?

Priority 3:

Description: Write a clear and complete statement of your objective or goal for this priority.

1. Given your stated objective or goal, what steps will you take to **prepare** before you actually start?

2. What steps, actions, or tasks will be necessary to accomplish your objective or goal? (How will you do it? Be as detailed as possible.)

3. What resources will be required to achieve this goal or objective?
   a. List any management or team members who would be involved and explain their roles.

   ____
   ____
   ____
   ____
   ____

   b. Describe the financial resources that would be required, if any.

   ____
   ____
   ____
   ____
   ____

4. What time frame will you set to achieve your objective/goal? (If there are milestones or multiple steps over time, estimate a date of completion for each.)

Goal/Step or Milestone	Projected Date

5. How does this tie in with the agency mission and goals?

   ____
   ____

6. What are the key points you will use in discussing this with the Executive Director or Board?

   ____
   ____
   ____
   ____

Priority 4:

Description: Write a clear and complete statement of your objective or goal for this priority.

1. Given your stated objective or goal, what steps will you take to **prepare** before you actually start?

2. What steps, actions, or tasks will be necessary to accomplish your objective or goal? (How will you do it? Be as detailed as possible.)

3. What resources will be required to achieve this goal or objective?

   a. List any management or team members who would be involved and explain their roles.

   b. Describe the financial resources that would be required, if any.

4. What time frame will you set to achieve your objective/goal? (If there are milestones or multiple steps over time, estimate a date of completion for each.)

Goal/Step or Milestone	Projected Date

5. How does this tie in with the agency mission and goals?

6. What are the key points you will use in discussing this with the Executive Director or Board?

Priority 5:

Description: Write a clear and complete statement of your objective or goal for this priority.

1. Given your stated objective or goal, what steps will you take to **prepare** before you actually start?

2. What steps, actions, or tasks will be necessary to accomplish your objective or goal? (How will you do it? Be as detailed as possible.)

3. What resources will be required to achieve this goal or objective?
   a. List any management or team members who would be involved and explain their roles.

      ____
      ____
      ____
      ____
      ____

   b. Describe the financial resources that would be required, if any.

      ____
      ____
      ____
      ____
      ____

4. What time frame will you set to achieve your objective/goal? (If there are milestones or multiple steps over time, estimate a date of completion for each.)

Goal/Step or Milestone	Projected Date

5. How does this tie in with the agency mission and goals?

   ____
   ____

6. What are the key points you will use in discussing this with the Executive Director or Board?

   ____
   ____
   ____
   ____

Learning Activity 1-1: Operational Obstacles

- Break into groups. Individually read Facilitator Role; one person volunteer to be the facilitator and practice the role. Have group member list responses on the Flip Chart. Concisely describe the biggest problem you are facing in operating the HCV program.

Learning Activity 1-2: Leadership Assessment

1. I consistently project optimism.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

2. I demonstrate how to move forward in the face of obstacles.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

3. I connect my team to an inspiring vision of the future.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

4. I celebrate the progress made by teams and individuals.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

5. I build cooperation and enthusiasm to get tough jobs done.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

6. I communicate my thoughts openly and honestly.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

7. I balance the needs of all stakeholders involved in a problem.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

8. I ask the tough questions that need to be asked.

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

9. I actively encourage honest feedback and input from others

   ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

10. I am non-competitive in my dealings with colleagues.

    ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

11. I encourage people to rely on their strengths and talents to accomplish goals.

    ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

12. I recognize and reward exceptional performance.

    ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

13. I coach others to develop skills and solve problems.

    ❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

14. I address performance problems quickly and constructively.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

15. I remove barriers to positive team performance.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

16. I paint a clear picture of desired, measurable results.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

17. I keep my team clearly focused on high priority goals and objectives

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

18. I skillfully plan and execute assignments.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

19. I hold others accountable for results.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

20. I adapt resiliently to changing priorities.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

21. I do the right thing even when it is difficult.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

22. I assume people have good intentions.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

23. I follow through on promises and commitments.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

24. I stay focused and balanced in challenging situations.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

25. I admit that I don't have all the answers.

❑ 1. Never ❑ 2. Rarely ❑ 3. Sometimes ❑ 4. Usually ❑ 5. Always

Enter the points for each question. For each group of five questions (i.e. questions 1-5, 6-10, and so on), total the points and calculate the average group score by dividing the total group points by five. Leave the group and group rank columns blank.

Question	Points	Total Points	Average Points	Group	Group Rank
1.					
2.					
3.					
4.					
5.				A.	
6.					
7.					
8.					
9.					
10.				B.	
11.					
12.					
13.					
14.					
15.				C.	
16.					
17.					
18.					
19.					
20.				D.	
21.					
22.					
23.					
24.					
25.				E.	

Learning Activity 1-3: Organizational Culture Assessment

Instructions

Please rate each of the following statements based on your experience within the organization in the "Rate (number)" box provided next to each statement, using the following scale:
1 = Strongly Disagree, **2** = Disagree, **3** = Neutral, **4** = Agree, **5** = Strongly Agree

Rate (number)	Statement
Learning and Growth Opportunities	
	The organization promotes professional development and learning.
	Resources and support are accessible for growth opportunities.
	Recognition is given for personal and professional achievements.
	Average for Learning and Growth Opportunities
Work-Life Balance	
	The organization supports flexible work arrangements.
	I can effectively manage work responsibilities and personal life.
	Taking time off to prevent burnout is encouraged.
	Average for Work-Life Balance
Purposeful Work	
	My work aligns with and contributes to the organization's goals.
	The impact of my work on the organization's success is clear.
	Organizational goals are communicated effectively.
	Average for Purposeful Work
Collaborative and Inclusive Environment	
	Collaboration is fostered among diverse team members.
	I feel valued and included, irrespective of my background.
	Policies promote inclusivity and everyday practice.
	Average for Collaborative and Inclusive Environment

Instructions Please rate each of the following statements based on your experience within the organization in the "Rate (number)" box provided next to each statement, using the following scale: **1** = Strongly Disagree, **2** = Disagree, **3** = Neutral, **4** = Agree, **5** = Strongly Agree	
Rate (number)	**Statement**
Feedback	
	I regularly receive constructive feedback.
	There are accessible channels for providing feedback to management.
	Feedback is used constructively for development.
	Average for Feedback
Generational Differences	
	The organization addresses the needs of different generations.
	Effective communication is maintained across age groups.
	The strengths of a diverse age group are utilized effectively.
	Average for Generational Differences
Accountability	
	Accountability is clear and maintained at all levels.
	Issues of accountability are addressed transparently.
	All employees, including management, are held to the same standards.
	Average for Accountability
Healthy Environment	
	The environment supports physical and emotional well-being.
	The organization actively works to prevent a toxic environment.
	I feel safe and supported at work.
	Average for Healthy Environment
Effective Management	
	Management communicates clearly and provides direction effectively.
	Decision-making processes are efficient and include input from relevant stakeholders.
	Managers are competent and contribute positively to the team dynamics.
	Average for Effective Management

Instructions Please rate each of the following statements based on your experience within the organization in the "Rate (number)" box provided next to each statement, using the following scale: **1** = Strongly Disagree, **2** = Disagree, **3** = Neutral, **4** = Agree, **5** = Strongly Agree	
Rate (number)	**Statement**
Authenticity	
	Leaders in the organization act and communicate transparently.
	I feel encouraged to express my true thoughts and opinions without fear of repercussions.
	The organization promotes honesty and integrity in its dealings with employees.
	Average for Authenticity
Overall Average Score	
Calculate the overall average score of all the sections to get a holistic view of the organizational culture's health.	
	Overall Average Score

Interpretation of Scores

Range of Overall Scores and Organizational Culture Health	
4.5 - 5.0: Excellent	This range indicates an exceptionally healthy organizational culture where employees feel highly valued, engaged, and satisfied.
3.5 - 4.4: Good	Scores in this range suggest a generally positive culture with some areas for improvement. The organization supports its employees well, but specific aspects could be enhanced.
2.5 - 3.4: Fair	This range indicates a neutral or average perception of the organizational culture. Some areas function adequately, but significant improvements are necessary to foster a more positive environment.
1.5 - 2.4: Poor	Scores within this range reflect a culture with numerous challenges that negatively impact employee morale and engagement. Immediate attention and intervention are required.
1.0 - 1.4: Very Poor	This range indicates a highly problematic organizational culture with critical issues that need urgent and comprehensive action.

Learning Activity 1-4: Leadership Performance System Analysis

Rate your PHA from 1–4 for each category on the list that follows (4 is the highest).

	Ensuring all parts of a leadership system is in place
	Making fact-based decisions
	Making ethical decisions
	Ensuring no conflicts of interest
	Measuring leadership effectiveness
	Utilizing consistent standards
	Modeling leadership behavior throughout the organization
	Recognizing good leaders
	Emphasizing leadership with the front-line supervisors
	Defining tasks and behavioral expectations at the management, department, team, and personal levels
	Communicating quality measurements, expectations, and results
	Developing the skill levels necessary for performance excellence
	Adhering to OIG Tips on Conflicts of Interest

Learning Activity 2-1: Director/Manager Assessment and Customized Learning Plan

- Review the Typical Knowledge, Skills & Abilities in each of the subject areas. Indicate the importance of each KSA in your job at the PHA, how well you personally rate in each KSA, and whether you feel you need to work on a particular subject area.
- The chart has three columns:
  - Need to Know – this is something you don't yet know but feel you should. Use the rating scale on the chart to indicate your answer. Note that a 0 on the scale indicates "Not Applicable to My PHA." Only enter a 0 if you feel there is no need to develop a KSA in this area at your PHA. Keep in mind, however, the KSA may be needed at another PHA, so you may want to come back later and acquire KSAs in these areas.
  - Know Now – this is a topic you do know. Indicate your level of knowledge of the topic using the rating scale for this column.
  - Needs Work – if you either need to know it or it needs work, put a check mark in the box in this column.
- When you are finished with all of the subjects, review topics with a checkmark in the Needs Work column.
  - Start at the beginning and highlight the topics in the Need to Know column with a 3 or higher rating and a checkmark in the Needs Work column.
  - Then highlight the topics in the Know Now column with a 2 or lower rating and a checkmark in the Needs Work column.
  - Note in your Action Plan your findings.

Need to Know	Know Now	Needs Work
Mark how important knowledge of the subject area is for your job at the PHA	Mark how well you know the subject area.	Check if you need to work on this subject area
4 = Crucial 3 = Extremely important 2 = Moderately important 1 = Not very important 0 = Not applicable at my PHA	4 = Expert 3 = High knowledge 2 = Moderate knowledge 1 = Little knowledge 0 = No knowledge at all	✓

Figure 2-1: Typical Knowledge, Skills, and Abilities

Subject	Need to Know	Know Now	Needs Work
Technical housing knowledge			
Applicable HUD regulations and federal statutes			
Reading and interpreting the Federal Register and HUD notices			
Organizational structure of HUD and PHAs			
Federal, state, and local fair housing laws			
State and local real property law for renters and owners			
HUD’s monitoring, reporting, performance, and audit requirements			
Provisions of the PHA’s Administrative Plan			
Department practices and procedures			
Interrelated departments’ functions			
Complete required studies such as rental market, utility allowance, etc.			
Create sample forms			
Demographics of the HCV program			
Services within the community			
Areas of affordable housing within the jurisdiction for referrals			
Resources available to operate and improve the program			
Completing a funding application			
Creating an internal budget			
Setting up a leasing schedule			
How and when housing assistance payments are made			
How and when to conduct an informal hearing			
How and when to conduct an informal review			
Conducting, documenting, and following up on file reviews			
How program dollars are allocated to PHA			
How program dollars are to be used			
How administrative fees are awarded to PHA			
Acceptable uses of administrative fees			
Other: (Add those relevant to your PHA)			

Subject	Need to Know	Know Now	Needs Work
All program functions, such as:			
Taking applications			
Monitoring a waiting list			
Determining the number of waiting list selections to ensure full program utilization			
Determining preliminary and final eligibility			
Verifying information			
Conducting all certifications			
HUD requirements for a family briefing			
Terms of the voucher			
Housing Quality Standards for all types of inspections			
Terms of Lease Addenda and HAP/Subsidy contracts			
Conditions of terminating owner from participation			
Portability requirements			
Family self-sufficiency			
Conducting rent reasonableness evaluations			
Other: (Add those relevant to your PHA)			
Management skills and abilities			
Computer software, hardware, and multi-user network systems			
Principles of public relations			
Advertising for a job opening in the department			
Hiring			
Interviewing prospective housing staff			
Utilizing staff resources and providing professional development opportunities			
Monitoring and measuring staff performance			
Completing a written performance evaluation			
Conducting staff performance evaluations			

Subject	Need to Know	Know Now	Needs Work
Documenting performance problems			
Firing			
Establishing department goals and objectives			
Monitoring and measuring program performance			
Working with staff in establishing individual goals and objectives			
Planning job assignments			
Encouraging teamwork and fostering cooperation among staff			
Expectations of the executive director			
Roles and responsibilities of executive director, board, and program staff			
Mediating staff issues and conflicts			
Problem solving			
How to service irate customers			
How to coordinate supportive services			
How to develop and launch a successful marketing plan and conduct program outreach			
Clear verbal and written communication skills			
Active listening skills			
Research skills			
Analytical skills			
Reading comprehension skills			
Math skills			
Interpersonal skills for relating to a broad range of people			
Time management skills			
Public speaking skills			
Creative problem-solving skills			
Decision making skills			
Budgeting skills			
Crisis management skills			
Training skills			
Interviewing skills			
Leading and directing program staff			
Identifying and implementing effective organizational structures			
Explaining and applying HUD program regulations			

Section 2: Workforce Capability

Subject	**Need to Know**	**Know Now**	**Needs Work**
Explaining and applying federal statutes			
Explaining and applying applicable state and local laws			
Researching issues within the context of HUD regulations			
Negotiating contract rents and adjustments			
Mediating tenant/landlord disputes			
Conducting hearings and reviews			
Predicting and planning for the effect of social and economic conditions on the HCV program			
Maintaining flexibility			
Compiling program data and retrieving information			
Gathering and using feedback			
Developing procedures, controls, and information systems			
Analyzing processes and work flow			
Identifying and implementing effective monitoring systems			
Identifying and providing professional development opportunities for staff			
Delegating work responsibilities			
Prioritizing projects and daily work assignments			
Analyzing reports, regulations, and notices			
Working under pressure and meeting deadlines			
Relating and responding to the concerns of families			
Relating and responding to the concerns of property owners			
Relating and responding to the concerns of the community			
Relating and responding to the concerns of program staff			
Enhancing the image of the subsidized housing industry			
Effectively using other PHAs, HUD, and service providers as resources			
Other: (Add those relevant to your PHA)			

Learning Activity 2-2: Customized Learning Plan

- Review your items with checked boxes in this Learning Activity.
- Decide on the top 5 you will work on. Enter them with a priority number in the box below.

Item, Issue, or Initiative	Priority

Choose one of your top priorities from above and set up an implementation plan for yourself using the following document:

Learning Item_______________

#	Task	Resource	Start Date	End Date
1.				
2.				
3.				
4.				
5.				

Learning Activity 2-3: Calculating Staffing Needs

- The objective of this learning activity is to use cycle time to estimate staffing needs. The chart lists the various tasks which could be required of a Housing Specialist and the appropriate time it could take to do each task. Your assignment is to calculate the average staff time available during the year, determine the total staffing hours needed for each task, and then determine how many staff are needed to complete the department's workload.
- When you use this at home, you can list the tasks within your program, determine the number of each item you process per year, the amount of average time it takes to complete each task, and combine the tasks required of the Housing Specialist position in your agency to determine total hours needed. Utilize any other actual factors, such as average vacation, sick, holiday time off, etc. to then calculate the total staff needed. You may utilize the spreadsheet on the portal to complete this for your agency at home.
- For this activity, we have provided the information for you to calculate the total hours needed each year for each task and the average total annual hours available. **Work hours per year are 1690 because we subtract breaks and lunch to use 6.5 actual work hours per day.**
- Not only do you want to know how many staff you need for each task, but you also want to know whether people are taking too long to finish a function, such as a reexamination, (which could mean they aren't organizing and focusing on the task) or too little time (is it affecting the quality of the finished product?) You also want to find the ideal average processing time. You want to know whether you are staffed correctly to get the work done in time, especially if some of the activities they are responsible for are late.
- Once you have the data, you will be able to more accurately set performance standards. You also want to be able to set up a corrective action plan if the standards are not met because the results are inaccurate (high errors) or reflect poor production numbers.

Tasks	Per Year	Per Month	Task Hours	Total Hours per year	Staff Needd	Housing Specialist Time	Per Year	Per Month
Recerts	1500	125	3.25			Work Hours per HS	1690	140.83
Interims	720	60	1			Holidays	176	14.67
Owner rent increases	144	12	0.50			Vacation	120	10.00
Terminations	105	9	0.50			Sick	56	4.67
EOPs/Reinstatements	25	2	0.50			*Total Hours Available*		
Total	2494	208						
Leasing								
RFTA received/Unit set up	225	19	0.30	67.50				
Briefing	20	2	1.50	30.00				
Rent Determination	225	19	0.35	78.75				
Inspections	0	0	0.00	0.00				
Prepare HAP Contract & Lease	225	19	0.35	78.75				
Process certification	225	19	0.25	56.25				
Total	920	77						
Customer Service								
Phone calls	1845	154	0.15	276.75				
Client visits–walk-ins	810	68	0.25	202.50				
Total	2655	221						
Other								
Quality Control	465	39	0.60	279.00				
EIV Reviews	260	22	0.50	130.00				
Training	15	1	1.00	15.00				
Data entry into tracking system	1530	128	0.25	382.50				
Total	2270	434						
Total for workload	5684	719						

How do you incorporate cycle time, productivity, cost control and other efficiency and effectiveness factors into those processes?

- Determine time spent on each task
- Determine whether all steps are needed
- Determine staffing costs

A supervisor can also help staff manage time by:

- Having staff block two hours in the afternoon to return phone calls and answer email
- Setting up specific days for certain activities
- Setting a quality control day (e.g., Wednesday, to get files to QC by Friday)
- If the person does leasing, setting up a leasing day

PERFORMANCE INCENTIVES

Creating a motivational environment demands supervisory flexibility.

- Managing a multigenerational workforce
- Generational characteristics awareness
- Effective use of DiSC profile
- Effective use of situational leadership

Learning Activity 3-1: Agency Innovations/Incentives

Greatest motivators—rank them:

Motivator	Rank
Good wages	
Interesting work	
Appreciation and recognition	
Being in on things	
Job security	

STAY INTERVIEWS

Manager meets with a current employee to find out why they continue to work in the organization. It is a periodic one-on-one informal discussion that:

- Identifies factors that are driving retention and engagement
- Reinforces the factors so the employee knows they are valued

Learning Activity 3-2: Designing an Innovative Incentives Program

Agency Innovations/Incentives	Yes	Priority	Maybe	No
Flexible hours during day, based on team and business need				
Flexible schedules during week				
Arrive late, but make up time				
Dress code based on climate, roles, and client exposure				
Flexibility for those on maternity leave or FMLA				
Embrace family change (e.g. baby shower)				
Embrace diversity, individuality, creativity				
Encourage staff to challenge status quo without insubordination				
Promote from within - priority to internal candidates				
Bring your dog to work day				
Pajama day				
Extended lunch				
Telecommute one day a week				
Flexibility in working from home				
Teambuilding activities				
Sick leave sharing for serious illnesses				
Health insurance 100 percent paid				
Staff training in communications				
Volunteer as a team for charity event				
Food drive				
Biannual team outings				
Holiday party				
Potlucks and other celebrations				
Dress up for Halloween and other holidays				
Employee of the month				
Peak performer award of half-day off within 30-day period				
Skillbuilding webinar related to job				
Allow “cubicle” decoration for office				
Paid volunteer work for x days per year				

- Each agency should design a performance incentives plan to encourage and reward employees for performance excellence results. By placing an emphasis on performance excellence, production and accuracy will usually increase.
- Under Workforce Management on the portal.nanmckay.com website, in the Best Practices folder, review the following documents:
- Best Practices
- Employee Recognition Program
- Operational Innovations: Agency A
- Operational Innovations: Agency B
- Stay Interviews
- Teambuilding: Agency A
- Teambuilding: Agency B

Learning Activity 3-3: Video: Introduction to the Four DiSC Styles

- Video:

Why isn't a D just a D, a C just a C, etc?

- Because it depends on where the other styles are on the chart.

As we examine each style, think:

- What if I were supervising a person with this style, or...
- What if I were being supervised by a person with this style?
- Would this knowledge shape the way I related to them?

Learning Activity 3-4: Communication Preferences

Group exercise

- Bob's QC scores and on-time completion numbers have been in a slump. How would you communicate this to him if he were a High D? High I? High S? High C?

Learning Activity 3-5: Behavioral Tendencies in Your Workplace

- Take a few minutes to look at the Behavioral Tendencies for each style.
- Write the initials of your co-workers (your boss, the people you supervise, etc.) at the top of the column. Make a check mark under the initials for each person beside each itemized tendency for each style that you think fits the person.
- Ignore the shaded areas until you are finished.
- Then look at the number of check marks you made under each tendency heading (High D, High I, etc.). Can you clearly see which tendency each fits into?
- Now you can check the shaded area applicable to each person.

	Initials				
Enter Initials of Coworkers					
High D Behavioral Tendencies					
High "sense of personal worth"					
Task oriented—needs results					
Motivated by directness					
Getting immediate results					
Causing action					
Accepting challenging tasks					
Making quick decisions					
Questioning the status quo					
Assuming authority in situations					
Managing trouble					
Solving problems					
Total					
High I Behavioral Tendencies:					
Optimistic					
People-oriented					
Motivated by social recognition					
Making a favorable impression					
Being articulate					
Creating a motivating environment					
Generating enthusiasm					
Entertaining people					
Viewing situations with optimism					
Participating in a group					
Total					

	Initials				
Enter Initials of Coworkers					
High S Behavioral Tendencies:					
Team player, family oriented					
Steady, ritualistic					
Consistent, predictable performance					
Demonstrates patience					
Helping others					
Motivated by established practices					
Showing loyalty					
Being a good listener					
Calming excited people					
Creating a stable, harmonious work environment					
Total					
High C Behavioral Tendencies:					
Accurate – precision quality control person					
Task oriented					
Motivated by adherence to standards					
Thinking analytically					
Using subtle or indirect approaches to conflict					
Checking for accuracy					
Analyzing performance critically					
Using a systematic approach to situations					
Total					

Learning Activity 3-6: Leadership Challenges and Growth Checklists

Leadership Challenges & Growth Checklist for High D Profiles

For a High D (Dominance) profile in the DISC personality model, the most challenging leadership skills are often empathy and emotional intelligence—specifically, the ability to slow down, actively listen, and connect with others on a deeper level.

Why is this difficult for a High D?

- **Task Over People Focus** – High D leaders are **goal-driven, competitive, and results-oriented**, often prioritizing efficiency and outcomes over personal relationships. They may struggle to take the time needed to nurture team dynamics.
- **Impatience with Process** – They thrive on **fast decision-making and action**, so they may find it frustrating when team members need more time, support, or reassurance.
- **Direct and Blunt Communication** – High-D leaders appreciate **clarity and brevity. However**, their **directness can come across as harsh** to more sensitive team members, making it harder to build trust and rapport.
- **Struggle with Delegation** – High Ds prefer to be in control and **may not trust others to execute tasks as efficiently as they would**, which can lead to micromanagement or taking on too much themselves.
- **Resistance to Vulnerability** – They often view emotions as **distractions rather than valuable leadership tools**, making it harder for them to show vulnerability, admit mistakes, or connect with their team on a human level.

Key Leadership Skills to Develop:

☐ **Active Listening** – Slowing down and truly hearing concerns without immediately pushing for solutions.

☐ **Coaching & Development** – Investing in **mentoring** and **developing** employees rather than just expecting results.

☐ **Patience with Team Members** – Understanding that **not everyone operates at their speed** and that different working styles are still effective.

☐ **Empathy & Emotional Intelligence** – Recognizing and validating team members' emotions to build stronger relationships.

☐ **Collaboration over Command** – Encouraging **team input** instead of always dictating the direction.

Personal Action Plan

Areas I Need to Improve:

____

____

____

Steps I Will Take:

____

____

____

Accountability & Progress Tracking:

☐ I will seek feedback from my team on my leadership approach.

☐ I will set a personal goal to practice one of these skills weekly.

☐ I will review my progress monthly and adjust my approach as needed.

Notes & Reflections

____

____

____

This checklist is designed to help High D leaders refine their leadership style while maintaining their strength in decision-making and execution. Leadership growth is a continuous journey—keep challenging yourself!

Leadership Challenges & Growth Checklist for High I Profiles

For a High I (Influence) profile in the DISC personality model, the most challenging leadership skills are discipline, structure, and follow-through—specifically, maintaining focus, setting clear expectations, and ensuring accountability within their teams.

Why is this difficult for a High I?

- **Easily Distracted by New Ideas** – High I leaders are **creative, enthusiastic, and spontaneous**, sometimes leading to a lack of follow-through on long-term goals.
- **Struggles with Structure and Routine** – They thrive on **flexibility and social interaction**, which can make structured plans or rigid processes feel restrictive.
- **Avoids Conflict** – High I leaders **value relationships and positivity**, often at the expense of addressing challenging issues or holding people accountable.
- **Talks More Than Listens** – Their **natural charisma and love for conversation** can sometimes prevent them from actively listening to team members' concerns.
- **Overcommits and Overpromises** – They may take on too many projects or make commitments they struggle to fulfill because of their enthusiasm and desire to please.

Key Leadership Skills to Develop:

☐ **Time Management & Prioritization** – Learning to focus on the most critical tasks rather than being pulled in too many directions.

☐ **Accountability & Follow-Through** – Setting clear goals and ensuring both themselves and their team members stay on track.

☐ **Conflict Resolution** – Developing the courage to address issues directly and constructively.

☐ **Active Listening** – Consciously try to listen and talk less in conversations.

☐ **Strategic Decision-Making** – Evaluate the big picture before jumping into action.

Personal Action Plan

Areas I Need to Improve:

Steps I Will Take:

Accountability & Progress Tracking:

- ☐ I will create a structured plan for my key goals and stick to it.
- ☐ I will set deadlines and track my progress regularly.
- ☐ I will seek feedback on my leadership approach from trusted colleagues.

Notes & Reflections

Leadership Challenges & Growth Checklist for High S Profiles

For a High S (Steadiness) profile in the DISC personality model, the most challenging leadership skills are often decisiveness, assertiveness, and adaptability—specifically, handling conflict, making tough decisions, and embracing change.

Why is this difficult for a High S?

- **Avoids Conflict –** High S leaders prioritize **harmony and teamwork**, often at the expense of addressing difficult conversations or making tough decisions.
- **Struggles with Change –** They thrive on **stability and consistency**, making it difficult for them to adapt to rapid changes in the workplace.
- **Overly Accommodating –** Their desire to **support others** may lead them to take on too much, say yes too often, or struggle to enforce boundaries.
- **Hesitant to Make Quick Decisions –** Because they care deeply about **fairness and group consensus**, they may delay decisions while ensuring everyone's input is considered.
- **Prefers Comfort Over Risk-Taking –** High S leaders often stick to **familiar methods** and may be reluctant to embrace new strategies or innovations.

Key Leadership Skills to Develop:

☐ **Assertiveness & Confidence –** Learning to voice opinions clearly and stand firm in decisions.

☐ **Decision-Making Under Pressure –** Developing strategies to make timely, informed decisions without excessive hesitation.

☐ **Change Management –** Embracing change as an opportunity for growth rather than a disruption.

☐ **Setting & Enforcing Boundaries –** Ensuring that being supportive does not come at the cost of personal well-being or productivity.

☐ **Handling Difficult Conversations –** Gaining the skills to address conflicts directly and constructively rather than avoiding them.

Personal Action Plan

Areas I Need to Improve:

____

____

____

Steps I Will Take:

____

____

____

Accountability & Progress Tracking:

☐ I will practice making small, quick decisions to build confidence.

☐ I will seek out opportunities to address minor conflicts constructively.

☐ I will remind myself that change can be positive and necessary for growth.

Notes & Reflections

____

____

____

This checklist is designed to help High S leaders balance their natural steadiness with assertiveness and adaptability, leading to more effective leadership. Leadership growth is a continuous journey—keep striving!

Leadership Challenges & Growth Checklist for High C Profiles

For a High C (Conscientiousness) profile in the DISC personality model, the most challenging leadership skills are flexibility, delegation, and interpersonal engagement—specifically, adapting to change, trusting others with tasks, and balancing logic with emotional intelligence.

Why is this difficult for a High C?

- **Perfectionism & Over-Critical Nature** – High C leaders **hold themselves and others to high standards**, which can lead to over-analysis and difficulty in accepting imperfection.
- **Struggles with Delegation** – Their **desire for accuracy and control** can make it difficult to trust others with important tasks.
- **Rigid Thinking & Resistance to Change** – They **prefer established systems and thorough planning**, challenging adaptability to sudden shifts.
- **Limited Emotional Engagement** – They may struggle emotionally connecting with their team members because they focus on logic and facts.
- **Slow Decision-Making** – Their **tendency to gather extensive data** before making decisions can result in delays and missed opportunities.

Key Leadership Skills to Develop:

☐ **Adaptability & Open-Mindedness** – Practicing flexibility when plans change or new ideas emerge.

☐ **Delegation & Trust** – Learning to empower team members by distributing tasks effectively and trusting in their capabilities.

☐ **Balancing Analysis with Action** – Recognizing when to move forward without over-analyzing every detail.

☐ **Emotional Intelligence & Team Engagement** – Connecting with team members personally, beyond just tasks and results.

☐ **Efficient Decision-Making** – Setting clear time limits for research and analysis before deciding.

Personal Action Plan

Areas I Need to Improve:

Steps I Will Take:

Accountability & Progress Tracking:

☐ I will actively seek feedback on my adaptability and delegation skills.

☐ I will set deadlines for decision-making to prevent over-analysis.

☐ I will prioritize building relationships with my team members.

Notes & Reflections

This checklist is designed to help High C leaders balance their precision and analytical skills with adaptability and interpersonal connection, leading to more effective leadership. Growth is a continuous process—keep evolving!

Learning Activity 3-7: Your Teams

- List the members of your executive team.

- List the members of other teams within your agency, dividing them by team.

- Which are the most effective teams?

- What makes them effective?

- What do you think makes a team ineffective?

- Are all of them really a team?

Learning Activity 3-8: Team Analysis

Instructions: Select a team to evaluate, preferably the executive team. Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

3 Usually
2 Sometimes
1 Rarely

______ 1. Team members are passionate and unguarded in their discussion of issues.

______ 2. Team members call out one another's deficiencies or unproductive behavior.

______ 3. Team members know what their peers are working on and how they contribute to the collective good of the team.

______ 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.

______ 5. Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.

______ 6. Team members openly admit their weaknesses and mistakes.

______ 7. Team meetings are compelling and not boring.

______ 8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.

______ 9. Morale is significantly affected by the failure to achieve team goals.

______ 10. During team meetings, the most important - and difficult - issues are put on the table to be resolved.

______ 11. Team members are deeply concerned about the prospect of letting down their peers.

______ 12. Team members know about one another's personal lives and are comfortable discussing them.

______ 13. Team members end discussions with clear and specific resolutions and calls to action.

______ 14. Team members challenge one another about their plans and approaches.

______ 15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

Scoring

- Dysfunction 1–Trust: Statements 4 + 6 + 12 = ____
- Dysfunction 2–Conflict: Statements 1 +7 + 10 = ____
- Dysfunction 3–Commitment: Statements 3 + 8 + 13 = ____
- Dysfunction 4–Accountability: Statements 2 + 11 + 14 = ____
- Dysfunction 5–Results: Statements 5 + 9 + 15 = ____
- 8+ – probably not a problem for team
- 6 or 7 – dysfunction could be a problem
- 3-5 – dysfunction needs to be addressed

Learning Activity 4-1: Budget

- Compare the expenses for March with the YTD expenses below. Assume it's March and you are assessing how your actual expenses compare with your allocated expenses on the budget. In addition, compare with the HUD funded administrative fees. What concerns would you have? Are there trends you should be concerned about? What else should you be looking at? If you were an HCV Manager, what possible actions would you take?

Learning Activity 5-1: Technology

- Review the list and discuss the technology options you have implemented or are considering.

	Vendor
Family Portals	
☐ Update contact information	
☐ Appointment scheduling and changes	
☐ Text reminders	
☐ Access to documents (which ones?)	
☐ Online applications	
☐ Waiting list inquiries–learn position on waiting list	
☐ Reexaminations (edit what has changed)	
☐ Interims (edit what has changed)	
☐ Move requests	
☐ Status of move	
☐ Request hearing	
☐ Hearing results	
☐ Submission of scanned documents (from computer or phone)	
☐ Documents returned go directly to Housing Specialist's computer	
☐ Take customer service survey	
☐	
☐	
Owner Portals	
☐ Appointment Scheduling and changes	
☐ Text reminders	
☐ Inspection results and history	
☐ Self-certification of minor repairs prior to reinspection	
☐ Remittance statements summarizing HAP paid by date by client name or check number with adjustment information back 2 years	
☐ Printable 1099s	
☐ Calendar of payment dates	

		Vendor
☐	Rent comparability data	
☐	Rent increase requests and results	
☐	Change of address	
☐		
☐		
Other		
☐	Electronic filing system	
☐	Work number	
☐	UIV source such as child support–welfare	
☐	Debit cards for families	
☐	E-Signing (what documents? Check E-Sign Act)	
☐	Scanned files	
☐	Tablets in waiting room	
☐	Tablets for inspections or outsource	
☐	Call center software or tracking system	
☐	Phone call tracking on individual phones	
☐	Rent reasonableness	
☐	Inspection tablets/hand-helds	
☐	SharePoint	
☐	Workflow software (Podio, software vendors e.g. Rent Café)	
☐	Mail management (documents printed to virtual printer and envelopes stuffed and mailed by vendor)	
☐	Email communication with families	
☐	Email communication with owners	
☐	Criminal background checks	
☐	Software letters	
☐	Data warehouse	
☐	Scripts for common reports	
☐		
☐		

Employees	Vendor
☐ Online applications	
☐ Scanned document submission	
☐ Zoom for training videos	
☐ Online Admin Plan (searchable)	
☐ Online procedures or workflows	
☐ Knowledge Base Automated (look up–Desk Guide)	
☐ Performance management system	

Learning Activity 6-1: Quality Control Approach

Instructions:

- Have one person volunteer to be the facilitator.
- Answer the questions below.

1. Describe your approach to quality controlling files (when, how often, how many done by supervisor per week, is there a QC department, how are files chosen).

2. What forms are used?

3. Who corrects the errors found? Is there a time limit for corrections to be made? Does anyone re-review the corrections?

4. What do you do to ensure the errors won't reoccur?

Learning Activity 6-2: Reexamination Analysis and Solutions

PROJECTED REEXAMINATIONS CHART

Housing Specialist	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Monthly Total
Housing Specialist 1													
Housing Specialist 2													
Housing Specialist 3													
Housing Specialist 4													
Housing Specialist 5													
Total by Month													

Instructions for Use

1. **Data Entry**:
   - Enter the number of reexaminations assigned to each housing specialist under the respective months.
   - Fill in the monthly totals for each row in the “Monthly Total” column.
   - Sum the totals for each column in the “Total by Month” row to calculate the overall workload for each month.
2. **Formulas**:
   - **Monthly Total** for each housing specialist: Use the formula =SUM(B2:M2) for each row.
   - **Total by Month** for each column: Use the formula =SUM(B2:B6) for each column.
   - Adjust the cell references as needed based on the actual rows and columns in your spreadsheet.
3. **Formatting**:
   - Apply borders to create a clean, grid-like structure.
   - Use bold formatting for header rows and totals for easier readability.

DUE AND ACTUAL REEXAMINATIONS CHART

HS	Jan Due	Jan Act	Feb Due	Feb Act	Mar Due	Mar Act	Quarterly Total Due	Quarterly Total Actual
1	45	40	45	42	45	43	**135**	**125**
2	45	45	45	43	45	45	**135**	**133**
3	45	42	45	40	45	39	**135**	**121**
4	45	45	45	45	45	45	**135**	**135**
5	45	30	45	28	45	26	**135**	**84**
Total	225	202	225	198	225	198	**675**	**598**

Using the information above, review the number due and add any lagging indicators from the previous month to see the total revised number due for the following month. Assume the actual figures above remain and complete the lagging indicators for each month and the revised due for the following month. If the lagging indicators are not addressed the following month, the figures will snowball and you will easily get behind – without even recognizing it!

REVISED REEXAMINATIONS DUE CHART FOR LAGGING INDICATORS

HS	Jan Due	Jan Act	Jan Lag	Feb Due (Rev)	Feb Act	Feb Lag	Mar Due (Rev)	Mar Act	Mar Lag	Qtr Due	Qtr Act	Qtr Lag
1	45	40			42			43		135	125	
2	45	45			43			45		135	133	
3	45	42			40			39		135	121	
4	45	45			45			45		135	135	
5	45	30			28			26		135	84	
Total	225	202			198			198		675	598	

Performance Analysis Report for January - March

Overview

This report evaluates the performance of Housing Specialists (HS) for the first quarter of the year (January through March). The analysis compares the number of cases assigned ("Due") to the actual number of cases completed ("Act"). It highlights discrepancies, identifies high and low performers, and provides actionable recommendations to improve overall performance.

Key Findings

1. Individual Performance Analysis

- **HS 1**: Completed 125 out of 135 cases, achieving a completion rate of 92.6%. While slightly below target, performance is generally consistent across months.
- **HS 2**: Completed 133 out of 135 cases, achieving a 98.5% completion rate. This is strong performance, indicating efficient case handling.
- **HS 3**: Completed 121 out of 135 cases, achieving an 89.6% completion rate. Performance is below target, with notable shortfalls in February and March.
- **HS 4**: Achieved 100% completion, consistently completing all 135 assigned cases. HS 4 is a model performer.
- **HS 5**: Completed only 84 out of 135 cases, achieving a 62.2% completion rate. This is significantly below expectations and highlights a need for immediate intervention.

---

2. Team Performance

- The total team completion rate is **88.6%**, with 598 cases completed out of 675 due.
- The team’s shortfall of 77 cases is largely driven by the underperformance of HS 5, who accounts for 51 of the total missed cases.

Recommendations

1. Support for Low Performers

- **HS 5**:
    - Schedule a one-on-one meeting to identify challenges, such as workload management, training gaps, or external factors.
    - Assign a mentor (e.g., HS 4) to provide guidance and share best practices.
    - Reduce caseload temporarily to focus on improving efficiency and accuracy, then gradually scale up.
    - Provide additional training on time management and prioritization.
- **HS 3**:
    - Offer refresher training sessions on effective case management techniques.
    - Implement weekly performance check-ins to track progress and address issues proactively.

---

2. Recognition for High Performers

- **HS 4**:
    - Recognize their outstanding performance publicly during team meetings.
    - Explore opportunities for HS 4 to mentor underperforming team members.
- **HS 2**:
    - Provide positive feedback and small incentives to maintain high performance levels.

---

3. Team-Wide Initiatives

- **Performance Reviews**:
    - Conduct monthly performance reviews for all team members to provide timely feedback.
    - Use these reviews to identify trends and address potential issues early.
- **Training Workshops**:
    - Organize quarterly training sessions focusing on common challenges such as time management, software efficiency, and compliance.
    - Invite high performers to lead sections of the workshops to foster a collaborative learning environment.

- **Case Redistribution**:
    - Temporarily redistribute cases from HS 5 to high performers (e.g., HS 4) to maintain overall productivity while HS 5 improves.

---

4. Monitoring and Accountability

- Establish clear metrics for improvement:
    - For HS 5: Increase completion rate to at least 75% in the next quarter.
    - For HS 3: Achieve a 95% completion rate by the end of the second quarter.
- Utilize a shared dashboard to track individual and team performance in real-time.

Conclusion

The team shows potential for strong performance, with several members excelling in case completion. Addressing the challenges faced by HS 5 and providing additional support for HS 3 can significantly boost the team's overall productivity and efficiency. Consistent monitoring, targeted training, and recognition of high performers will foster a motivated and high-performing team.

Individual Development Plan (IDP) for Housing Specialist 5

Employee Name: Housing Specialist 5
Supervisor Name: ______________________
Date: ______________________

---

1. Performance Areas for Improvement

1. **Case Completion Rate**: Current completion rate is 62.2% (84 out of 135 cases). The target is to achieve at least 90% completion within the next three months.
2. **Efficiency and Time Management**: Address delays in completing cases and improve overall workflow.
3. **Accuracy and Compliance**: Ensure all completed cases meet quality and compliance standards.

---

2. Goals and Objectives

Goal	Specific Objective	Target Date
Increase completion rate	Achieve 75% completion rate by the end of the first month.	______________
	Achieve 85% completion rate by the end of the second month.	______________
	Achieve 90% completion rate by the end of the third month.	______________
Improve workflow efficiency	Implement daily task prioritization and planning practices.	______________
Enhance compliance and accuracy	Attend refresher training on compliance and case accuracy.	______________

---

3. Development Actions

Action	Responsibility	Completion Date
Participate in one-on-one mentoring sessions	Housing Specialist 4 (Mentor)	______________
Attend a refresher training workshop	Supervisor/Training Coordinator	______________

Action	Responsibility	Completion Date
Complete weekly performance reviews	Supervisor	______________
Utilize a case prioritization tool	Employee	______________
Submit daily task reports for review	Employee/Supervisor	______________

---

4. Support and Resources

1. **Mentorship**: Regular guidance from HS 4 to improve workflow and share best practices.
2. **Training**: Refresher sessions focusing on compliance, accuracy, and time management.
3. **Tools**: Provide access to task management software or spreadsheets for prioritizing cases.
4. **Feedback**: Weekly feedback sessions with the supervisor to monitor progress and provide support.

---

5. Monitoring and Progress Reporting

Progress will be evaluated weekly, with detailed reports prepared at the end of each month.

Sample Progress Report for Housing Specialist 5

Date: ____________________

Performance Summary

- **Monthly Completion Rate**: 72% (97 out of 135 cases)
- **Quality Compliance**: 93% accuracy across completed cases (based on supervisor reviews).
- **Key Improvements**:
  - Implemented daily task prioritization.
  - Attended a compliance workshop and demonstrated improved accuracy in calculations.

Challenges and Solutions

- **Challenge**: Struggled to meet the daily case completion target.
    - **Solution**: Adjusted case prioritization to focus on high-priority tasks first.
- **Challenge**: Hesitation in completing complex cases.
    - **Solution**: Scheduled additional mentoring sessions with HS 4 to address specific concerns.

Recommendations

- Continue mentoring sessions twice a week to build confidence in complex cases.
- Aim to complete at least 100 cases in the next month to meet progress benchmarks.

Supervisor Comments:

Employee Comments:

Supervisor Signature: ______________________

Employee Signature: ______________________

Discussion Outline for Supervisory Meeting with Housing Specialist 5

Purpose: To address performance challenges, provide constructive feedback, and collaboratively develop strategies to improve case completion and accuracy.

---

1. Welcome and Setting the Tone

- **Objective**: Start the meeting with a positive and collaborative tone.
- **Talking Points**:
    - Acknowledge the purpose of the meeting: "We're here to support your success and address challenges together."
    - Emphasize that the discussion is about growth and improvement, not criticism.

---

2. Review of Performance Metrics

- **Objective**: Present and discuss performance data to identify gaps.
- **Talking Points**:
    - Case completion rate (e.g., 62.2% compared to the target of 90%).
    - Accuracy and compliance rates (e.g., errors or issues identified during quality control).
    - Trends over the last three months (January to March).

Question for Employee:

- "How do you feel about your performance over the past few months? Are there any challenges you'd like to share?"

---

3. Discuss Identified Challenges

- **Objective**: Understand the root causes of performance gaps.
- **Talking Points**:
    - Ask about time management and workload:
        - "Are you experiencing any specific challenges with managing your caseload?"
    - Address potential skill gaps:

        - "Do you feel confident with the tools and processes required to complete your cases accurately?"
    - Explore external factors:
        - "Are there any external factors or personal challenges affecting your performance?"

Question for Employee:

- "What areas do you feel you need the most support in?"

---

4. Feedback and Observations

- **Objective**: Provide constructive feedback based on observations.
- **Talking Points**:
    - Highlight strengths:
        - "I've noticed that when you complete cases, the quality is generally strong. Let's work on improving your efficiency to match that quality."
    - Address areas for improvement:
        - "I've observed delays in completing cases. Let's discuss ways to overcome this and ensure we're meeting targets."

---

5. Develop an Action Plan

- **Objective**: Collaboratively create a plan to improve performance.
- **Talking Points**:
    - Review the **Individual Development Plan (IDP)** goals and actions.
    - Set clear expectations for the next month:
        - "For April, let's aim to complete 100 cases with at least 90% accuracy."
    - Assign specific resources:
        - Mentoring sessions, training workshops, and prioritization tools.
    - Establish a progress monitoring schedule:
        - "We'll check in weekly to track your progress and address any roadblocks."

---

6. Employee Input

- **Objective**: Encourage the employee to share their perspective and contribute to the plan.
- **Talking Points**:
  - "What strategies do you think would help you succeed in meeting these goals?"
  - "Is there any additional support or resources you'd find helpful?"

Question for Employee:

- "Do you feel confident in the steps we've outlined? If not, what adjustments would you suggest?"

---

7. Summary and Next Steps

- **Objective**: Summarize the discussion and confirm agreed-upon actions.
- **Talking Points**:
  - Recap key points:
    - Performance gaps identified.
    - Agreed-upon strategies and goals.
  - Confirm next steps:
    - "Our first check-in will be next Monday. We'll review your progress and adjust as needed."

---

8. Close on a Positive Note

- **Objective**: End the meeting with encouragement and motivation.
- **Talking Points**:
  - "I'm confident in your ability to improve, and I'm here to support you every step of the way."
  - "Let's work together to make the next few months a success!"

Follow-Up:

- Share a written summary of the meeting and the agreed action plan with the employee for reference.

Learning Activity 6-3: Measurement Tools

Discuss with a partner the status of your measurement tools, using the following questions:

- Is a QC team or person in place?

  ____

- How often are file reviews being completed?

  ____

- Is the sampling adequate to produce relevant results?

  ____

- Are the most relevant QC reports being produced by the QC staff?

  ____

- Is there a recent easy-to-reference error type breakdown report accessible?

  ____

- Are there recent individual error reports available?

  ____

Case Study A

Becky is starting to panic. She looked at her numbers in the Two- Year Forecasting Tool and realized that not only are they underleased, they aren't using their money either-and it all means less in administrative fees. She feels she has enough staff but wonders how long that will last if they are underleased. All she hears from clients is, "I can't find anything. Can I get an extension on my voucher?" She knows it's the market, but if this trend continues, the PHA will be in big trouble. She's not sure what to do. It seems like she has tried everything.

Review the information and complete the form.

1. Clearly define the problem. Write a brief synopsis of the problem.

2. Determine possible causes of the problem.

3. Brainstorm for action alternatives. List alternatives from the sublime to the ridiculous. Sarah could:

   1.

   2.

   3.

4.

5.

6.

4. Select one alternative and plan the strategy. (Pick the one that is most viable at this time.)

5. Implement Action Plan. (Use your WB Action Plan form—who is going to do what by when.)

6. Reevaluate your plan and repeat the steps as often as necessary to improve the end result.

Case Study B

Steps for Problem Solving

1. **Define the Problem**
    - What are the indicators that a problem exists?
    - Identify the issue clearly and concisely.
    - Determine the root cause.
    - Write a definition of the problem
2. **Gather Information**
    - Collect data, facts, and any relevant details about the problem.
    - Engage stakeholders for input and perspectives.
3. **Generate Potential Solutions**
    - Brainstorm possible solutions.
    - List options without evaluating them initially.
4. **Evaluate Alternatives**
    - Consider the pros and cons of each option.
    - Assess feasibility, risks, and potential outcomes.
5. **Choose the Best Solution**
    - Select the most viable option based on analysis.
    - Ensure alignment with goals and constraints.
6. **Develop an Action Plan**
    - Outline the steps to implement the solution.
    - Assign responsibilities, set deadlines, and allocate resources.
7. **Implement the Solution**
    - Execute the plan according to the timeline.
    - Monitor progress and adjust as needed.
8. **Evaluate the Outcome**
    - Measure the success of the solution.
    - Gather feedback and identify lessons learned.

Problem-Solving Worksheet

Use this form to document and structure your approach to solving a problem.

Step 1: Define the Problem

- What is the problem?

- What is the root cause?

Step 2: Gather Information

- What information is available?

- Who are the stakeholders?

Step 3: Generate Potential Solutions

- List possible solutions:

1.	
2.	
3.	

Step 4: Evaluate Alternatives

- Pros and cons of each solution:

1.	
2.	
3.	

Step 5: Choose the Best Solution

- Selected solution:

- Why this solution was chosen:

Step 6: Develop an Action Plan

- Steps to implement:

1.	
2.	
3.	

- Who is responsible?

- Timeline:

Step 7: Implement the Solution

- Notes on implementation:

Step 8: Evaluate the Outcome

- Did the solution solve the problem? Why or why not?

- Lessons learned:

- Feedback for improvement:

YOUR TASK

Review the scenarios below and, using the problem-solving process, complete the form above as a group.

Scenario 1: HOTMA Implementation

The PHA is preparing to implement HOTMA but has faced challenges updating policies, training staff, and adjusting systems to comply with the new regulations. Despite initial training, staff remain unclear on key changes. The Executive Director realizes that the HIP software is not available. Therefore, the concern is the June 1, 2025, compliance deadline for the May 7, 2024, regulation. Policy updates have not been fully incorporated into the PHA's administrative plan for the May 7, 2024 regulation, and the staff is confused on what to do.

Scenario 2: HCV Utilization Issues

PHA significantly underutilizes Housing Choice Vouchers, with only 75% of the allocated vouchers being leased. Despite multiple discussions in monthly management meetings, the issue persists. Upon review, you discover that the HCV staff has been slow to process new applicants due to outdated procedures and insufficient training on the waitlist management system. Furthermore, the Executive Director realizes that utilization rates were not tracked regularly and that the issue was not flagged in time for corrective action.

Scenario 3: Late Reexaminations

PHA is experiencing a spike in late reexaminations, with over 25% of annual reexaminations overdue. During a routine SEMAP review, HUD flags this as a performance issue. Upon investigation, you found that the reexaminations were delayed due to staff shortages in the Occupancy department and a lack of automated reminders in the management system. The Executive Director learned that the issue had been ongoing for several months but was not brought to their attention because the supervisor assumed it would self-correct as staff adjusted to the workload.

Scenario 4: Portability Payments in Arrears

PHA A has been trying to collect a significant amount in portability arrears from PHA B, sending multiple follow-up emails without receiving a response or resolution. Frustrated by the lack of progress, PHA A escalated the matter to HUD for intervention. When the situation comes to light, PHA A's Executive Director discovers that he was unaware of the arrears until now. Further investigation reveals that the Finance and HCV departments failed to escalate the issue appropriately, leaving the Executive Director out of the loop and delaying critical action.

Scenario 5: Shortfall

Although you have been working with HUD staff to utilize your reserves, HUD has informed you that you are in shortfall, and additional shortfall money is unavailable. Your primary resource is the Two-Year Tool. You and the finance director have realized that you cannot serve all of the families currently on the program.

Learning Activity 7-1: Supervisor Behavioral Analysis Questionnaire

- Original written by Kenneth Blanchard, Drea Zigarmi, Patricia Zigarmi, and Ebert Steele
  - Revised for the Housing Choice Voucher Program

SELF

Perceptions of Supervisory Style

- **Directions:**
  - The purpose of the SBA II-Self is to provide you with information about your perceptions of your own supervisory style. This instrument consists of twenty typical job situations that involve a supervisor and one or more followers. Following each situation are four possible actions that a supervisor may take. Assume that you are the supervisor involved in each of the twenty situations. In each situation, you must choose one of the four supervisor decisions. Circle the letter of the decision that you think would most closely describe your behavior in the situation presented.
    Circle only one choice.

1. A new employee in your department has shown she can handle most basic tasks given to her. You have worked with her closely and believe she is able to take on a more difficult assignment. She wants the opportunity, but you know she will need more job knowledge to do the new assignment. You would:

- [ ] a. Assign her the new task. Give her time to adjust. Check her work results periodically.
- [ ] b. Assign her the new task. Explain how and when the task is to be done. Show her how to solve some of the problems that could arise. Supervise her closely.
- [ ] c. Assign her the new task. Tell her how and when the task is to be done, but listen to her concerns. Try to include her suggestions, but keep her focused on the task. Check her work on a regular basis.
- [ ] d. Assign her the new task. Praise her efforts when possible. Meet with her to listen to any concerns she may have. Check her work periodically.

2. Your HCV department staff was praised by their former supervisor for their work designing a new quality control file review system. Since your arrival in the department six months ago, you have worked with your staff during the month-to verify their file reviews. Their reviews have been very accurate. This month you will be in a training session during the monthly quality control file reviews. Your people have offered to review the files themselves. In a group meeting, you would:

- [ ] a. Appoint one of your staff to be responsible for the accuracy of the file reviews. Specify how the files should be verified, and provide a telephone number where you can be reached. Tell the person you appoint to call you each day to inform you on the progress.
- [ ] b. Present your method for reviewing file accuracy. Ask the staff for their ideas. Incorporate their suggestions as appropriate, but make sure they follow your instructions. Check back on Tuesday to see if they stayed with the plan.
- [ ] c. Ask your staff to review the files. Give them a deadline for completing the inventory. Call in on Wednesday to track progress and to see if your help is needed.
- [ ] d. Ask them to complete the file reviews and discuss their concerns. Encourage them to develop solutions to any problems they foresee. Assure them that they are capable of doing the work. Check back with them by phone to see if they need help.

3. You have recently been transferred to the HCV department from public housing. As the supervisor, you have learned that the performance of the workers in this unit has been good in the past but is now declining. They understand the basic work routine, but new HUD rules and the addition of new Administrative Plan changes have caused their work procedures to change. They are frustrated by the changes and do not see the need to do something new. In a group meeting, you would:

- ☐ a. Discuss your plan for improving performance. Ask for and use their suggestions to improve your plan. See that the improved plan is followed and track performance.
- ☐ b. Talk with the group about the decline in performance. As a part of the group, help them discuss the possible solutions. Encourage them to choose and carry out the best plan. Track their performance.
- ☐ c. Make sure they know about the decline in their performance. Let them decide what the specific problems are and how to solve each one. Track their performance.
- ☐ d. Let them know what you expect in the areas where performance is low. Go over the new work procedures with them, and be specific about how the procedures are to be followed. Track their performance.

4. Two of the employees on your team are having trouble working together. Their lack of coordination has caused needless delays and work foul-ups. Neither employee sees it as her problem. The employees lack both the job skills and the interpersonal skills to solve this conflict. You would:

- ☐ a. Talk to them separately about the conflict. Then, get them together to discuss the problem. Outline how they are to resolve the conflict, including their ideas if possible. See that they solve the problem.
- ☐ b. Talk to them separately about the conflict. Then, get them together to discuss the problem. Encourage them to make suggestions for getting along together. See that they use their ideas to solve the problem.
- ☐ c. Talk to them both together. Let them know you are concerned about delays and foul-ups. Give them time to solve the problem by themselves. Periodically, check to see if the matter needs your attention.
- ☐ d. Talk to them separately about the problem. Then, get them together and outline how they are to resolve the conflict. See that they solve the problem.

5. You have asked one of your employees to prepare a one-hour presentation to compare a new set of work procedures with the procedures now being used. He is having trouble organizing the information concerning reasons for the change. The presentation outline is five days overdue. He seems to be working hard on the outline with few results. You would:

- ☐ a. Ask him why the outline is late. Listen to his concerns and help him develop his own approach to the outline. See that he uses his ideas.
- ☐ b. Discuss the organization of the information and the format you want him to use. Ask for his ideas and include his suggestions when possible. Make sure he follows your general ideas.
- ☐ c. Tell him that you want the presentation outline in two days. Show him what the outline should look like. Follow up to see that the work is done on time.
- ☐ d. Let him know you are concerned about the lateness of the outline. However, give him more time to complete the task. Set another deadline to receive the outline.

6. The people in your section are normally competent and committed. Lately, however, the agency has been going through a reorganization. Your people are worried about how these changes will affect them. During this time, your section has missed some important performance goals, and your boss is upset. You would:

- ☐ a. Listen to their concerns in a group meeting. Answer what questions you can. Let them know that you and your boss are upset with their performance levels. Share your plan to get performance back on track. Include their suggestions when possible. Check their progress.
- ☐ b. Listen to their concerns in a group meeting. Answer what questions you can. Ask them to get their performance back on track. Check their progress.
- ☐ c. Listen to their concerns in a group meeting. Answer what questions you can. Explore their feelings and thoughts about the recent changes. Ask them for their ideas about how to get performance back on track. Get their commitment to use those ideas. Check their progress.
- ☐ d. Listen to their concerns in a group meeting. Answer what questions you can. Let them know that you and your boss are upset with performance levels. Tell them specifically what steps they must follow to get their performance back on track. Check their progress.

7. You have asked one of your workers to take on a new assignment. The assignment is important to the department's month-end performance goals. He is not very enthusiastic about the change because he will no longer be working with his buddies. You are also afraid he may not have all of the skills needed to handle the new assignment. You would:

- ☐ a. Listen to his concerns about the new assignment. Get his ideas on strategies he could use to successfully complete the assignment. Encourage him to follow through on his ideas. Acknowledge that change is difficult at first. Track his performance.
- ☐ b. Tell him specifically what you want done and how you want him to handle the new assignment. Acknowledge that change is difficult at first. Work with him closely and track his performance.
- ☐ c. Ask him to get started with the new assignment but let him determine how to go about it. Acknowledge that change is difficult at first. Be available to answer any questions. Keep track of his performance.
- ☐ d. Talk with him about what you want done and how you want to handle the new assignment. Ask for his ideas and include his suggestions in an action plan that you develop for him to follow. Acknowledge that change is difficult at first. Track his performance.

8. A usually motivated and competent employee has come to you for help. In the past, she has always successfully completed her assignments. You have asked her to take on a task that involves several activities she has done before, but this time the risks are higher. She seems hesitant to start the project because she has doubts about her ability to do it. You would:

- ☐ a. Go over a detailed outline of steps for the project. Assure her that she can complete the assignment if she follows the outline. Include her suggestions in the outline when possible. Track her performance as she follows the plan.
- ☐ b. Give her a detailed outline of steps for the project. Set some timelines and check to see if she has any questions. Track her performance as she follows the plan.
- ☐ c. Review her plan of action and listen to her doubts. Assure her that she will be able to complete the project successfully. Track her performance.
- ☐ d. Advise her to go ahead with the assignment. Be available to discuss any problems. Track her performance.

9. One of your workers has missed several deadlines. His performance has dropped over the past month. You have spoken to him on two separate occasions. It appears that he has not kept up with recent changes in work procedures, and he does not want to learn them. You would:

- ☐ a. Let him know that he must improve his performance. Give him specific instructions on what he needs to do to improve. Set shorter timelines and show him the work procedures to be followed. Track his progress.
- ☐ b. Let him know that he must improve his performance. Ask him what he can do. Encourage him to follow the steps he has outlined. Listen to his concerns and encourage him. Track his performance.
- ☐ c. Have a discussion with him about the importance of using the new work procedures. Tell him what you want done, and how and when it should be done. Include any suggestions he might have for resolving this problem. Try to get him to discuss his unwillingness to learn the new work procedures. Track his performance.
- ☐ d. Make sure he is aware that his performance level is declining. Tell him that you want the problem resolved, and give him a timeline. Track his performance.

10. You are planning some important changes in work procedures that involve changes in work hours. While you have made most of the staffing decisions in the past, you know your people have some definite ideas about their work hours. Your people have been working well as a team for over a year and know their jobs. In the past, they have resolved the few personality conflicts that have occurred. You would:

- ☐ a. Get the group together and help them examine the options. As a part of the group, help them reach their decisions. Put their assignments into effect.
- ☐ b. Ask the group to determine the new work hours for your approval. Ask them to check with you if they have any problems.
- ☐ c. In a group meeting, discuss the new work hours that you are proposing. Use the group's ideas and suggestions to shape your final decision on the assignments.
- ☐ d. Work out the new work hours yourself and post them.

11. During the peak work periods of the last few months, you have held daily meetings with your people to discuss work-flow problems. The records show that your team's performance has steadily declined. Lately, your people have become less participative in these meetings, and they are not focusing on the problems. Although they have the skills, they show little motivation for solving the work-flow problems. In a group meeting, you would:

- ☐ a. Tell them about the decline in performance. Inform them that certain performance levels must be maintained. Outline the steps to be followed and track their progress.
- ☐ b. Make sure they are aware of their performance levels. Give them time to improve their performance. Let them know you are available if they have problems. Track their progress.
- ☐ c. Discuss their declining performance. Talk about the importance of improving performance. Specify the steps you feel should be followed. Include their ideas in your instructions if possible, and track their progress.
- ☐ d. Help the group explore the reasons for the performance decline. Get them to generate alternative solutions for improving unit performance. Track their progress in carrying out their plan.

12. For the last few months, your staff has been working as a team to plan a new project. During that time, you have found that one team member has taken the lead when problems arise. She has great HUD rules and computer knowledge, in addition to people skills. Because of time constraints, you must move on to other projects. You have asked her to take charge of the project, and she enthusiastically accepted. Most of the other team members are pleased. You would:

- ☐ a. Ask to see her goals and a plan for project completion. Then, let the group work on its own under her leadership. Keep track of the group's progress.
- ☐ b. Meet with her to discuss the goals and action steps of the plan you want her to follow. Draw out her suggestions and include them in your plan. Keep track of the team's progress.
- ☐ c. Meet with her to discuss any problems she foresees. Help her explore any ideas she has for bringing the project to completion. Track the group's performance.
- ☐ d. Meet with her to tell her the goals and action steps you want her to follow. Keep track of the team's progress.

13. One of your new employees is not keeping accurate time records. He has been on your work team for about a week and has a positive attitude toward his job. The accounting staff is beginning to complain about his poor records. The record-keeping forms are sometimes difficult to complete because of the number of activities to be recorded. You would:

- ☐ a. Clarify his duties and performance standards. Give him more time to improve his record keeping. Check his records periodically.
- ☐ b. Specify his duties and performance standards. Clearly tell and show him how you want the work records to be completed. Check his records daily.
- ☐ c. Have a discussion with him about his duties and performance standards. Explore any problems he may be having with the forms. Encourage him to develop solutions to improve his record keeping. Check his records weekly.
- ☐ d. Clarify his duties and performance standards. Explain what must be done, but ask for his ideas for improving his record keeping. Check his records weekly.

14. You have asked one of your less experienced workers to complete a portability report. She has not had this specific assignment before, but she has some skills that will help. She is somewhat hesitant to take on this assignment because she doesn't like to make mistakes. You would:

- ☐ a. Ask her to complete the portability report for your approval. Be available for any questions she might have. Monitor her progress.
- ☐ b. Listen to her concerns about the new assignment, but assure her she can handle it. Talk with her about various steps she might take to complete the assignment.
- ☐ c. Tell her exactly what needs to be done and how to do it. Ask her if she has any suggestions, and include her ideas in your instructions when possible. Monitor her progress.
- ☐ d. Tell her specifically how the inventory report should be completed. Work with her closely to see that it is done correctly.

15. You want your people to work more closely as a team and be involved in decisions that affect the group. Most of the members see the need for this approach, but they don't know how to get started. You have had a lot of experience in working with teams. You would:

- [ ] a. Meet with the team and focus on issues that you think are important and easiest to handle. When conflicts arise among group members, specify how the conflict will be resolved. Watch and control the group process.
- [ ] b. Meet as a team to focus on issues that the members feel are important. Participate as a team member. As conflicts arise, help the group examine different ways to resolve their differences. Watch and help the group as needed.
- [ ] c. Meet as a team. Consider their ideas, but focus on issues that you feel are important. Choose the method of resolution when conflicts arise among group members. Explain the reasons for the choice. Watch and encourage discussion.
- [ ] d. Meet as a team to focus on issues that the members feel are important. Do not assume the leadership role. As conflicts arise, let the team resolve the problem. Observe the group process.

16. You have asked one of your shift operators to make some changes to the Administrative Plan. The new plan must incorporate new HUD regulations not included in the old Plan. This employee is the most knowledgeable about the Admin Plan. She is excited about the new regulations and has studied them in depth. You would:

- [ ] a. Explain the changes you want made and show her how to make them. Then, ask her for her ideas and suggestions. Include her ideas if possible, but make sure your instructions are followed.
- [ ] b. Ask her how she thinks the changes should be made. Listen to her ideas and review them with her. Answer any questions she may have. Check her progress.
- [ ] c. Ask her to make the changes and to let you know if she has any questions. Check her progress.
- [ ] d. Tell her the changes you want made. Show her how to make these changes and frequently check her progress.

17. One of your most knowledgeable workers continually checks things with you before he acts. He comes to you for reassurance and support on tasks he has performed well in the past. You want him to work more independently in the future.
You would:

- [ ] a. Tell him that you prefer that he check with you less often. Define the steps you want him to follow when questions arise. Be less available so he must solve his own work-related problems.
- [ ] b. Find out why he needs to see you so frequently. Be firm and specific about how to solve his work problems so he does not have to check with you. Ask him to check with you less often.
- [ ] c. Find out why he needs to check with you so frequently. Continue to listen to his work-related questions. Help him examine alternative solutions to his work problems. Suggest that he check with you less often.
- [ ] d. Tell him that he does not have to check with you before he acts. Give him the operating manuals so he can find the answers to any questions. Monitor his performance.

18. For about six months, you have been trying to get your four staff members to work as a team and share in the decision making. Another department has been downsized, and three new people have been added to your staff. The new people have never been involved in group decision making. Both the old and the new members of your staff want to work as a team, but sometimes conflicts arise that they can't resolve. You would:

- [ ] a. Tell the entire team what they must do to resolve their differences. Work with them and show them how to deal with conflicts. Frequently monitor performance.
- [ ] b. Discuss the problem with the entire group. Explain the steps they need to take to resolve their differences. Include their suggestions in your directions. Follow up to see how they are doing.
- [ ] c. In a meeting, explore the team's ideas and suggestions on how decisions should be made. Encourage the team to use these procedures to resolve their conflicts so they can maintain productivity. Track their performance.
- [ ] d. Discuss the problem with the entire team. Ask them to take the necessary steps to solve the problem on their own. Check periodically to see if performance is maintained.

19. One of your best workers is in a slump. For the last three months, she has shown little of the enthusiasm she had shown in the past. She has all of the skills necessary to get the job done, but her productivity is down because of her attitude. You would:

- ☐ a. Tell her that her productivity is down. Be specific about the performance standards that must be maintained. Outline the steps she needs to follow to improve her productivity. Monitor her performance.
- ☐ b. Discuss the problem with her. Explain the work procedures she is to follow. Get her ideas for improving her performance. Make sure she follows the specific procedures by tracking her performance.
- ☐ c. Discuss the problem with her. Ask her what problems she might be having that are influencing her work attitude. Listen and be open to what you can do to help. Track her performance.
- ☐ d. Discuss the problem with her. Make sure she knows her productivity is down. Ask her to resolve the problem. Be available if she needs to talk. Monitor her performance.

20. Because of an increase in workload, it is necessary to divide your department into two teams. You have chosen an experienced and capable member of your department to lead one of the teams. He has performed all of the jobs in the department with enthusiasm and skill. He has even filled in for you on a number of occasions. He is willing to accept this additional responsibility. You would:

- ☐ a. Give him the responsibility of leading one of the teams. Ask him to call you if he has any questions. Track the team's performance.
- ☐ b. Assign him the responsibility of leading one of the teams. Discuss what and how things should be done. Explore his ideas and include his suggestions in your instructions. Track the team's performance.
- ☐ c. Give him the responsibility of leading a team. Help him explore possible problems and their solutions. Encourage him to use his ideas. Track the team's performance.
- ☐ d. Assign him the responsibility of leading one of the teams. Indicate exactly what and how things should be done. Track the team's performance.

Learning Activity 7-2: Supervisor Behavior Analysis Scoring: Part 1 Style

Scoring Directions

1. Record your answers from the Questionnaire you completed in the Style Flexibility Score table. Circle the letter from each question.
2. Total your answers for the S1 column under Totals; then do the same for S2, S3, and S4 columns.
3. In the boxes under Difference Between, put the difference between your score for that column and 5 without regard to positive/negative.
4. Subtotal those numbers across for the Subtotal.
5. Subtract the Subtotal number from 30 to get your Style Flexibility Score.
6. Continue reading the instructions below under Style Flexibility.

Style Flexibility

1. The column headings under Style Flexibility correspond to the four supervisory styles.

   S1 - High Directive, Low Supportive Behavior

   S2 - High Directive, High Supportive Behavior

   S3 - High Supportive, Low Directive Behavior

   S4 - Low Supportive, Low Directive Behavior

   The column (S1, S2, S3 or S4) with the largest number of circled letters is your primary supervising style. Enter this number in the circle in the appropriate quadrant on the Primary Style Matrix. For example, assume that the column with the largest number of circled items is column S3. If eight items have been circled, you would enter the number 8 in the S3 circle on the Primary Style Matrix. If you have a tie for your primary style (two or more columns with the same number of items circled), enter the numbers from each of these styles in the appropriate quadrants.

2. Any column with four or more circled letters, other than your primary style(s), is a secondary supervising style. Enter this number(s) in the appropriate triangle(s) on the Secondary Style Matrix.
3. Any column with less than four circled letters should be considered a style you may want to develop. Enter this number(s) in the appropriate box(es) on the Developing Style Matrix.

Style Flexibility Score

1. To obtain your Style Flexibility Score, calculate the difference between 5 and each total. Subtract in either direction. Disregard the plus or minus sign. Enter these numbers in the shaded boxes at the bottom of the Style Flexibility columns. For example, if the total in column S2 is 2, then the difference between 5 and 2 would be 3, and a 3 should be entered in the box. If the total is 6, then the difference between 5 and 6 would be 1, and a 1 should be entered in the box.
2. Add all four numbers in the shaded boxes and enter this sum in the Subtotal box. Subtract the Subtotal from 30 and enter this number in the Style Flexibility Score box. Scores can range from 0-30. Draw an arrow at the corresponding number on the Style Flexibility Graph. A lower score indicates low style flexibility, which means that you select the same one or two styles for every situation. A higher score indicates high style flexibility, which means that you use all of the four styles more or less equally.

	STYLE FLEXIBILTY			
	S1	S2	S3	S4
1	B	C	D	A
2	A	B	D	C
3	D	A	B	C
4	D	A	B	C
5	C	B	A	D
6	D	A	C	B
7	B	D	A	C
8	B	A	C	D
9	A	C	B	D
10	D	C	A	B
11	A	C	D	B
12	D	B	C	A
13	B	D	C	A
14	D	C	B	A
15	A	C	B	D
16	D	A	B	C
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	D	B	C	A
Totals				
	DIFFERENCE BETWEEN			
	5	5	5	5

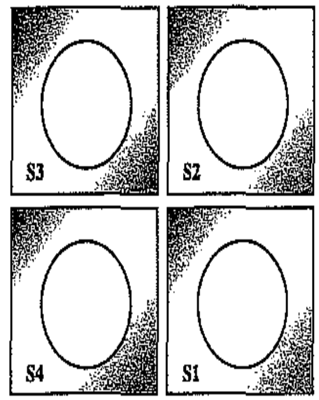
Subtotal

☐ + ☐ + ☐ + ☐ = ☐

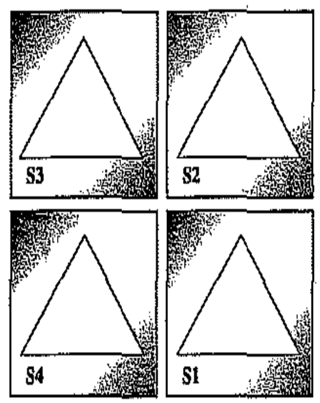
Subtract the number in the Subtotal box from 30 to get your

Style Flexibility Score ⟶ ☐

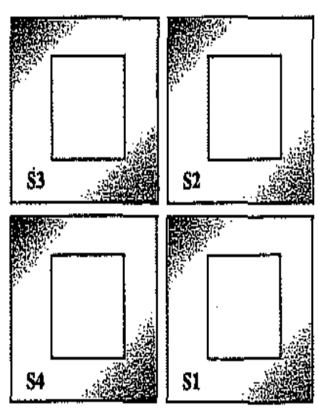
Primary Style Matrix



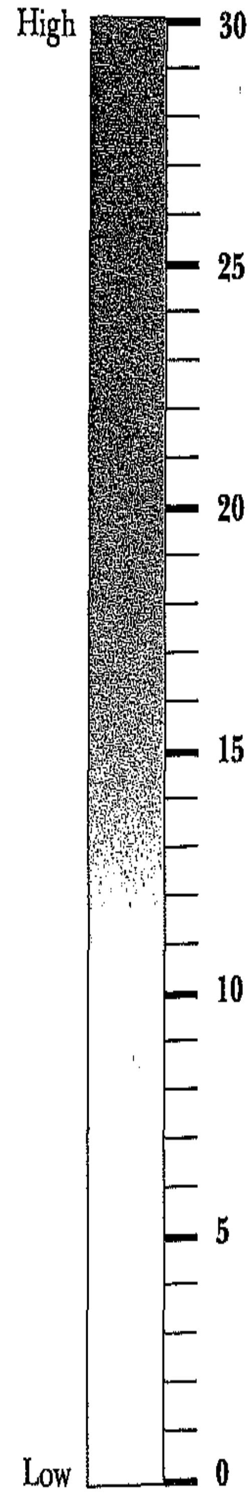
Secondary Style Matrix



Developing Style Matrix



Style Flexibility Graph



Learning Activity 7-3: Supervisor Behavior Analysis Scoring: Part 2 Effectiveness

Style Effectiveness

- To score high on style effectiveness, you must not only show a high level of flexibility in style selection, but you must also choose the supervisory style that is most appropriate for each situation. The Style Effectiveness columns are headed by poor (P), fair (F), good (G), or excellent (E) ratings. The totals at the bottom of these columns indicate how often you chose a poor, fair, good, or excellent answer.

Style Effectiveness Score

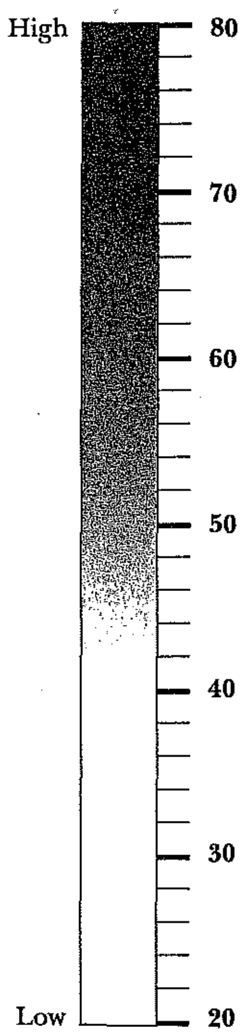
1. To obtain your Style Effectiveness Score, multiply each total entered in the P, F, G, and E columns by the number below each total. Enter the products in the shaded boxes at the bottom of the Style Effectiveness columns. Add all four numbers and enter the sum in the Style Effectiveness Score box. Scores range from 20-80. A lower score indicates low style effectiveness, which means that you chose a greater number of fair or poor style choices for the 20 situations. A higher score suggests high effectiveness, which means that you chose a greater number of good and excellent style choices.
2. Draw an arrow at the corresponding number on the Style Effectiveness Graph.

	STYLE EFFECTIVENESS			
	P	F	G	E
1	A_4	D_3	C	B
2	A_1	B_2	D	C
3	C_4	B_3	D	A
4	C_4	B_3	D	A
5	D_4	A_3	B	C
6	D_1	A_2	B	C
7	C_4	A_3	B	D
8	B_1	A_2	D	C
9	D_4	B_3	A	C
10	D_1	C_2	A	B
11	A_1	C_2	B	D
12	D_1	B_2	C	A
13	A_4	C_3	D	B
14	A_4	B_3	D	C
15	D_4	B_3	C	A
16	D_1	A_2	B	C
17	A_1	B_2	D	C
18	D_4	C_3	B	A
19	A_1	B_2	D	C
20	D_1	B_2	C	A
als				
	MULTIPLIED BY			
	1	1	3	4

☐ + ☐ + ☐ + ☐ = ☐

e Effectiveness Score

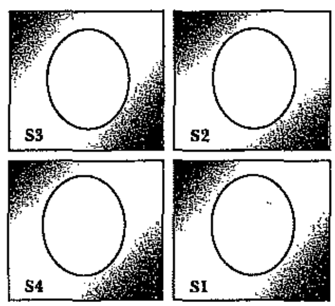
Style Effectiveness Graph



Style Diagnosis

- To better understand how you might improve your effectiveness score, it is helpful to examine the appropriateness of your style selections. The numbers in subscript in the poor and fair Style Effectiveness columns are the supervisory styles you chose when you circled responses A, B, C, or D. Record the number of Style 1 choices you made in the poor and fair columns and place that number in the oval in the S1 quadrant on the Style Diagnosis Matrix. Repeat this procedure for Style 2, Style 3 and Style 4 choices within the poor and fair columns. A pattern of four or more answers in the fair and poor categories in one supervisory style means that you may not be taking the development level of the person or group with whom you are working into consideration when choosing a supervising style. Go back to your SBA II-Self form, and reanalyze the situations to see if you can better understand why you may be using those styles inappropriately.

Style Diagnosis Matrix



Learning Activity 7-4: Situational Leadership Video

Use a variety of leadership styles in directing and supporting the work of others and incorporate them in your roles as a manager.

Influence is power with people.

Important points toward working together:

- Every behavioral style is a positive style
- A strength overused becomes a weakness
- Value diversity
- Flex your style

Knowledge Checks

Chapter 1: Organizational Overview

Knowledge Check 1: Organizational Profile, Structure and Roles

1. The term organizational profile refers to which of the following?
   - ☐ a. The organizational structure of the PHA
   - ☐ b. The various programs administered by the PHA
   - ☐ c. A snapshot of the organization, the key influences on how it operates, and the key challenges faced
   - ☐ d. The SEMAP profile

2. Whose role is it to establish HUD's budget?
   - ☐ a. Congress
   - ☐ b. Office of Inspector General
   - ☐ c. HUD headquarters
   - ☐ d. HUD regional office
   - ☐ e. HUD field office

3. PHAs are created under state enabling legislation. This legislation stipulates which of the following?
   - ☐ a. The size of the PHA's housing program
   - ☐ b. Procedures for appointment or election of commissioners
   - ☐ c. The types of programs the PHA can administer
   - ☐ d. The jurisdiction of the PHA
   - ☐ e. Both b and d

4. Who appoints PHA Commissioners?
   - ☐ a. Congress
   - ☐ b. HUD headquarters
   - ☐ c. HUD regional office
   - ☐ d. HUD field office
   - ☐ e. Local government (city, county, state)
   - ☐ f. PHA

5. Ongoing monitoring of PHAs for program compliance and compliance with HUD systems is the responsibility of which of the following?
   - ☐ a. HUD field offices
   - ☐ b. HUD headquarters
   - ☐ c. The Office of Inspector General
   - ☐ d. HUD regional offices

6. HUD is organized into how many regions?
   - ☐ a. One
   - ☐ b. Five
   - ☐ c. Ten
   - ☐ d. Twenty

7. It is the HUD field office's role to:
   - ☐ a. Write regulations
   - ☐ b. Allocate funding
   - ☐ c. Monitor performance with systems
   - ☐ d. Report to Congress
   - ☐ e. All of the above

8. Who is responsible for financial analysis and review of VMS reporting?
   - ☐ a. The HUD Financial Management Center
   - ☐ b. REAC
   - ☐ c. The HUD field office
   - ☐ d. HUD regional offices

9. The role of the Inspector General is to report to HUD headquarters.
   - ☐ a. True
   - ☐ b. False

10. REAC's role in the HCV program relates to what program function?
    - ☐ a. Inspection
    - ☐ b. Financial
    - ☐ c. Payment standards
    - ☐ d. Rent reasonableness

11. The primary regulation for the regular HCV program is 24 CFR:
    - ☐ a. Part 1
    - ☐ b. Part 7
    - ☐ c. Part 882
    - ☐ d. Part 900
    - ☐ e. Part 982

Knowledge Check 2: Fair Housing Compliance

1. The civil rights law that provides protections for persons with disabilities to local entities is:

   ____

2. The HUD regulations addressing nondiscrimination can be found in 24 CFR:
   - ☐ a. Part 982
   - ☐ b. Part 960
   - ☐ c. Part 8
   - ☐ d. Part 5

3. The rule that requires PHAs to make assisted housing available without regard to gender identity is:
   - ☐ a. The Fair Housing Act
   - ☐ b. The Civil Rights Act
   - ☐ c. ADA
   - ☐ d. OGC's Disparate Treatment Rule
   - ☐ e. The Equal Access Rule

Knowledge Check 3: Structure and Organization of the PHA

1. Which of the following is **NOT** a role of the PHA?
   - ☐ a. To resolve owner/tenant disputes
   - ☐ b. To establish policies and procedures for program operation
   - ☐ c. To determine eligibility of applicants
   - ☐ d. To administer funding

2. A benefit of contracting out PHA functions is that it is the contractor, not the PHA, who is accountable to HUD.
   - ☐ a. True
   - ☐ b. False

3. Commissioner appointment requirements are spelled out in:
   - ☐ a. HUD regulations
   - ☐ b. Federal law
   - ☐ c. Administrative plan
   - ☐ d. By-laws

4. Whose role is it to hire PHA staff?
   - ☐ a. HUD headquarters
   - ☐ b. HUD field office
   - ☐ c. Mayor of the local government
   - ☐ d. PHA Board of Commissioners
   - ☐ e. PHA Executive Director

5. Whose role is it to approve the budget for salaries?
   - ☐ a. HUD headquarters
   - ☐ b. HUD field office
   - ☐ c. Mayor of the local government
   - ☐ d. PHA Board of Commissioners
   - ☐ e. PHA Executive Director

6. To best understand the reporting relationships within a PHA, you would look at:
   - ☐ a. The annual plan
   - ☐ b. The organizational chart
   - ☐ c. The five-year plan
   - ☐ d. The administrative plan

7. A PHA must choose their organizational structure from one of three HUD-mandated structures.
   - ☐ a. True
   - ☐ b. False

Knowledge Check 4: Mission, Vision, Culture, Strategic Planning and Goals

1. A mission statement:
   - ☐ a. Identifies potential risks to the PHA
   - ☐ b. Embodies the purpose of the PHA
   - ☐ c. Includes the vision of the organization's leaders
   - ☐ d. Guides the actions and decisions of the PHA
   - ☐ e. Both b and d

2. "The ABC PHA will be nationally recognized as an innovative agency and leader in creating community partnerships" is an example of:
   - ☐ a. A mission statement
   - ☐ b. A vision statement

3. The organizational culture within an organization is created by:
   - ☐ a. The PHA staff
   - ☐ b. Senior leaders
   - ☐ c. The front-line supervisors
   - ☐ d. The board of commissioners

4. The strongest indicator of the organizational culture is:
   - ☐ a. The dress code
   - ☐ b. How promotions are made within the organization
   - ☐ c. The things that management pays attention to and rewards
   - ☐ d. How staff interacts inside and outside of the workplace

5. The application of creativity, analysis, problem solving in planning and decision-making is called:
   - ☐ a. Goal management
   - ☐ b. Organizational planning
   - ☐ c. Strategy deployment
   - ☐ d. Strategic thinking

6. What is the document which represents the specific roadmap to get to where an organization wants to be in the future?

   ____

7. Strategic planning provides an idealized description of a desired outcome.
   - ☐ a. True
   - ☐ b. False

8. A strategy map for the HCV program should include:
   - ☐ a. Financial management
   - ☐ b. Customers
   - ☐ c. Internal processes
   - ☐ d. Employees
   - ☐ e. All of the above

9. "90 percent of Housing Specialists who perform annual reexaminations will improve their accuracy rate on reexamination file reviews." Is this an acceptable SMART goal?
   - ☐ a. Yes
   - ☐ b. No

10. An organizational goal management solution ensures that individual employee goals and objectives align with the vision and strategic goals of the entire organization.
    - ☐ a. True
    - ☐ b. False

11. Which of the following is not a characteristic of a SMART goal?
    - ☐ a. Measurable
    - ☐ b. Substantive
    - ☐ c. Time-driven
    - ☐ d. Attainable

12. A way to ensure that every employee understands how their efforts contribute to the organization's success is called:
    - ☐ a. Action planning
    - ☐ b. Goal management
    - ☐ c. Strategic thinking
    - ☐ d. The SMART model

13. All are part of the 5-step process to resolve differences EXCEPT:
    - ☐ a. Acknowledgment
    - ☐ b. Appreciation
    - ☐ c. Mandate
    - ☐ d. Leverage
    - ☐ e. Both c and d

Knowledge Check 5: Leadership Performance Systems

1. Which of the following is part of a leadership system?
   - ☐ a. Strategy maps
   - ☐ b. Organizational chart
   - ☐ c. Performance standards
   - ☐ d. All of the above

2. How leadership is exercised, formally and informally, throughout the organization refers to:
   - ☐ a. Leadership systems
   - ☐ b. Work systems
   - ☐ c. Work processes
   - ☐ d. Knowledge management

3. Leadership systems include:
   - ☐ a. Structures and mechanisms for decision making
   - ☐ b. Two-way communication
   - ☐ c. Selection and development of leaders and managers
   - ☐ d. Reinforcement of values and ethical behavior
   - ☐ e. All of the above

4. Provide three examples of leadership systems.

   ____

   ____

   ____

Knowledge Check 6: Organizational Relationships

1. PHAs typically have the most contact with:
   - ☐ a. HUD headquarters
   - ☐ b. HUD regional office
   - ☐ c. REAC
   - ☐ d. HUD field office

2. A primary reason a PHA should develop a relationship with the mayor/city council is:
   - ☐ a. They are the primary funder of the PHA
   - ☐ b. They could be involved in a complaint about a family or owner residing in a neighborhood
   - ☐ c. They typically would approve a PHA's budget
   - ☐ d. They could have relatives in the HCV program

3. An automated communication vehicle for families and owners that can save PHA staff time is called a:
   - ☐ a. Portal
   - ☐ b. Regulation
   - ☐ c. Policy
   - ☐ d. Board of commissioners meeting

4. Which answer best describes the "Voice of the Customer?"
   - ☐ a. Responding to customer complaints within 24 hours
   - ☐ b. Capturing customer-related information with the ultimate goal of improving customer service outcomes
   - ☐ c. The tone and manner in which staff communicates with clients
   - ☐ d. Correspondence and other complaints from owners and tenants
   - ☐ e. Both a and b

5. The PHA is required by HUD to establish a Resident Council of HCV families.
   - ☐ a. True
   - ☐ b. False

Chapter 2: Workforce Management

Knowledge Check 1: Workforce Management and Capability

1. Which of the following is not involved in workforce planning?
   - ☐ a. Policy development
   - ☐ b. Turnover analysis
   - ☐ c. Budget projections
   - ☐ d. Workload projections

2. Accomplishing work processes through the knowledge, skills and abilities of employees is called:
   - ☐ a. Workforce capability
   - ☐ b. Client management
   - ☐ c. Performance management
   - ☐ d. Workforce management

3. Which function is NOT one of the five basic functions managers perform?
   - ☐ a. Planning
   - ☐ b. Organizing
   - ☐ c. Leading
   - ☐ d. Specializing
   - ☐ e. Controlling

4. The HCV manager's role is to develop all of the following except:
   - ☐ a. Mission
   - ☐ b. Policy
   - ☐ c. Procedures
   - ☐ d. Performance metrics
   - ☐ e. Performance measures

5. Which level of management should be responsible for directing staff at the operational level?
   - ☐ a. Executive
   - ☐ b. Department managers
   - ☐ c. Supervisors or team leaders

6. Which is true of the middle level of management which would include department managers?
   - ☐ a. Responsible for the organizational and directional functions
   - ☐ b. Responsible for setting goals and policies
   - ☐ c. Responsible for a more "hands on" approach to management

7. Functional accountabilities, work methods, skills, and performance standards are essential for:
   - ☐ a. Work plans and performance appraisals
   - ☐ b. Creating policies
   - ☐ c. Responding to customers
   - ☐ d. Teamwork

8. What is most essential in determining the qualifications needed to fill a position?
   - ☐ a. Skilled interviews of prospective employees
   - ☐ b. Clear and specific job descriptions
   - ☐ c. Thorough reference and background checks
   - ☐ d. Pre-hire testing

9. The capacity to perform an activity is called:
   - ☐ a. Ability
   - ☐ b. Skill
   - ☐ c. Knowledge
   - ☐ d. None of the above

10. Understanding measuring and analyzing data is an example of:
    - ☐ a. An ability
    - ☐ b. A skill
    - ☐ c. Knowledge
    - ☐ d. None of the above

11. What you have learned to do is called:
    - ☐ a. Ability
    - ☐ b. Skill
    - ☐ c. Knowledge
    - ☐ d. None of the above

12. Dealing with conflict effectively is an example of:
    - ☐ a. Knowledge
    - ☐ b. Skill
    - ☐ c. Ability
    - ☐ d. None of the above

Knowledge Check 2: Workforce Capacity

1. In the generalist model, employees work in specific functional program areas such as moves or inspections.
   - ☐ a. True
   - ☐ b. False

2. A cross between the specialist model and the generalist model is known as:
   - ☐ a. The team model
   - ☐ b. A blended approach
   - ☐ c. The Integrated model
   - ☐ d. None of the above

3. The amount of staff specialization usually relates to:
   - ☐ a. The experience of PHA staff
   - ☐ b. The size of the PHA
   - ☐ c. Established performance standards
   - ☐ d. None of the above

4. Staff with full case management responsibilities can handle larger caseloads.
   - ☐ a. True
   - ☐ b. False

5. All caseloads are measured on a ________ basis:
   - ☐ a. Daily
   - ☐ b. Weekly
   - ☐ c. Monthly
   - ☐ d. Annual

6. The caseload assignment most typically used by PHAs is:
   - ☐ a. Alphabet
   - ☐ b. Zip Code
   - ☐ c. Owner
   - ☐ d. MSA districts

7. Which of the following should be included in a Caseload and Accuracy Plan?
   - ☐ a. Graduated caseload for new employees
   - ☐ b. Expectations for accuracy
   - ☐ c. Quality control spreadsheets
   - ☐ d. Both a and b

8. Calculating staffing requirements depends on:
   - ☐ a. Future demands and workforce levels
   - ☐ b. Longevity of staff
   - ☐ c. Accuracy levels of staff
   - ☐ d. Ability of staff to work as a team

9. Which of the following are methods to determine staffing needs?
   - ☐ a. Cycle time
   - ☐ b. Quantification
   - ☐ c. Guestimation
   - ☐ d. Both a and b

10. Determining staff needs through benchmarking means:
    - ☐ a. Measuring the time needed to perform a task
    - ☐ b. Comparing the production of one staff person to another
    - ☐ c. Looking at staffing levels for comparable sized PHAs
    - ☐ d. Tracking production by predetermined increments

11. Which of the following would be essential to determine cycle time for annual reexamination?
    - ☐ a. The number of staff available
    - ☐ b. How long it takes to perform the various tasks
    - ☐ c. The policies on annual reexaminations
    - ☐ d. The number of reexaminations to be completed

12. Cycle time refers to which of the following?
    - ☐ a. The annual reexamination cycle
    - ☐ b. The time it takes to fulfill commitments or complete tasks
    - ☐ c. All aspects of key measures of time performance
    - ☐ d. Both b and c

Chapter 3: Effective Supervision

Knowledge Check 1: Effective Supervision Part 1

1. The testing process in hiring is needed to determine workforce:
   - ☐ a. Capacity
   - ☐ b. Capability
   - ☐ c. Contribution to society
   - ☐ d. Generational fit

2. Conducting simulations that gauge specific job-related abilities and skills is an acceptable and effective hiring policy.
   - ☐ a. True
   - ☐ b. False

3. An effective hiring policy would be to always promote from within.
   - ☐ a. True
   - ☐ b. False

4. Onboarding employees is how the supervisor makes decisions on who should be promoted.
   - ☐ a. True
   - ☐ b. False

5. The best way to clarify expectations of staff is:
   - ☐ a. To discipline under-performing staff
   - ☐ b. To set performance standards
   - ☐ c. To establish performance incentives
   - ☐ d. To adopt quality control procedures

6. The most critical factor in developing high-performing staff is:
   - ☐ a. Classroom training
   - ☐ b. On-line training
   - ☐ c. One-on-one involvement by the supervisor
   - ☐ d. On-the-job training

7. Performance management optimizes results by:
   - ☐ a. Aligning all subsystems to achieve overall organizational goals
   - ☐ b. Establishing a means to track results
   - ☐ c. Identifying desired results
   - ☐ d. Helping supervisors to identify problems
   - ☐ e. The organizational profile

8. Achieving the overall goal requires all of the following activities EXCEPT:
   - ☐ a. Identification and prioritization of desired results
   - ☐ b. Establishing means to measure progress towards the results
   - ☐ c. Immediately placing low performers on an IDP
   - ☐ d. Exchanging ongoing feedback on progress

9. To communicate what performance is expected of staff, utilize:
   - ☐ a. Performance standards
   - ☐ b. Exit interviews
   - ☐ c. Performance policies
   - ☐ d. Knowledge transfer

10. Which of the following are performance improvement techniques?
    - ☐ a. Coaching
    - ☐ b. Training
    - ☐ c. Policy or procedure clarification
    - ☐ d. All of the above

11. The best tool to bridge the gap between actual performance and desired performance is:
    - ☐ a. An individual development plan
    - ☐ b. Employee counseling
    - ☐ c. Performance incentives
    - ☐ d. Peer review

12. The best solution for staff that is unwilling or unable to improve their performance is:
    - ☐ a. Assign them to a high performing team
    - ☐ b. An individual development plan
    - ☐ c. Termination
    - ☐ d. Coaching

13. IDPs should only be used as part of the performance evaluation.
    - ☐ a. True
    - ☐ b. False

Knowledge Check 2: Effective Supervision Part 2 DiSC Profile

1. DiSC is a personal assessment tool used to:
   - ☐a. Determine promotional ability of staff
   - ☐b. Conduct performance evaluations
   - ☐c. Analyze file review results
   - ☐d. Improve work productivity

2. DiSC profiles help you and your team:
   - ☐a. Understand the HUD rules
   - ☐b. Respond to conflict
   - ☐c. Foster creative group interactions
   - ☐d. Both b and c

3. A positive benefit of understanding a person’s behavioral style is you will understand their preferred communication style and their preferred work environment.
   - ☐a. True
   - ☐b. False

4. Using your predominant behavioral style all of the time will result in productivity.
   - ☐a. True
   - ☐b. False

5. The source of conflict between people results from:
   - ☐a. People focusing solely on their common ground
   - ☐b. Perceptions of differences
   - ☐c. Building common goals
   - ☐d. All of the above

6. A behavioral tendency to create a motivational environment would most likely be this behavioral style:
   - ☐a. Dominant
   - ☐b. Influences others
   - ☐c. Steady
   - ☐d. Cautious/conscientious

7. A behavioral tendency to calm excited people would most likely be this behavioral style:
   - ☐a. Dominant
   - ☐b. Influences others
   - ☐c. Steady
   - ☐d. Cautious/conscientious

8. A behavioral tendency to be motivated by adhering to HUD regulations would most likely be this behavioral style:
   - ☐a. Dominant
   - ☐b. Influences others
   - ☐c. Steady
   - ☐d. Cautious/conscientious

9. A behavioral tendency to analyze performance critically would most likely be this behavioral style:
   - ☐a. Dominant
   - ☐b. Influences others
   - ☐c. Steady
   - ☐d. Cautious/conscientious

10. A behavioral tendency to make quick decisions would most likely be this behavioral style:
    - ☐ a. Dominant
    - ☐ b. Influences others
    - ☐ c. Steady
    - ☐ d. Cautious/conscientious

11. A behavioral tendency of a high S behavioral profile is:
    - ☐ a. Making quick decisions
    - ☐ b. Weighing the pros and cons
    - ☐ c. Being a team player
    - ☐ d. Dominating

Chapter 4: Basic Financial Management and Program Utilization

Knowledge Check 1: Terminology and HAP Renewal Funding

1. The document that is the primary contract between HUD and the PHA is called the:
   - ☐ a. HAP Contract
   - ☐ b. IMS/PIC Contract
   - ☐ c. VMS Contract
   - ☐ d. ACC or CACC

2. As part of the ACC contract, the PHA must require owners in the HCV program to comply with HUD regulations:
   - ☐ a. True
   - ☐ b. False

3. Funding is based on:
   - ☐ a. The calendar year
   - ☐ b. HUD's fiscal year
   - ☐ c. Congress's fiscal year
   - ☐ d. The PHA's fiscal year

4. In the ACC funding exhibit, increment terms will be based on:
   - ☐ a. The PHA's current financial status
   - ☐ b. The previous quarter of actual funding
   - ☐ c. Available funds at the time an increment expires and is renewed
   - ☐ d. The PHA's need when an increment expires

5. Renewal funding is based on:
   - ☐ a. Prior year funding for the PHA
   - ☐ b. Validated VMS leasing and cost data for the prior calendar year
   - ☐ c. Average VMS leasing and cost data
   - ☐ d. Validated leasing and cost data for the prior fiscal year

6. Which HUD system enables HUD to obligate funding for PHAs based on actual PHA use?
   - ☐ a. IMS/PIC
   - ☐ b. The funding exhibit
   - ☐ c. VMS
   - ☐ d. None of the above

Knowledge Check 2: Cash Management

1. Under the cash disbursement procedures, PHAs are guaranteed to directly receive the entire ABA apportioned to them on a calendar year basis.
   - ☐ a. True
   - ☐ b. False

2. HUD-held reserves are called:
   - ☐ a. Restricted net position
   - ☐ b. Unrestricted net position
   - ☐ c. Program reserves
   - ☐ d. Renewal funding

3. PHA-held HAP reserves are called:
   - ☐ a. Restricted net position
   - ☐ b. Unrestricted net position
   - ☐ c. Program reserves
   - ☐ d. Renewal funding

4. The key difference between restricted net position and program reserves is:
   - ☐ a. The PHA holds the cash balances of the restricted net position account where HUD holds the cash balances for the program reserves
   - ☐ b. HUD holds the cash balances of the restricted net position account and the PHA holds the cash balances for the program reserves
   - ☐ c. Neither a nor b is correct

5. The maximum amount the PHA can spend in a calendar year is:
   - ☐ a. The maximum amount under the ACC
   - ☐ b. Available ABA and any amounts in their restricted net position and program reserve balances approved for use by HUD
   - ☐ c. No more than their available ABA because PHAs may no longer use restricted net position
   - ☐ d. None of the above

6. HUD's disbursements to a PHA:
   - ☐ a. Are based upon the previous month's costs as reported in VMS
   - ☐ b. Are based on the last validated month reporting in VMS
   - ☐ c. Are scheduled to arrive on the 20th business day of the month
   - ☐ d. Both b and c

Knowledge Check 3: Monitoring HAP Funding

1. If a PHA leased 1,000 units for 12 months that would equal how many unit months leased?
   - ☐a. 12
   - ☐b. 120
   - ☐c. 1,200
   - ☐d. 12,000

2. PHAs may lease additional units above their baseline on an annual basis if they have sufficient annual budget authority.
   - ☐a. True
   - ☐b. False

3. An underleased PHA deliberately overleases near the end of their calendar year on a monthly basis in order to fully utilize calendar year funding.
   - ☐a. This is always the best solution
   - ☐b. This is not permitted
   - ☐c. This may result in cash-flow issues
   - ☐d. The PHA will be overleased at the beginning of the next year
   - ☐e. Both c and d

4. A PHA will earn their full SEMAP points for the leasing indicator if:
   - ☐a. They lease 95 percent of their baseline units
   - ☐b. They spend 98 percent of their annual budget authority
   - ☐c. They spend 95 percent of their annual budget authority
   - ☐d. Both a and c

5. The total renewal funding that will be received divided by the total unit months HUD used to determine HAP renewal funding results in:

   ____

6. To arrive at the actual PUC for a month:
   - ☐a. Multiply the average HAP by the number of units leased
   - ☐b. Divide the total HAP for the year by the number of units leased for the year
   - ☐c. Divide the total HAP for the month by the number of units leased for the month
   - ☐d. Divide the average HAP per unit by the number of units leased

7. If your actual PUC exceeds the HUD-funded PUC available under your budget authority:
   - ☐a. HUD will provide funding increases to cover the cost
   - ☐b. HUD will not provide funding increases to cover the cost
   - ☐c. HUD will reduce administrative fees by 10%
   - ☐d. Both b and c

8. If your actual PUC exceeds the HUD-funded PUC available under your budget authority, you should:
   - ☐a. Reduce your unit months leased
   - ☐b. Request a higher PUC from HUD
   - ☐c. Increase your unit months leased
   - ☐d. Terminate families from the program

9. When reviewing data in VMS, name three important data comparisons to track.

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Knowledge Check 4: Administrative Fees

1. A PHA leased 780 units in April. The column A fee is $75. The column B fee is $65. The HUD proration is 100%. How much will the PHA earn in administrative fees for April?
   - ☐a. $58,500
   - ☐b. $56,700
   - ☐c. $50,700
   - ☐d. $62,400

2. Unused administrative fees that were earned and not spent are referred to as:
   - ☐a. Unrestricted net position
   - ☐b. Program reserves
   - ☐c. UMA
   - ☐d. Restricted net position

3. Administrative fee reserves:
   - ☐a. Is capped by HUD
   - ☐b. Can be used to cover future administrative deficits
   - ☐c. Generally should not be used to fund long term, fixed expenses
   - ☐d. Both b and c

4. If HCV administrative expenses exceed earned and funded fees, PHAs may use:
   - ☐a. Restricted net position
   - ☐b. Unrestricted net position
   - ☐c. Program reserve
   - ☐d. None of the above

5. Administrative fees may only be used for activities related to the provision of HCV assistance, including related development activities. Related development activities include which of the following?
   - ☐a. Development of project-based voucher units
   - ☐b. Supporting a voluntary public housing FSS program
   - ☐c. Unit modifications for accessibility purposes
   - ☐d. Both a and c
   - ☐e. All of the above

6. In order to determine administrative fees earned:
   - ☐a. Multiply the number of units leased by per-unit cost
   - ☐b. Multiply the number of units leased on the first day of the month by the fee factor
   - ☐c. Multiply the number of units leased annually by the fee factor
   - ☐d. Multiply budgeted units by the fee factor

7. PHAs are required to develop an administrative budget for non-HAP expenses.
   - ☐a. True
   - ☐b. False

Chapter 5: Operational Work Systems

Knowledge Check 1: Work Systems and Processes

1. Essential factors of "sustainability" include which of the following?
   - ☐a. Job description
   - ☐b. Workforce capacity
   - ☐c. Technology and resource availability
   - ☐d. All of the above

2. The ways in which an organization aligns its internal operations an workforce with its key vendors, suppliers, partners, and collaborators is:
   - ☐a. Strategy mapping
   - ☐b. Work systems
   - ☐c. Work goals
   - ☐d. Work processes

3. ______________________________

   create(s) the internal structure of how the work is accomplished and involve(s) all of the activities needed to sustain the various program functions.

4. An example of a "work system" would include which of the following?
   - ☐a. Mailing letters for annual reexaminations
   - ☐b. Tracking and monitoring mechanisms for the company with which the PHA contracts to perform its inspections
   - ☐c. Conducting an informal hearing
   - ☐d. Selecting an applicant from the waiting list

5. An example of a work process would include which of the following?
   - ☐a. Data entry and transmission of a 50058 for a new admission
   - ☐b. Sending an email
   - ☐c. Answering a letter
   - ☐d. Reading a PIH notice

6. Work systems and process are part of an organization's leadership systems.
   - ☐a. True
   - ☐b. False

Knowledge Check 2: The Administrative Plan

1. Which of the following documents has the purpose of establishing policies for carrying out the program in a manner consistent with HUD requirements and local goals and objectives contained in the PHA's agency plan?
   - ☐a. The Code of Federal Regulations
   - ☐b. The administrative plan
   - ☐c. PIH Notices
   - ☐d. The personnel policy

2. In order to write an administrative plan, you must distinguish between program areas that are mandatory and those allowing discretion.
   - ☐a. True
   - ☐b. False

3. An agency's discretionary policies are not required to be stipulated in the PHA's administrative plan.
   - ☐a. True
   - ☐b. False

4. Mandatory requirements are found in:
   - ☐a. HUD regulations
   - ☐b. Current PIH notices
   - ☐c. Opinions or rulings by Office of General Counsel
   - ☐d. All of the above
   - ☐e. Both a and b only

5. Where state law is more restrictive than federal law, but does not conflict:
   - ☐a. The PHA should follow the state law
   - ☐b. The PHA should follow federal law
   - ☐c. The PHA is required to get a ruling from HUD
   - ☐d. The PHA may determine with which law to comply

6. If a HUD regulation states that "The PHA may not…," this means which of the following?
   - ☐a. The PHA has the option to decide
   - ☐b. The PHA is prohibited from doing something
   - ☐c. Neither of the above

Knowledge Check 3: Key Work Processes and Procedures

1. Policies are incorporated into the daily operations of a PHA through:
   - ☐a. Procedures
   - ☐b. The PHA plan
   - ☐c. Management directives
   - ☐d. The organizational chart

2. Procedures include which of the following?
   - ☐a. Tasks to be completed
   - ☐b. The appropriate forms to use
   - ☐c. Any required approvals
   - ☐d. All of the above

3. Work processes are most driven by:
   - ☐a. The housing specialists
   - ☐b. The HCV supervisor
   - ☐c. The PHA software
   - ☐d. HUD regulations
   - ☐e. PHA policy

4. Unique work processes that are intended to produce an outcome then go out of existence are called:
   - ☐a. Work systems
   - ☐b. Projects
   - ☐c. Policies
   - ☐d. Written procedures

5. Decision points within the language of a regulation indicate:
   - ☐a. The need for a procedure
   - ☐b. A requirement for the PHA
   - ☐c. The need to develop policy
   - ☐d. The need to obtain a decision from HUD

6. Procedures should include:
   - ☐a. Who is responsible
   - ☐b. Forms and systems used
   - ☐c. Applicable regulations and policies
   - ☐d. All of the above

7. Safe harbor references include:
   - ☐a. Guidebooks
   - ☐b. Expired notices
   - ☐c. Expired handbooks
   - ☐d. Recommendations from individual HUD staff
   - ☐e. All of the above

Chapter 6: Measurements and Analysis

Knowledge Check 1: Quality Control Planning and Types

1. An effective quality control system:
   - ☐ a. Clarifies performance expectations
   - ☐ b. Is required by HUD regulations
   - ☐ c. Must be adopted by the board of commissioners
   - ☐ d. Clarifies who reports to whom

2. Which of the following is included in a quality control plan?
   - ☐ a. The time period for correcting errors
   - ☐ b. The procedure for conducting file reviews
   - ☐ c. Actions to ensure that errors are not repeated
   - ☐ d. All of the above

3. HUD requires PHAs to establish a quality control plan.
   - ☐ a. True
   - ☐ b. False

4. The most important consideration in designing a quality control program is:
   - ☐ a. The number of staff
   - ☐ b. The number of units
   - ☐ c. Prior SEMAP scores
   - ☐ d. The goals and outcomes you want to achieve

5. Generally, the broader the desired outcome, the easier it will be to develop a quality control measurement process.
   - ☐ a. True
   - ☐ b. False

6. A supervisor reviews the HUD-50058 before it is approved in the computer system. This is an example of:
   - ☐ a. Periodic quality control
   - ☐ b. Preventive quality control
   - ☐ c. Continuous quality control

7. A supervisory audit of SEMAP indicators for purposes of SEMAP certification is an example of:
   - ☐ a. Periodic quality control
   - ☐ b. Preventative quality control
   - ☐ c. Continuous quality control

8. Preventive quality control:
   - ☐ a. Is a comprehensive program review done at intervals
   - ☐ b. Is an ongoing process of regularly collecting and analyzing data
   - ☐ c. Deters errors before they have a negative impact
   - ☐ d. Both b and c

9. If you wanted to look at trends and focus on areas where your PHA was most vulnerable, you would use preventive quality control.
   - ☐ a. True
   - ☐ b. False

10. The ultimate objective of quality control is to detect errors.
    - ☐ a. True
    - ☐ b. False

11. File reviews are an example of:
    - ☐a. Preventive quality control
    - ☐b. Periodic quality control
    - ☐c. Continuous quality control
    - ☐d. The goals and outcomes to be achieved

12. The type of quality control which deters a negative dollar impact is called:
    - ☐a. Preventive quality control
    - ☐b. Periodic quality control
    - ☐c. Continuous quality control
    - ☐d. The goals and outcomes to be achieved

13. A HUD audit would be an example of:
    - ☐a. Preventive quality control
    - ☐b. Periodic quality control
    - ☐c. Continuous quality control
    - ☐d. The goals and outcomes to be achieved

14. A supervisory audit of SEMAP indicators done monthly would be called:
    - ☐a. Preventive quality control
    - ☐b. Periodic quality control
    - ☐c. Continuous qu1ality control
    - ☐d. The goals and outcomes to be achieved

15. Trends are developed from which type of quality control?
    - ☐a. Preventive quality control
    - ☐b. Periodic quality control
    - ☐c. Continuous quality control
    - ☐d. The goals and outcomes to be achieved

Knowledge Check 2: Conducting QC

1. The first level of quality control should be done by a supervisor.
   - ☐ a. True
   - ☐ b. False

2. Supervisors should quality control files prior to submission for payment. It is recommended that the supervisor:
   - ☐ a. Spend 1.5-2 hours per week on this function
   - ☐ b. Review more files of staff prone to making errors
   - ☐ c. Review 25 percent of the files submitted
   - ☐ d. Both a and b
   - ☐ e. a, b and c

3. If files are submitted the last week of the month, there is still adequate time to QC and fix discrepancies.
   - ☐ a. True
   - ☐ b. False

Knowledge Check 3: Production Performance and Accuracy Measurement

1. Key performance indicators should:
   - ☐a. Be created for all functional areas of the program
   - ☐b. Be targeted to poor performing staff
   - ☐c. Be concentrated on areas where there is financial risk
   - ☐d. Should tie back to individual performance standards for each staff position
   - ☐e. Both a and d only

2. If something should have been produced, but was not, it is called a:
   - ☐a. Leading indicator
   - ☐b. Lagging indicator
   - ☐c. Key performance indicator
   - ☐d. Projected indicator

3. If the goal is to complete 50 lease-ups and 50 families were issued vouchers but only 25 leased up, your lagging indicator would be:
   - ☐a. 25
   - ☐b. 100
   - ☐c. 50
   - ☐d. None of the above

4. If you did not complete the required reexaminations for January, the balance of uncorrected reexaminations:
   - ☐a. Are considered leading indicators for February
   - ☐b. Are considered lagging indicators for March
   - ☐c. Do not figure into reexams to be conducted for January

5. For a reexamination to be considered completed successfully:
   - ☐a. Conducted on time with errors
   - ☐b. File is completed on time with errors
   - ☐c. File was not completed on time but no errors
   - ☐d. File was completed on time with no errors

6. It is impossible to have an effective error reduction strategy without:
   - ☐a. A positive work environment
   - ☐b. Up-to-date personnel policies
   - ☐c. Standards and measurements
   - ☐d. Equitable caseloads

Knowledge Check 4: Problem Solving

1. The steps in problem analysis include all of the following, EXCEPT:
   - ☐ a. Understanding what really happened
   - ☐ b. Finding appropriate solutions
   - ☐ c. Clarifying the area of concern
   - ☐ d. Identifying the root cause of errors

2. A step of problem analysis strategy is to identify the cause of the problem.
   - ☐ a. True
   - ☐ b. False

3. By determining the cause of a problem, the manager can identify:
   - ☐ a. Errors and negative trends
   - ☐ b. Breakdowns in leadership systems
   - ☐ c. Overall organizational performance
   - ☐ d. Unclear policies and procedures
   - ☐ e. All of the above

4. Common causes of PHA errors include all EXCEPT:
   - ☐ a. Uneven workload distribution
   - ☐ b. Inadequate staff training
   - ☐ c. Regulations too difficult to implement
   - ☐ d. Inadequate forms

5. A root cause of staff not knowing what and how to do a task is:
   - ☐ a. Inadequate supervision
   - ☐ b. Excessive workload
   - ☐ c. Organizational culture
   - ☐ d. Unimportant

6. What is the first step in the problem response strategy?
   - ☐ a. Implement an action plan
   - ☐ b. Develop an implementation plan
   - ☐ c. Find appropriate solutions

Knowledge Check 5: Performance Trends and Results

1. The main purpose of performance measures is:
   - ☐ a. To track performance levels
   - ☐ b. To recognize high performing staff
   - ☐ c. To improve customer service
   - ☐ d. To identify leading indicators

2. If outcomes are not trending in the direction you want, you will need to develop:
   - ☐ a. Incentives for staff
   - ☐ b. Disincentives for staff
   - ☐ c. A new strategic plan
   - ☐ d. New goals and leading indicators

3. Which is not true regarding SEMAP?
   - ☐ a. It is done at end of fiscal year
   - ☐ b. HCV manager always has complete control over indicators
   - ☐ c. There are 14 indicators

4. The two best times during the year to perform SEMAP reviews are:

   ____

   ____

Knowledge Check 6: Knowledge Management

1. Knowledge management is exclusively about having information available through the use of technology.
   - ☐ a. True
   - ☐ b. False

2. The objective of knowledge management is to improve training options.
   - ☐ a. True
   - ☐ b. False

3. Knowledge management is a vital part of succession planning.
   - ☐ a. True
   - ☐ b. False

Chapter 7: Situational Leadership

Knowledge Check 1: Situational Leadership

1. The most effective leadership style to use is one that:
   - ☐ a. Meets the emotional needs of the employee
   - ☐ b. Builds the confidence of the employee
   - ☐ c. Matches the development level of the employee
   - ☐ d. Matches the intelligence of the employee

2. Which of the following is NOT one of the basic leadership styles?
   - ☐ a. Supporting
   - ☐ b. Directing
   - ☐ c. Delegating
   - ☐ d. Motivating

3. Under the Situational Leadership model, the leadership styles differ in which way?
   - ☐ a. The amount of direction and support
   - ☐ b. The amount of discipline and reward
   - ☐ c. The amount of delegation and coaching
   - ☐ d. None of the above

4. The concept of situational leadership is to match your leadership style to the development level of the employee. Therefore, for an experienced employee who is comfortable with their own ability to complete their tasks, which leadership style would you use?
   - ☐ a. S1 Directing
   - ☐ b. S2 Coaching
   - ☐ c. S3 Supporting
   - ☐ d. S4 Delegating

