

## My Career Map

You are much more likely to use what you learn in this seminar if you develop a clear understanding of who you are now and where you want to be as a supervisor in the future. You will also benefit from developing a written plan for your own professional or career improvement.

At the end of each of the chapters in this Supervisory Management Course, we will give you an opportunity to describe what you have learned about yourself in the chapter, and your description of what you would like to add or change in the future about your supervisory knowledge, skills, and abilities.

We will return to this information again and again as you move through this course. Start now by a beginning assessment of where you think you are now, where you'd like to be, and what you will do to get there.

Who and Where I Am	NOW	Who and What I Want to Be	What I Will Do	Date

## Career Maps

### Chapter 2 - My Career Map

List here any topic we discussed in this chapter you may need or want to think about. We return to this information again and again as you move this course.

Topics for Me to Explore	Situation	What I Will Do	Date
My sense of Mission and Vision			
PHA Policies—Where I Need to Gain Knowledge			
PHA Policies—My Involvement			
Procedures			
Working Collaboratively			
Workplace Politics			

## Chapter 3 - My Career Map

List here your competencies as a supervisor and leader. We return to this information again and again as you move through this supervisory management course.

<b>Who and Where I Am</b>	<b>NOW</b>	<b>Who and What I Want to Be</b>	<b>What I Will Do</b>	<b>Date</b>
My Functional Competencies:				
My Interpersonal Competencies:				
My Intrapersonal Competencies:				
My Communication Competencies				
My Meeting Management Competencies				
My Time Management Competencies				
DiSC Profile				

## Chapter 4 - My Career Map

List here what you learned about your responsibilities for developing job descriptions and participating in hiring practices in your agency. We return to this information again and again as you move through this course.

<b>Who and Where I Am</b>	<b>NOW</b>	<b>Who and What I Want to Be</b>	<b>What I Will Do</b>	<b>Date</b>
My Responsibility for Job Descriptions:				
My Responsibilities for Recruiting:				
My Responsibilities for Hiring Practices:				
My Responsibilities for Training New Hires:				

## Chapter 5 - My Career Map

Describe here what you learned about your motivation, your team, how you delegate work, and how you can make decisions. These activities are on pages 5-11, 5-22, and 5-54. We will return to this information again as you move through this course.

<b>Who and Where I Am</b>	<b>NOW</b>	<b>Who and What I Want to Be</b>	<b>What I Will Do</b>	<b>Date</b>
What motivates me?:				
My team stage:				
How I delegate:				
How I make decisions:				
How I manage change:				

## Chapter 6 - My Career Map

List here what you learned in this chapter about your responsibilities in performance management. Include what tasks you are currently doing in performance management and what you would like to do or improve in the future. We will return to this information again and again as you move through this course.

Who and Where I Am	NOW	Who and What I Want to Be	What I Will Do	Date
My Responsibilities in Performance Management:				
My Strengths:				
My Challenges:				

## Chapter 7 - My Career Map

List here what you learned in this chapter about your responsibilities as a supervisor for planning and monitoring. We will return to this information again as you move through this course.

<b>Who and Where I Am</b>	<b>NOW</b>	<b>Who and What I Want to Be</b>	<b>What I Will Do</b>	<b>Date</b>
My Responsibilities for Key Indicators (PHAS/SEMAP):				
My Responsibilities for Budgeting:				
My Responsibilities for Quality Control:				
My Planning & Monitoring Strengths:				
My Planning & Monitoring Challenges:				

## Chapter 8 - My Career Map

List here what you learned in this chapter about your responsibilities for nondiscrimination in your agency. We return to this information again and again as you move through this course.

Who and Where I Am	NOW	Who and What I Want to Be	What I Will Do	Date
My Responsibility for Non-Discrimination:				



## Chapter 9 - My Career Map

List here what you learned in this chapter regarding your responsibilities and actions in ethical dilemmas. Where are your strengths and challenges when ethical questions come up? Use the situations in Learning Activity 9-1 (page 9-8) to help you identify ethical concerns and the ease with which you respond to them. We will return to this information again as you complete your own career improvement plan.

Who and Where I Am	NOW	Who and What I Want to Be	What I Will Do	Date
My Responsibilities for handling ethical situations:				
My Strengths in ethical situations:				
My Challenges in ethical situations:				

## LEARNING ACTIVITY 1-1: Leadership Skills Survey

If you are already a manager, take this survey. If you are not a supervisor or manager, take the survey in Learning Activity 1-2.

### Introduction

This survey is designed to provide you with feedback about your level of preference or comfort with leadership characteristics and skills.

Circle the number on the scale that you believe comes closest to your skill or task level. Be honest about your choices. There are no right or wrong answers-it is only for your own self-assessment.

		Very Strong	Moderately Strong	Adequate	Moderately Weak	Very Weak
1.	I enjoy communicating with others.	5	4	3	2	1
2.	I am honest and fair.	5	4	3	2	1
3.	I make decisions with input from others.	5	4	3	2	1
4.	My actions are consistent.	5	4	3	2	1
5.	I give others the information they need to do their jobs.	5	4	3	2	1
6.	I keep focused through follow-up.	5	4	3	2	1
7.	I listen to feedback and ask questions.	5	4	3	2	1
8.	I show loyalty to the company and to the team members.	5	4	3	2	1
9.	I create an atmosphere of growth.	5	4	3	2	1
10.	I have wide visibility.	5	4	3	2	1
11.	I give praise and recognition.	5	4	3	2	1
12.	I criticize constructively and address problems.	5	4	3	2	1
13.	I develop plans.	5	4	3	2	1
14.	I have a vision on where we are going and set long-term goals.	5	4	3	2	1
15.	I set objectives and follow them through to completion.	5	4	3	2	1
16.	I display tolerance and flexibility.	5	4	3	2	1
17.	I can be assertive when needed.	5	4	3	2	1
18.	I am a champion of change.	5	4	3	2	1
19.	I treat others with respect and dignity.	5	4	3	2	1

## Supervision and Management

### The Basics of Supervision

#### Section 2: Supervision and Leadership

		<b>Very Strong</b>	<b>Moderately Strong</b>	<b>Adequate</b>	<b>Moderately Weak</b>	<b>Very Weak</b>
20.	I make myself available and accessible.	5	4	3	2	1
21.	I want to take charge.	5	4	3	2	1
22.	I accept ownership for team decisions.	5	4	3	2	1
23.	I set guidelines for how others are to treat one another.	5	4	3	2	1
24.	I manage by “walking around” (the front line is the bottom line).	5	4	3	2	1
25.	I am close to the business and have a broad view of where we are going.	5	4	3	2	1
26.	I coach team members.	5	4	3	2	1
27.	I determine manpower requirements for my department and write job descriptions for them.	5	4	3	2	1
28.	I interview and select the most qualified candidate for an open job position.	5	4	3	2	1
29.	I provide new employees with on-the-job training.	5	4	3	2	1
30.	I determine resources, material, and supply requirements for my department.	5	4	3	2	1
31.	I developed a budget for my department.	5	4	3	2	1
32.	I can respond to an employee who is upset with me or someone else in the organization.	5	4	3	2	1
33.	I have counseled employees who have personal problems (family, health, financial).	5	4	3	2	1
34.	I react to situations in which the quality of an employee's work goes into a decline.	5	4	3	2	1

Supervision and Management

The Basics of Supervision

Section 2: Supervision and Leadership

		Very Strong	Moderately Strong	Adequate	Moderately Weak	Very Weak
35.	I deal with employees who have performance issues, such as those who are suspected of substance abuse or are chronically late.	5	4	3	2	1
36.	I reward employees for good performances.	5	4	3	2	1
37.	I conduct formal employee performance appraisals.	5	4	3	2	1
38.	I can make a presentation to a group of peers and/or seniors.	5	4	3	2	1
39.	I write reports to be distributed to a group of peers and/or seniors.	5	4	3	2	1
40.	I have a deep-rooted understanding of the functions of my organization.	5	4	3	2	1
41.	I am curious.	5	4	3	2	1
42.	I know how to sell.	5	4	3	2	1
43.	I am a good learner.	5	4	3	2	1
44.	I know how to influence people and get support.	5	4	3	2	1
45.	I admit my mistakes and take responsibility for my actions.	5	4	3	2	1
46.	I like to talk to people and I am a great listener.	5	4	3	2	1
47.	I am a good delegation.	5	4	3	2	1
48.	I can separate the important issues from inconsequential ones.	5	4	3	2	1
49.	I have integrity and can be trusted.	5	4	3	2	1
50.	I am political only when needed.	5	4	3	2	1
	<b>TOTAL</b>					

Total score for all 5 columns: \_\_\_\_\_ **Final Score**

## Scoring

Total each of the five columns and then add the five columns together for your final score. The maximum score is 250 while the minimum score is 50.

As mentioned earlier, there are no right or wrong answers. This means there are no right or wrong scores. This survey is designed to show you the areas you need to improve in. Your lowest scoring answers are the areas you need to improve. See your supervisor or training department for resources to help you to become more proficient in your weak areas.

Use the ranges below for a general guideline of where you stand.

175 and above – You are well on your way to becoming a leader.

125 to 174 – You are getting close.

124 and below – Don't Give up! Many before you have continued with their studies to become some of the finest leaders around.

**LEARNING ACTIVITY 1-3: Am I Ready to be a Manager?**

Twenty-five years ago, a person may have had 10 years to develop the experience to become a manager. Today, the timeframe is likely much shorter and the learning curve is steeper.

Complete the following self-evaluation, answering true or false to the statements below.

This is not meant to be an exhaustive list of all the competency requirements for managerial effectiveness, or a pass/fail guide. It's simply a way to help you assess your readiness for a managerial role. Respond to each statement as honestly and accurately as you can, based on your current skills. For a statement to be true, you must believe it's true at least 90 percent of the time.

T	F	
<input type="checkbox"/>	<input type="checkbox"/>	I can influence others to follow my direction.
<input type="checkbox"/>	<input type="checkbox"/>	I am confident in my ability to positively influence corporate culture.
<input type="checkbox"/>	<input type="checkbox"/>	I have a model for building a credible strategic plan.
<input type="checkbox"/>	<input type="checkbox"/>	I have a process for creating measurable goals.
<input type="checkbox"/>	<input type="checkbox"/>	I understand how and when to effectively delegate a function.
<input type="checkbox"/>	<input type="checkbox"/>	I can break down complex functions into measurable tasks.
<input type="checkbox"/>	<input type="checkbox"/>	I can build collaborative teams.
<input type="checkbox"/>	<input type="checkbox"/>	I have a conflict resolution model that I can use when needed.
<input type="checkbox"/>	<input type="checkbox"/>	I know how to structure and have a difficult conversation.
<input type="checkbox"/>	<input type="checkbox"/>	I have an effective problem-solving model for finding the most likely root cause of the problem.
<input type="checkbox"/>	<input type="checkbox"/>	I understand how to use benchmarks and key performance indicators to achieve programmatic objectives.
<input type="checkbox"/>	<input type="checkbox"/>	I can manage my personal stress.
<input type="checkbox"/>	<input type="checkbox"/>	I can run an effective and productive meeting.
<input type="checkbox"/>	<input type="checkbox"/>	I use best practices when delivering performance evaluations.
<input type="checkbox"/>	<input type="checkbox"/>	I am knowledgeable about employee relations and the basics of employee law.
<input type="checkbox"/>	<input type="checkbox"/>	I have a decision-making model.
<input type="checkbox"/>	<input type="checkbox"/>	I understand the role of critical thinking in management.
<input type="checkbox"/>	<input type="checkbox"/>	I can conduct a fair and non-biased job interview.

### Group Discussion

What did you encounter that has helped or hindered your transition as a supervisor? You won't be asked to share anything you're not comfortable sharing!


### Making the Transition Easier

It's helpful to remember that the problems mentioned exist for most people when they take the first big step. We are not the first, nor are we the only people who have encountered these situations. Remember that there is a reason why you were chosen to be a supervisor. It involved someone's good judgment. They felt you could do the job.

A helpful beginning step is to find out what you don't know about the agency and your program. You may need some history about the agency or program. Are there annual reports you could look at? What about PHAS or SEMAP scores, if those are relevant to your new supervisory duties? Program performance statistics and other quality control reports? Do you have the current organizational chart? Read your human resources policies. You may need to get briefed on some or many of these reports and policies.

## Section 5 Chapter 1 Post Test

1. The supervisor is an advocate for the agency but not for the employees.
  - a. True
  - b. False
2. Good supervisors manage many roles by doing which of the following?
  - a. Understanding the mission of the organization
  - b. Knowing themselves
  - c. Following basic supervisory principles
  - d. Understanding performance standards and what's expected
  - e. All of the above
3. Some examples of professionalism include all of the following except:
  - a. Your second cousin, Henry, owns XYZ Construction Company, and has bid on a PHA project to upgrade the office facilities. You are asked to review the bids and make a recommendation. Because you must avoid actions that could be perceived as conflicts of interest, you report the relationship as a potential conflict of interest.
  - b. You happen to know some details about the Bergin family's private life because your aunt is their neighbor. The Bergin family is on the housing choice voucher program. Because these private details don't involve or affect their voucher and there is no law or regulation about privacy in this case, it's okay to tell your colleagues about what you know.
  - c. You are working on finishing your degree and your final written assignment is due and you're out of paper at home. You're the last one out of the office and no one would notice if you took a ream of paper home. But character is what happens when no one is looking. You don't take paper from the agency.
  - d. Even though some applicants or participants act out in aggressive or hostile ways, you show the same level of respect to everyone, even when it means setting limits.



4. Supervisors are always responsible for being the technical expert for the team.
  - a. True
  - b. False
5. A common definition of management is:
  - a. Telling others to get back to work
  - b. Designing systems and procedures
  - c. Understanding laws
  - d. Getting things done through others
  - e. All of the above
6. General functions of management in any organization are planning, organizing, directing, and coordinating.
  - a. True
  - b. False
7. A supervisor is a spokesperson for the union and is responsible for representing relevant unions.
  - a. True
  - b. False
8. Some ways you can successfully navigate the transition to supervisor include:
  - a. Study the program's relevant policies, software, and required reports.
  - b. Never admit you don't know something.
  - c. Avoid even the perception of having "favorites."
  - d. All of the above.
  - e. a and c
9. An important part of the knowledge, skills and abilities we learn as leaders is to put what we're learning into practice.
  - a. True
  - b. False

## **LEARNING ACTIVITY 2-1: Mission and Vision Statements for You as a Supervisor**

Refer to the “What’s Important to You! Your Values as a Supervisor” chart you completed at the end of chapter 1. Using that information, write your own mission statement and vision statement for yourself as a supervisor. Remember: A mission statement should tell what you wish to accomplish, while a vision statement is your end result if you successfully fulfill your mission.

### **Mission Statement**

### **Vision Statement**

## SECTION 2 DEPARTMENTS AND THE ORGANIZATIONAL CHART

Organizations may have different levels of management including executive managers, middle managers, and supervisors.

- The *board of directors* is the group of people legally charged to oversee or govern the organization.
  - The board does not make operating decisions.
  - Typically the board has only one employee, the executive director.
- *Executive managers, chief operating officers, or presidents* are responsible for accomplishing the goals of the organization identified by the board.
  - Executives oversee the entire organization. In larger housing authorities, executive directors don't manage day-to-day details. The smaller the agency, the more functions the executive director probably handles.
- *Middle managers* work for the executive director, are in charge of a major function or department, and they, in turn, may have supervisors or first-line supervisors reporting to them.
  - **Who are the middle managers at your agency? What do they do?**

- *Supervisors* are responsible for the day-to-day activities of a group of workers.
  - Supervisors and their employees are the people at an agency that do the day-to-day work.
  - **Besides you, who are supervisors at your agency? Describe that role.**

## LEARNING ACTIVITY 2-1: Procedures

Procedures and procedural guidelines can be just as important as policy. It's essential to define and spell out procedures because:

- Written policies can be applied incorrectly if procedures aren't clear and consistent.
- Not everything is a policy. Many day-to-day operations are a matter of doing good business, and are therefore procedures and not policy.
- Policies must be approved by the Board, whereas procedures can be revised more quickly.

Below is an example of a procedure:

### Excerpt of EMERGENCY TRANSFER Procedures

<b>Property Manager</b>
<i>For emergency transfers, see ACOP Transfer Chapter 12, Section I.B. and C. Complete Transfer paperwork [Emergency Transfer Referral form] Upon Property Manager approval of transfer, email paperwork to PH Program Manager</i>
<b>PH Program Manager</b>
<i>Upon receiving paperwork and approval, place family on transfer list with emergency preference Identify unit for transfer When transfer unit is identified, email Receiving (at site where transfer unit is located) Property Manager and Assistant Property Manager</i>
<b>Receiving Assistant Property Manager</b>
<i>Call to inform tenant of transfer unit availability Schedule unit showing Follow up with Transfer Unit Offer letter Notify Sending Property Manager and Assistant Property Manager (where resident is coming from) that offer is pending for said resident</i>
<b>Receiving Property Manager</b>
<i>Show unit If family refuses unit for good cause, see ACOP Transfer Chapter 12-IV.D. If good cause verified, email PH Program Manager, Sending Property Manager and Assistant Property Manager If family refuses offer with no good cause, refer to PH Director for referral to Legal If family accepts unit, conduct move-in inspection with family Orient family to site, unit, vicinity as described in Lease-up Procedure Generate work orders as needed</i>
<b>Receiving Assistant Housing Manager</b>
<i>Email Sending Assistant Housing Manager of acceptance of unit</i>

## Your Procedures

Consider procedures for one of the sample policies listed below. We've supplied an example to start you off.

Policy	Procedures/Guidelines
<b>Example:</b> The PHA will make every effort to keep units filled with a vacant unit turnaround time within 20 days.	Applicants will be processed in adequate numbers to fill units. In busy months, this may mean 10 or more applicants for every unit expected to become vacant. There will be a pool of at least 10 approved applicants at all times.
Applicants must be offered the opportunity to apply to any PHA waiting list that is open.	
If the PHA allows extensions, the briefing packet must explain how the family can request an extension.	

## Five Essential Skills for Working Collaboratively

Working in a group setting can be a frustrating or time consuming endeavor. Below are some strategies that can result in more successful collaboration. Think about how you have or can use these strategies in your own collaborative efforts. As you read, draw a plus sign next to those strategies you are currently using successfully and a check mark next to the strategies you could improve upon.

	<b>Think win-win.</b> Foster a nondefensive attitude among employees, and reward people who care about others' interests and needs as much as their own. Mutual success is the hallmark of positive, long-term relationships.
	<b>Speak the truth.</b> Dishonesty poisons the workplace. If you're serious about changing your corporate culture, you must speak—and vow to listen to—the truth. Collaborative managers are open, honest, and “out there” with their intentions, observations, and feelings, and they receive the same candor in return. They're also excellent listeners—behavior you must model if you want others to follow suit.
	<b>Be accountable.</b> There's no room for shame or blame. Promote an atmosphere in which people take responsibility for their performance and their relationships. Encourage everyone to choose to change what's not working. And recognize employees who focus on solutions.
	<b>Be self-aware—and aware of others.</b> Pay attention to your thoughts, feelings, emotions, intentions, and behaviors, and work just as hard to understand those around you. Create an environment where people feel free to ask what's going on when they don't “get” something. Also, value forgiveness—this gives people permission to take risks and correct mistakes.
	<b>Learn from conflict.</b> All relationships bump up against conflict once in a while—especially when deadlines and other pressures loom. The key is to use the conflict to learn and grow. Focus on understanding everyone's underlying interests, then seek mutually beneficial solutions. When you hit a wall, take a time-out, consider what's going on with you and those around you, and then start over.

## 504 Coordinator

If your housing agency has at least 15 employees, the appointment of a 504 coordinator is required. Depending on the size of your housing authority, the 504 coordinator may have other roles. For example, in a small agency, the executive director may be designated as the 504 coordinator.

Supervisors, managers, and directors must work closely with the 504 coordinator to fulfill the obligation to affirmatively further fair housing. Following are the essential duties of the 504 coordinator—and you play an essential role:

- Notification of applicants for employment, employees, applicants for housing programs, and participants and tenants with disabilities of their right to request reasonable accommodations to ensure equal opportunity.
- The 504 coordinator may involve you in all reviews for requests for reasonable accommodation, requests for which additional information is requested, a request which requires a meeting with the person, or any denial of a request for an accommodation.
- The 504 coordinator may call on you for reporting on the requests you receive, how you've responded to any fair housing complaint, and/or to be present at grievance hearings. You may also be called on to train your staff or to assist in training.

**Who fulfills the 504 coordinator function at your agency?**

**Give an example of a situation in which you collaborated with HR, the finance department, or the 504 coordinator. Was it a successful collaboration? Why or why not?**





## SECTION 6 Chapter 2 Post Test

1. In order to be an effective supervisor or manager, an analysis of the agency's available resources and strategic goals are more important than the agency's vision and mission.
  - a. True
  - b. False
2. The basic organizational structure of all housing authorities consists of:
  - a. Executive director, senior managers, middle managers, and frontline supervisors
  - b. The board, executive director, and staff
  - c. The board and the housing authority managers
  - d. Executive director, executive vice president, program director, program manager, and supervisors
  - e. None of the above
3. HUD provides directives and guidelines for:
  - a. PHA personnel policies
  - b. PHA housing programs
  - c. PHA supervision and management
  - d. Staff competencies for various positions
4. Which of the laws below apply to human resources and supervision?
  - a. Federal law
  - b. State law
  - c. Local law
  - d. All of the above
5. If employees' behaviors do not conform to the human resources policies of an agency, and there is a legal workplace challenge, policies generally will be seen as superseding accepted behavior.
  - a. True
  - b. False
6. The role of the board is to manage the operations of the housing authority.
  - a. True
  - b. False
7. The PHA that receives federal funding must designate a 504 coordinator if it employs how many employees or more?
  - a. 50 employees
  - b. Any number of employees
  - c. Up to PHA policy
  - d. 15 employees
  - e. There is no regulation or guidance on this issue
8. Some of the important areas of collaboration within the PHA include human resources, risk management and insurance, information systems, finance, and procurement and contracting.
  - a. True
  - b. False

## **SECTION 7     CONTINUED LEARNING**

### **LEARNING ACTIVITY 2-3: Mission and Vision Statements for You as a Supervisor**

Write your own mission statement and vision statement for yourself as a supervisor. Remember: A mission statement should tell what you wish to accomplish, while a vision statement is your end result if you successfully fulfill your mission.

#### **Mission Statement**

#### **Vision Statement**

## Section 3: Intrapersonal and Interpersonal Competencies

**LEARNING ACTIVITY 3-1: Intrapersonal Self-Questionnaire**

This questionnaire invites you to explore your thoughts and feelings when you answer these questions. Answer as honestly as you can.

1. I do not become defensive when criticized.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I can stay calm under pressure.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I manage anxiety, stress, anger, and fear in pursuit of a goal.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. I usually maintain a sense of humor.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I recognize how my behavior affects others.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. I air grievances skillfully.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. I can freely admit to making a mistake.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you want to list any of these on your Career Map?

Section 4: Communication Competencies

**LEARNING ACTIVITY 3-4: Affirm–Address–Affirm Feedback**

One effective method of giving supervisory feedback is the “affirm-address-affirm” method, or sandwiched feedback. Using this method, the supervisory first describes a positive part of the employee's work, goes on to say what the supervisory would like to see improved, and then closes with another example of something positive.

“You’ve always been so good on rent calculation. But I’m concerned about the number of late reexams. Let’s talk about that. I count on you in so many ways, and you're usually so efficient.”

Of course, the issue that needs to be addressed may take more time than a couple of sentences.

Think of an employee you supervise (or, if you’re not yet a supervisor or manager yet, think of an employee as if they were your direct report). Choose an employee who is struggling with job performance in some way. Write what you, as the supervisor, would say for “affirm-address-affirm” feedback to the employee. Write only brief responses.

Affirm \_\_\_\_\_

Address \_\_\_\_\_

Affirm \_\_\_\_\_

### **LEARNING ACTIVITY 3-5: Time Management Self-Evaluation**

Take a moment to think about and write down your response to the following questions:

1. I use my time well when I:

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2. I waste time when:

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## SECTION 10 Chapter 3 Post Test

1. A professional standard in communication for a supervisor or manager would be to meet regularly with employees.
  - a. True
  - b. False
2. If personality conflicts arise during a meeting, the supervisor must be skilled at resolving those interpersonal conflicts in the meeting.
  - a. True
  - b. False
3. When writing a document, the following is a helpful principle:
  - a. Use complex and eloquent words as much as possible
  - b. The first draft is always the best
  - c. Draft, edit, and revise
  - d. The longer the better, so you can explain everything
  - e. Target the document to the most educated audience
4. Good supervisors use different coaching techniques based on employees':
  - a. Length of time in the job and attitude
  - b. Learning level and commitment
  - c. Intelligence and mood
  - d. Job position
  - e. Salary and benefits
5. Often, it's important to give feedback publicly, so that everyone benefits.
  - a. True
  - b. False
6. Which of the following is generally true about decision-making? (two correct answers)
  - a. The manager should be able to make all decisions immediately
  - b. The manager should make some decisions collaboratively
  - c. All decisions should be final
  - d. Not making a decision is making a decision
  - e. The manager should always move quickly on high stakes decisions that will significantly affect people or programs
7. The common supervisory styles the supervisor or manager would use, depending on the situation, are:
  - a. Nice, not so nice, and mean
  - b. Interpersonal, intrapersonal, and communicative
  - c. Directing, involving, or delegating
  - d. Authoritative, authoritarian, and competent
8. A time management problem always means that there is not enough time to get things done.
  - a. True
  - b. False
9. The first step in decision-making is to:
  - a. Consider consequences of all possible decisions
  - b. Weigh up pros and cons
  - c. Create a plan and act on it
  - d. Explore the situation and define the problem
  - e. Clarify desired solution

10. The amount of direction and support a manager provides to each employee depends largely on the employee's:
  - a. Length of time in the job
  - b. Competence and commitment
  - c. Attitude and friendliness
  - d. Tasks and responsibilities
  - e. HUD regulations and PHA policies
11. For a new employee who is just learning the job, the style the manager would best use would be:
  - a. Directive
  - b. Involving
  - c. Delegating
  - d. Authoritarian
  - e. Influencing
12. Competencies consist of:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
13. E-mails can be deleted and therefore you can say something in an e-mail that cannot be traced.
  - a. True
  - b. False
14. Working well with others, understanding them and being adept at communicating, is an interpersonal competency or intelligence. Being able and willing to be honest with yourself and monitor your own feelings, thoughts and moods is a type of what type of competency?
  - a. Meeting management
  - b. Personnel management
  - c. Intrapersonal intelligence
  - d. Drinking more coffee
  - e. Business planning
15. Understanding how to work collaboratively is an important competency only when working with external customers.
  - a. True
  - b. False
16. There is a big decision of which you're aware. Some questions you would ask yourself might include:
  - a. "Is this decision mine to make?"
  - b. "Is this decision best made collaboratively?"
  - c. "Does this decision need to be made immediately, and by me?"
  - d. All of the above
17. *Ability* is knowing when and how to apply:  
\_\_\_\_\_

## For Your Further Learning: Leadership Style Survey

### Directions

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

Almost Always True – 5

Frequently True – 4

Occasionally True – 3

Seldom True – 2

Almost Never True – 1

Be honest about your choice. There are no right or wrong answers – it is only for your own self-assessment.

Leadership Style Survey						
		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	My employees and I always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees because I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1



<b>Leadership Style Survey</b>						
		<b>Almost Always True</b>	<b>Frequently True</b>	<b>Occasionally True</b>	<b>Seldom True</b>	<b>Almost Never True</b>
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1
9.	To get information out, I send it by e-mail, memos, or voicemail; very rarely do I call a meeting. My employees are then expected to act on the information.	5	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless I approve the decisions first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1

Supervision and Management

Supervisory Competencies

Section 11: Continued Learning

<b>Leadership Style Survey</b>						
		<b>Almost Always True</b>	<b>Frequently True</b>	<b>Occasionally True</b>	<b>Seldom True</b>	<b>Almost Never True</b>
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, I work with my employees to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining his or her job.	5	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1
25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1
29.	Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	My employees can lead themselves just as well as I can.	5	4	3	2	1

## Section 11: Continued Learning

In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1		2		3	
4		5		6	
7		8		9	
10		11		12	
13		14		15	
16		17		18	
19		20		21	
22		23		24	
25		26		27	
28		29		30	
<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>	
	<b>Authoritarian Style</b>		<b>Participative Style</b>		<b>Delegative Style</b>
	<b>(Autocratic)</b>		<b>(Democratic)</b>		<b>(Free reign)</b>

This questionnaire is to help you assess what leadership style you normally operate in. The lowest score possible for a stage is 10 (Almost never) while the highest score possible for a stage is 50 (Almost always).

The highest of the three scores indicates what style of leadership you normally use. If your highest score is 40 or more, it is a strong indicator of your normal style.

The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode.

If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except:

- If you score high in both the participative and the delegative then you are probably a delegative leader.

If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate in, or you are a new leader and are trying to feel out the correct style for you.



## SECTION 9 Chapter 4 Post Test

1. It is important for your employees' job duties in the job description to be very general.
  - a. True
  - b. False
2. Interview questions should be developed before interviews are conducted.
  - a. True
  - b. False
3. Performance standards should be established after the interviews are conducted, to account for a candidate's special talents and abilities.
  - a. True
  - b. False
4. New employee interviews should include testing in key performance areas, ensuring that candidates who have children will have adequate child care if they are hired, and establishing a method to evaluate or rate candidates' responses.
  - a. True
  - b. False
5. When interviewing candidates for a job opening, it is important to:
  - a. Ask the same questions of all candidates
  - b. Determine if the candidate's lifestyle is a good fit for the agency
  - c. Determine candidates' marital status
  - d. Ask different questions of different candidates, depending on personality and talents
  - e. Modify the job description after the interview, to account for special skills
6. Performance standards are written statements describing:
  - a. Specific tasks
  - b. How well a job should be performed
  - c. All the tasks required in the job
  - d. When and how a job should be performed
  - e. All of the above
7. HUD requires that the original employment application, the original job description and any revisions to the job description, and the PHA offer letter be in the employee personnel file.
  - a. True
  - b. False
8. Housing authorities' human resources policies are seldom subject to state law.
  - a. True
  - b. False
9. Generally, the best kind of training is:
  - a. On-the-job training
  - b. Professional seminar
  - c. Formal education
  - d. Self study
  - e. All of the above are effective, depending on the situation and the employee's training needs
10. Training plans:
  - a. Should have an overall purpose, or goal
  - b. Establish a sequence of knowledge and skills to be attained, or learning path
  - c. Track trainings and learning activities and methods accomplished
  - d. Should designate someone to verify that the training goals have been met
  - e. All of the above

11. HUD regulations govern personnel/human resources policies.
  - a. True
  - b. False
12. When hiring, performance standards should be established before the interviews are conducted, so functions are well-defined and expectations are clear.
  - a. True
  - b. False

## **Interview Questions**

**Applicant Name:**

**Interviewed By:**

**Date:**

**Start Time:**

**End Time:**

**Possible Positions:**

1. Have you ever worked for a public service agency?
2. What made you decide to apply for this type of job?
3. Tell me about your last/current job.
4. What would your previous employer(s) say about your dependability and attendance?
5. What can your skills bring to our team?

6. What do you consider yourself best at?
7. In what areas would you most like to improve professionally?
8. Do you prefer working as a part of a team or as an individual?
9. Give an example from your past work experience when you accomplished something exceptional. How did you do that?
10. Give an example of how you have demonstrated good customer service skills?
11. What are the most valuable lessons that you learned at your current/former employment?
12. Has your work ever been criticized? How? How did you handle it?
13. What types of tasks do you least like to perform?



14. Do you have any specific goals set for yourself? Describe them.

## Candidate Summary Form

Rating: Rate the candidate from 1 to 5 for each category.  
 5 = Strongly Agree; 4 = Agree; 3 = Somewhat Agree; 2 = Disagree; 1 = Not sure  
 Explain basis for rating as appropriate in Comment Column.

Candidate:	Interviewed By:	Date:	Start Time:	End Time:
Positions Candidate May Be Qualified for:				
When Can the Candidate Start to Work With Us?				

GENERAL KNOWLEDGE AND TECHNICAL REQUIREMENTS	RATING	COMMENTS
Core competency case study results: The candidate demonstrated the necessary skills to complete the Case Study successfully.		
The resume' indicates that the candidate has acquired the technical skills needed for the position.		
The technical skills disclosed during the interview are compatible with the skills needed for the position.		
Based upon prior work experience and accomplishments, the candidate appears to have a general level of knowledge that is compatible with the position requirements.		
The candidate seems to meets the minimum educational and training requirements needed to perform in the position.		

COMMUNICATION SKILLS	RATING	COMMENTS
Eye Contact: The candidate's eye contact was appropriate throughout the interview and demonstrated openness and interest.		
Verbal skills: The candidate demonstrated the ability to express or explain their thoughts, ideas and situations clearly. The candidate was effective in making him or her self understood.		
Responsiveness to questions: The candidate's answered appropriately responsive to the questions asked. The candidate demonstrated that they listened and understood the questions that were asked.		
ATTRIBUTES	RATING	COMMENTS
Openness: The candidate's demeanor was open, accessible and non-defensive.		
The candidate appeared to be inquisitive about the agency's goals and vision.		
The candidate appeared to be interested in growth opportunities.		
The candidate's questions indicated that they were looking for a career.		
The candidate's comments indicated a desire and willingness for self-improvement.		
The candidate was alert and attentive during the interview.		

## LEARNING ACTIVITY 5-1: Stages of Teamwork

### What Stage Is Our Team In?

Directions - This questionnaire contains statements about teamwork. Next to each question, indicate how rarely or often your team displays each behavior by using the following scoring system:

Almost never – 1

Seldom – 2

Occasionally – 3

Frequently – 4

Almost always – 5

1.		We try to have set procedures or protocols to ensure that things are orderly and run smoothly (i.e., minimize interruptions, everyone gets the opportunity to have their say).
2.		We are quick to get on with the task on hand and do not spend too much time in the planning stage.
3.		Our team feels that we are all in it together and shares responsibility for the team's success or failure.
4.		We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.
5.		Team members are afraid to ask others for help.
6.		We take our team's goals and objectives literally, and assume a shared understanding.
7.		The team leader tries to keep order and contributes to the task at hand.
8.		We do not have fixed procedures, we make them up as the task or project progresses.
9.		We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.
10.		Team members do not fully trust the others members and closely monitor others who are working on a specific task.
11.		The team leader ensures that we follow the procedures-do not argue, do not interrupt, and keep to the point.
12.		We enjoy working together; we have a fun and productive time.
13.		We have accepted each other as members of the team.
14.		The team leader is democratic and collaborative.
15.		We are trying to define the goal and what tasks need to be accomplished.
16.		Many of the team members have their own ideas about the process and personal agendas are rampant.
17.		We fully accept each other's strengths and weakness.

## Supervision and Management

### Supervising a Team

#### Section 3: Staff and Team Productivity

18.		We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc.).
19.		We try to achieve harmony by avoiding conflict.
20.		The tasks are very different from what we imagined and seem very difficult to accomplish.
21.		There are many abstract discussions of the concepts and issues; some members are impatient with these discussions.
22.		We are able to work through group problems.
23.		We argue a lot even though we agree on the real issues.
24.		The team is often tempted to go above the original scope of the project.
25.		We express criticism of others constructively.
26.		There is a close attachment to the team.
27.		It seems as if little is being accomplished with the project's goals.
28.		The goals we have established seem unrealistic.
29.		Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.
30.		We often share personal problems with each other.
31.		There is a lot of resisting of the tasks on hand and quality improvement approaches.
32.		We get a lot of work done.

In the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the four columns.

Item Score		Item Score		Item Score		Item Score	
1.		2.		4.		3.	
5.		7.		6.		8.	
10.		9.		11.		12.	
15.		16.		13.		14.	
18.		20.		19.		17.	
21.		23.		24.		22.	
27.		28.		25.		26.	
29.		31.		30.		32.	
<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>	
<b>Forming Stage</b>		<b>Storming Stage</b>		<b>Norming Stage</b>		<b>Performing Stage</b>	

**LEARNING ACTIVITY 5-2: Delegation Self Assessment**

Following is a delegation self-assessment tool that helps you explore your skills in delegating:

<b>Delegation Self-Assessment</b>			
Instructions: For each of the following questions, put a checkmark in the YES or NO column regarding the way you usually deal with delegation. Don't think too long on a question. Go with your first reaction. Be honest with yourself – no one will see this but you.			
	<b>YES</b>	<b>NO</b>	
1.			I spend more time than I should, doing work my subordinates could do.
2.			I often find myself working while my subordinates are idle.
3.			I believe I should be able to personally answer any question about any project in my area.
4.			My "in box" mail is usually full.
5.			My subordinates usually take initiative to solve problems without my direction.
6.			My team functions smoothly when I am absent.
7.			I spend more time working on details than I do planning or supervising.
8.			My subordinates feel they have sufficient authority and resources for which they are responsible.
9.			I have bypassed my subordinates by making decisions that were part of their job.
10.			If I were incapacitated for an extended period of time, there is someone who could take my place.
11.			There is usually a big pile of work requiring my action when I return from an absence.
12.			I have assigned a job or task to a subordinate primarily because I didn't like the task.
13.			I know the interests and goals of every person reporting to me.
14.			I make it a habit to follow up on jobs I delegate.
15.			I delegate complete projects as opposed to individual tasks wherever possible.
16.			My subordinates are trained to maximum potential.
17.			I find it difficult to ask others to do things.
18.			I trust my subordinates to do their best in my absence.

## Supervision and Management

### Supervising a Team

#### Section 5: Delegation

19.			My subordinates are performing below their capacities.
20.			I nearly always give credit for a job well done.
21.			Subordinates refer more work to me than I delegate to them.
22.			I support my subordinates when their authority is questioned.
23.			I personally do those assignments only I can or should do.
24.			Work piles up in my team.
25.			All subordinates know what is expected of them in order of priority.

#### Scoring:

Give one point each for each “YES” for numbers 5,6,8,10,13,14,15,16,20,22,23, and 25; and one point for each “NO” for numbers 1,2,3,4,7,9,11,12,17,19,21, and 24.

#### Interpretation:

**Scores 20-25:** You follow excellent delegation practices that help the efficiency and morale of your work group. These skills maximize your effectiveness as a supervisor and help develop the full potential of your staff.

**Scores 15-19:** Your score is adequate, but nothing special if you are striving for excellence in supervision. To correct the deficiency, review the questions you missed and take appropriate steps so that you don’t repeat these delegation mistakes.

**Scores 14 and below:** Delegation weakness is reducing your effectiveness as a supervisor. The overall performance of your work group is lower than it should be because either you are unable or unwilling to relinquish power to others. In addition, delegation mistakes may cause dissatisfaction among your staff. At the least, they will not develop job interest and important skills unless you improve in this area.

### **LEARNING ACTIVITY 5-3: Response Strategies for Dealing with Particular Categories of Difficult People**

**Group 1: The bully.** Current research bears out the notion that bullying is widespread, cuts across age and gender lines, and affects virtually every sector of the economy. Bullies are most likely to be bosses - 81 percent by one study's measure. But some 14 percent of the tormentors are co-workers of a victim, and 5 percent of reported bullies actually badger their higher ups. Coworkers who witness bullying (and the study found that 97 percent are aware of bullying when it happens) shy away from helping.

- Workplace bullying takes many forms and includes a host of offensive behaviors, from screaming insults to ignoring others' contributions. Prevalent bullying tactics are blaming others for one's errors and spreading salacious gossip. The behavior can range from subtle—constantly invading an employee's cubicle, say—to overt.

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Section 9: Managing Difficult Employees

**Group 2: The chronic complainer.** Occasionally, an employee is a master at dampening enthusiasm in the team. Either everything you suggest will fail, or they are certain about what should be done but they never seem able to correct the situation by themselves. Often they have a point - there are real problems - but their complaining is not effective (except it is designed to prove someone else is responsible).

**Response:**

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Section 9: Managing Difficult Employees

**Group 3: The know-it-all.** Know-it-alls are of two types: the truly competent, productive, self-assured, genuine expert and the partially informed person pretending to be an expert. Both can be a pain.

The **true expert** may act superior and make others feel stupid; they may be impatient with differing opinions; they are often self-reliant, don't need or want any help, and don't want to change.

**Response:**

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The pretentious-but-not-real expert is often unaware of how little he/she knows. Such a person can be gently confronted with the facts. Do it when alone with them. Help them save face. They simply want to be admired.

**Response:**

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Section 9: Managing Difficult Employees

**Group 4: The pessimist.** Another “burden” to any group is the pessimist—the person who always says, “It won’t work” or “We tried that.” These angry, sometimes bitter people have the power to drag us down because they stir up the old pool of doubt and disappointment within us.

**Response:**

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**Group 5: The silent ones.** These employees can affect the group by being silent and unresponsive. They answer questions with a grunt; they turn away from people and pretend nothing happened.

**Response:**

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Section 9: Managing Difficult Employees

**Group 6: The snipers.** Snipers can be very subtle. They exclude key people, withhold information, and use hidden attacks, innuendos, and digs. They can wreak havoc because you don't see them in action.

**Response:**

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**Group 7: The victim.** “Why always me?” is this employee’s lament.

**Response:**

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## SECTION 12 Chapter 5 Post Test

1. Everyone is motivated by the same thing.
  - a. True
  - b. False
2. The expected stages of behavior as a team matures could be described as:
  - a. Conflict management, decision-making, and delegation
  - b. Getting it started, getting it going, but not necessarily getting it done
  - c. Having arguments and then resolving all differences
  - d. Forming, storming, norming, and performing
  - e. Acceptance, denial, debate, and friendship
3. A supervisor can inspire others by setting an example.
  - a. True
  - b. False
4. A supervisor can require his or her employees to feel motivated.
  - a. True
  - b. False
5. A key to productivity in the workplace is when:
  - a. Everyone has a nice office
  - b. The manager expects everyone to be busy
  - c. Everyone knows what is expected of him or her
  - d. The agency adheres to the rules
  - e. The manager demands productivity
6. A manager should establish different performance standards for each employee, in order to motivate employees based on their particular interests or values.
  - a. True
  - b. False
7. A basic principle in delegation is to:
  - a. Let the employee determine his or her own timeline
  - b. Not set any interim milestones/checkpoints for a long-range assignment
  - c. Giving the employee specific instructions about exactly how to do each task in the assignment
  - d. Blame the employee if the assignment is not done well
  - e. Be very clear about the task to be accomplished
8. A multi-skilled and efficient staff is less important to an effective organization than a flat organizational structure.
  - a. True
  - b. False
9. A new supervisor or manager should generally not delegate, as it is important to establish competency at first.
  - a. True
  - b. False
10. New behaviors, regardless of how the supervisor feels, will be necessary during organizational change.
  - a. True
  - b. False

Supervising a Team

11. Managers and employees can both welcome change and resist it.
  - a. True
  - b. False
12. During times of significant organizational change, probably the most important principle is to:
  - a. Just do it and ignore resistance
  - b. Develop a realistic plan and communicate often
  - c. Hire a consultant to help facilitate the change
  - d. Delegate effectively
  - e. All of the above
13. Brainstorming is an effective method of decision-making in a crisis.
  - a. True
  - b. False
14. Key elements of any emergency management plan (EMP) should include protecting lives and communication before, during, and after an emergency.
  - a. True
  - b. False
15. Conflict can be very disruptive in the workplace, therefore:
  - a. The supervisor or manager should forbid interpersonal conflict
  - b. The supervisor or manager should avoid conflict
  - c. Handling conflict productively is an important skill for supervisors and managers
  - d. Conflict should be referred to HR, since the supervisor or manager is not best equipped to deal with it
  - e. A good team should rarely experience conflict
16. When groups or teams form, they typically go through stages or phases. The expected stages of forming, storming, norming, and performing, are always linear - they always go forward in this progression.
  - a. True
  - b. False
17. You are the manager of a new team (new blended occupancy project, or new HCV team). As the leader of this brand-new team, you would focus on all of the following except:
  - a. You would understand that it will take some time for team members to get acquainted and learn how to work together
  - b. You would facilitate discussion of the common mission and goals
  - c. You would allow others to take control from the beginning
  - d. You would ensure that everyone feels included
  - e. You would make sure that the expectations of the team are clear, and monitor that expectations are being met
18. Consensus is never a valid method for team decision-making, as the supervisor should never leave room for discussion.
  - a. True
  - b. False

19. When would brainstorming be the most effective way to make a decision?

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20. Which of the following statements is true?

- a. Teams perform best when all team members have the same set of skills
- b. Well-managed, diverse teams perform best
- c. Teams perform best when team members have the same backgrounds and ways of looking at life
- d. When team members are most like the boss, teams perform best
- e. Teams work best when everyone decides for himself or herself what is expected of him or her

**LEARNING ACTIVITY 5-4: Creating Motivation****Remember What Motivates You!**

Consider the following typical motivators. Rank the categories, starting with “1” as the highest. You might have several categories that rank a “1”.

Don't worry about getting your ranking to be perfect. The point is to go through the process of thinking about what motivates you.

	Career development/success
	Comfort/relaxation
	Health/balance
	Influence/leadership
	Learning/knowledge/discovery
	Material possessions
	Recognition/praise
	Security/money/home
	Affiliation/popularity/acceptance
	Status/prestige/reputation
	Tasks
	Accomplishment/problem-solving/achievement
	Teaching/guiding Others
	Vitality/energy
	Others?

Briefly review your top three motivational factors above and list three things you are doing to keep them in your life and work.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Section 13: Continued Learning

Now, make a list of three to five things that you think motivates each of your employees. For each employee, note how you will change your approach with each employee to ensure his or her motivational factors are being met.

Employee	Motivators	Change in Approach

Meet with each of your employees to discuss what they think are the most important motivational factors to them.

Revise your original list of motivators for each team member.

**Quarterly Behind the Scenes Award  
Supervisor Nomination Form**

Positions eligible for this award include: Administration Analysts, Administrative Assistants, Internal Support Team Clerks, Management Analysts, Quality Control Specialists and Receptionists.

**Submission deadlines are as follows:**

**1<sup>st</sup> Quarter** – January through March; **deadline is April 5<sup>th</sup>**

**2<sup>nd</sup> Quarter** – April through June; **deadline is July 5<sup>th</sup>**

**3<sup>rd</sup> Quarter** – July through September; **deadline is October 5<sup>th</sup>**

**4<sup>th</sup> Quarter** – October through December; **deadline is January 5<sup>th</sup>**

<b>Name of Nominated Employee:</b>	<b>Today's Date:</b>
<b>Nominated Employee's Position and Department:</b>	<b>Name of Nominator and Position:</b>

**WHAT MAKES THE EMPLOYEE DESERVING OF THIS AWARD?**

Complete this form to the best of your ability. Please be specific in your descriptions and use examples, if possible. If additional space is needed, please attach additional notes to this form.

**1. Rate the following:**

Outstanding Work Performance Traits	Not Applicable	Poor	Fair	Good	Excellent
Dedication & Initiative	N/A	1	2	3	4
Leadership	N/A	1	2	3	4
Customer Service Skills	N/A	1	2	3	4
Reliable	N/A	1	2	3	4
Technical Proficiency	N/A	1	2	3	4
Work Accomplishment Ability	N/A	1	2	3	4

- 2. Job Accomplishments:** This includes changes or improvements to existing procedures, systems, and/or service delivery; changes that have improved the functioning of the department; and changes or accomplishments that support or further NMA's mission.

3. **Other Information:** This includes any other information that is relevant to the nomination. Examples include: QC results, personal accomplishments (attainment of degrees or other education, certificates, recognition and/or awards); community contributions, etc.

4. Please use this space to provide any additional information:

Nominator Signature:

Date:

Committee Receipt of Nomination:

Date:

Program Director Approval:

Date:

<b>Change and Innovation Decision-Making Template</b>	
1.1 Take a look around your environment (home, family, business, personal). What issues do you see ongoing that you have not managed yet?	
1.2 What has stopped you from managing them until now?	
2.1 What would you need to see/hear/feel to recognize when it was time to do something different?	
3.1 What criteria do you use to decide what aspects of the situation need to be changed?	
3.2 Which aspects should stay the same?	
3.3 What is the difference between the two?	
3.4 And how will you know if you've chosen the appropriate elements for each?	
4.1 How will you decide who would need to be brought into the 'change' conversation to ensure you have buy-in from interested parties?	
4.2 How do you plan on bringing them into the decisions you need to make?	
4.3 How will you know that they are indeed supportive of your change issues?	
4.4 How will you know if they are not supportive?	
4.5 How will you manage the situation if they believe they will be harmed by the change?	
5.1 How will you and your decision partners determine all of the aspects that need to be managed?	
5.2 What elements of the situation need to be shifted first?	
5.3 What elements of the situation need to be shifted second?	
5.4 How will you handle differences of opinion?	

## Section 13: Continued Learning

<b>Change and Innovation Decision-Making Template</b>	
6.1 How will you monitor your process?	
6.2 How will you know if/when you are going off course and need additional support (possibly from the outside)?	
6.3 How will you and your decision partners help you in your monitoring?	
7.1 What will success look like?	
7.2 How can you be sure that the problem will remain solved over time?	
8.1 What does follow up and follow through look like?	

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If you attempt change of any sort before addressing these issues you might find that you are building on sand. When you complete this template by answering these questions you will have a better platform for change and innovation. How exactly you proceed from here depends on the situation.

**LEARNING ACTIVITY 5-5: Optional Learning Activity****UNDERSTANDING WHAT YOU CARRY IN TO THE JOB****ASSESSMENT – CATEGORY 1****Profile 1A – Respond to the following questions:**

- When you first meet a new boss or have a new employee or colleague, do you bring that person a plant, a coffee mug, or some other item to make him or her feel welcome? Yes ☐ No ☐
- Do you make sure the office is ready – clean and organized – for his or her arrival? Yes ☐ No ☐
- Do you make it your business to find out how your boss takes his or her coffee and what his or her favorite foods/drinks are? Yes ☐ No ☐
- Do you know the personal stories – marital status, medical conditions, financial woes – of everyone at your job? Yes ☐ No ☐
- Do your coworkers come to you for tissues, candy, or a quick cry? Yes ☐ No ☐
- Do you frequently volunteer to help out when others are drowning? Yes ☐ No ☐
- Do you keep the office birthday list on your computer? Yes ☐ No ☐
- If you are excluded from an important meeting, project, or initiative, do you worry that you aren't needed? Yes ☐ No ☐
- If you accidentally forget the birthday of your boss, co-worker or employee, do you scold yourself? Yes ☐ No ☐

**Total “Yes” responses:**

**Profile 1B – Respond to the following questions:**

- If you have a new boss, colleague, or employee, do you naturally greet him or her with a warm welcome? Yes ☐ No ☐
- Do you ask your boss, colleague or employee questions to show that you care about his or her well-being? Yes ☐ No ☐
- Do you secretly hope that your boss feels comfortable and at ease in your company? Yes ☐ No ☐
- Do you gladly take on responsibility as long as it doesn't infringe on someone else's territory at work? Yes ☐ No ☐
- Do you pride yourself in being a team player? Yes ☐ No ☐
- Do you find it easy to have conversations with just about anybody? Yes ☐ No ☐
- Do you sometimes tell white lies to bring people together or make people feel better? Yes ☐ No ☐
- Do you have a hard time asking your boss for raises or promotions? Yes ☐ No ☐
- If you need to have a difficult conversation with an employee or your boss, do you carefully prepare what you're going to say? Yes ☐ No ☐
- Does the thought of making a mistake or causing a problem fill you with dread? Yes ☐ No ☐

**Total "Yes" responses:**

**ASSESSMENT – CATEGORY 2****Profile 2A – Respond to the following questions:**

- If you have a new boss, do you naturally seek that person out before everyone else and introduce yourself? Yes ☐ No ☐
- Do you feel an urgent need to convey your importance to your boss, colleagues, and/or employees? Yes ☐ No ☐
- Do you secretly hope that someone has already told your boss how terrific you are? Yes ☐ No ☐
- Do you like tackling big projects where you are seen as the leader and trailblazer? Yes ☐ No ☐
- Do you welcome opportunities to speak publicly or present information to large groups of people? Yes ☐ No ☐
- Are you at ease with communicating your ideas to others, including people in positions of authority? Yes ☐ No ☐
- If your boss takes responsibility away from you, do you feel deflated and held back? Yes ☐ No ☐
- If your boss doesn't publicly acknowledge you or give you credit for your work, do you become unmotivated and resentful? Yes ☐ No ☐
- If you work for someone who repeatedly overrides your decisions, do you get furious and start looking for a new job? Yes ☐ No ☐
- If you're excluded from an important meeting, project, or initiative, do you think that it must be a mistake and insert yourself anyway? Yes ☐ No ☐

**Total "Yes" responses:**



**Profile 2B – Respond to the following questions:**

- If you have a new boss, are you eager to introduce yourself and impress that person with your knowledge? Yes ☐ No ☐
- Do you get a kick out of saying something slightly provocative to people in positions of authority? Yes ☐ No ☐
- Do you secretly hope that your boss recognizes your ideas as more insightful and innovative than anyone else's? Yes ☐ No ☐
- Do you like to take on responsibility as long as you can do things your way? Yes ☐ No ☐
- Are you the one who others count on to challenge the status quo at a staff meeting? Yes ☐ No ☐
- Do you feel it's up to you to state the uncomfortable truth? Yes ☐ No ☐
- Are you a natural advocate for people who are underrepresented or downtrodden? Yes ☐ No ☐
- Are you frequently called into your boss' office and reprimanded for a lack of diplomacy? Yes ☐ No ☐
- Do you see yourself as someone who will always fight for what you believe in? Yes ☐ No ☐
- If your boss ignores or minimizes your input, do you find ways to speak up? Yes ☐ No ☐

**Total "Yes" responses:**

**ASSESSMENT – CATEGORY 3**

**Profile 3A – Respond to the following questions:**

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| • If you have a new boss, colleague, or employee, do you hang back and study his or her behavior?                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you need to wait and see if you respect your boss before you can work hard on his or her behalf?                 | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you secretly hope that the boss will grant you enough independence to accomplish your work without interference? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Are you someone who speaks up in large groups only when you have something to say?                                  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you quietly lead your boss to give you more responsibility in the areas that are interesting to you?             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you want your expertise to be rewarded without having your work style scrutinized?                               | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Before speaking in public or running a meeting, do you need ample time to prepare your thoughts?                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • When given a new assignment, do you fear that you cannot deliver results fast enough for your boss?                 | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Does a demanding boss or aggressive employee trigger feelings of panic in you?                                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you fear being caught off guard or unprepared by your employees, colleagues, or boss?                            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

**Total “Yes” responses:**

**Profile 3B – Respond to the following questions:**

- If you have a new boss, colleague, or employee, do you naturally hang back, waiting for that person to approach you? Yes ☐ No ☐
- When meeting with a new boss, do you bring samples of your work, hoping it will speak for you? Yes ☐ No ☐
- Do you wish that your boss would give you interesting assignments and then leave you alone to complete them? Yes ☐ No ☐
- Do you like to be acknowledged for a job well done, even though you may feel embarrassed by the attention? Yes ☐ No ☐
- Do you avoid collaborating with others? Yes ☐ No ☐
- Do you steer clear of situations where you'd have to speak publicly or give a presentation to a large group of people? Yes ☐ No ☐
- Do you find it challenging to communicate effectively when you disagree with others? Yes ☐ No ☐
- When you need to ask for something from your boss (such as a raise or time off), do you get nervous and avoid doing it? Yes ☐ No ☐
- When your boss is in a bad mood, or when an employee is being more aggressive than usual, do you avoid contact by hiding behind your work? Yes ☐ No ☐
- In meetings, are you the quiet listener who secretly judges everyone? Yes ☐ No ☐

**Total "Yes" responses:**

**ASSESSMENT – CATEGORY 4**

**Profile 4A – Respond to the following questions:**

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| • When you meet a new boss, colleague or employee, do you try to connect by telling a person story about yourself?              | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you watch for the boss' or employee's reaction to see if he or she is listening and receptive to you?                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you hope that your employer values your detailed accounting of events that occur both inside and outside of the office?    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Are you happy to take on new responsibilities as long as you know exactly what is expected of you?                            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Are you good at mapping out projects and figuring out the details?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you perform best with a boss who is available to answer questions and willing to receive frequent progress reports?        | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • If someone interrupts you while you're recounting an experience, do you feel an urgent need to return and complete the story? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you feel hurt or insulted when someone doesn't want to hear what you have to say or cuts you off?                          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Have you ever been reprimanded for talking too much?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Do you feel mortified when you make a mistake?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

**Total "Yes" responses:**

**Profile 4B – Respond to the following questions:**

- If you have a new boss, colleague or employee, do you immediately check to see if he or she has a sense of humor? Yes ☐ No ☐
- Do you look for opportunities to disarm your boss or colleagues with witty or funny remarks? Yes ☐ No ☐
- Do you work hard to create a positive, professional, can-do work environment? Yes ☐ No ☐
- Do you secretly try to maintain harmony by intercepting your boss' bad moods? Yes ☐ No ☐
- Are you frequently given additional responsibilities because of your efficient and organized work style? Yes ☐ No ☐
- Do you ever feel pressured to maintain an upbeat, entertaining veneer at work? Yes ☐ No ☐
- Do you consider yourself to be an independent thinker and operator? Yes ☐ No ☐
- Are you generally unaffected by a person's title or position in the agency hierarchy? Yes ☐ No ☐
- If someone speaks to you in a condescending tone, do you see red? Yes ☐ No ☐
- Do you sometimes worry that you aren't being taken seriously enough? Yes ☐ No ☐

**Total "Yes" responses:**

**ASSESSMENT – CATEGORY 5**

**Profile 5A – Respond to the following questions:**

- If you have a new boss, do you try to impress this person with your relaxed, friendly attitude? Yes ☐ No ☐
- Do you work hard to charm your boss and win his or her friendship? Yes ☐ No ☐
- Do you secretly hope that your boss won't pressure you or criticize you? Yes ☐ No ☐
- Do you like to work on small projects where you can control the pace? Yes ☐ No ☐
- Do you avoid taking on any additional responsibilities that will cut into your personal life? Yes ☐ No ☐
- Do you encourage your overworked colleagues to do less and relax more? Yes ☐ No ☐
- Do you welcome non-work-related office activities such as birthday parties, sports events, and company picnics? Yes ☐ No ☐
- Do people in positions of authority often tell you that you're not working to your full potential? Yes ☐ No ☐
- Do they ever ask you to take on more responsibilities and work harder? Yes ☐ No ☐
- Is that kind of feedback very stressful to you? Yes ☐ No ☐

**Total "Yes" responses:**

**Profile 5B – Respond to the following questions:**

- If you have a new boss, do you naturally sit back and wait for that person to approach you? Yes ☐ No ☐
- Do you look to your boss to define your job and lay out explicit expectations of you? Yes ☐ No ☐
- Do you secretly hope that your boss will dole out work in small, simple assignments where there is little room for error? Yes ☐ No ☐
- Do you steer clear of projects that appear challenging and demanding of your time? Yes ☐ No ☐
- If you are asked to take on additional responsibilities at work, do you first consider whether it is an appropriate request considering your job description? Yes ☐ No ☐
- Do you pride yourself on living a balanced life and protecting your time outside of the workplace? Yes ☐ No ☐
- Do you often feel that you could produce more if you were given better direction from those who supervise you? Yes ☐ No ☐
- Do you keep track of your company's policies regarding work hours, attendance, benefits, vacation, because you want to protect your rights in these areas? Yes ☐ No ☐
- Have you ever been reprimanded for not giving 100 percent to your job? Yes ☐ No ☐
- Does the thought of making a mistake sometimes prevent you from taking action? Yes ☐ No ☐

**Total "Yes" responses:**

**ASSESSMENT – TALLYING YOUR RESULTS**

Congratulations! You've answered the yes/no questions for each of the profiles. It's time to tabulate your scores. Go back to the bottom of each description and transfer your score on that page to the score grid that follows, then fill out the list of your top three profiles.

**Scores****Profiles**

- |             |                      |             |
|-------------|----------------------|-------------|
| Category 1A | <input type="text"/> | Nurturer    |
| Category 1B | <input type="text"/> | Harmonizer  |
| Category 2A | <input type="text"/> | Star        |
| Category 2B | <input type="text"/> | Challenger  |
| Category 3A | <input type="text"/> | Observer    |
| Category 3B | <input type="text"/> | Worker Bee  |
| Category 4A | <input type="text"/> | Storyteller |
| Category 4B | <input type="text"/> | Disarmer    |
| Category 5A | <input type="text"/> | Coaster     |
| Category 5B | <input type="text"/> | Low Beamer  |

My top three profiles:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## LEARNING ACTIVITY 6-1: Practicing Responses to Difficult Employees

Again, keep in mind that difficult people can be in the eye of the beholder. That is, the quirky-but-brilliant employee who drives you to distraction with his odd tangents may be just fascinating to someone else. Similarly, the woman who is constantly interrupting during meetings may annoy her coworkers slightly but may drive you batty.

In this learning activity, we will break into groups of three: the difficult employee, the supervisor, and the observer/scribe. There will be three scenarios each group will handle, giving each person the opportunity to role-play an employee, the supervisor, and the observer.

In your group of three, decide “who is who.” One person will be the “supervisor,” another person will be the “employee,” and one person will be the observer. The “difficult employee” will be handed a separate piece of paper, with a situation-script. Do not share this with your “supervisor” or “observer” until the end of the role-play.

Each group will take turns filling all three roles.

Supervisor instruction: Keep in mind the principles discussed, and techniques appropriate for this employee. You can ask for a “time out” at any time and ask for advice from the observer. You can also decide to start the role play again.

Employee instruction: You are the “difficult” employee. Your role is crucial to this learning experience. There is no right or wrong in the interpretation of the role. You don't need to exaggerate - try to be responsive and as authentic as possible. Get into it - imagine you're an actor and this is your role on stage.

Observer instruction: You take care of the time and a good procedure. You can also stop the role play. For example, if the emotional temperature begins to rise beyond what you feel is constructive, you can intervene and give feedback directly.

### Scenario 1 Notes:

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**Scenario 2 Notes:**

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**Scenario 3 Notes:**

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## SECTION 5 Chapter 6 Post Test

1. The supervisor will handle most performance issues by:
  - a. Immediate termination
  - b. The step-by-step process approach
  - c. Immediate discipline and warning
  - d. Employee assistance referral
  - e. Bypassing the human resources department
2. In a performance review, the form or format should record the following:
  - a. Specific behaviors that have affected performance
  - b. Any specific improvement needed
  - c. Major accomplishments and strengths
  - d. Acknowledgement of any job improvements
  - e. All of the above
3. Performance issues can result from poor job performance or misconduct.
  - a. True
  - b. False
4. Before identifying an employee as a problem and taking corrective action, the manager or supervisor should first: (two answers)
  - a. Determine if there is a systemic problem in policies or procedures
  - b. Ask other staff about the problem employee's performance
  - c. Issue a written warning to the employee
  - d. Work with your supervisor and the HR representative
5. It is important to document whether a new employee demonstrates ability to meet performance standards and displays required competencies immediately after the probationary period has expired.
  - a. True
  - b. False
6. Housing agencies generally do not allow an employee to file a grievance if they feel that the evaluation has been unfair or inaccurate.
  - a. True
  - b. False
7. The numerical rating on a performance evaluation is more important than the supervisor's commentary or narrative.
  - a. True
  - b. False
8. Performance reviews are not necessary on an annual basis if the supervisor knows his or her employees and manages performance effectively.
  - a. True
  - b. False
9. The approach to any performance issues, including misconduct, is governed by:
  - a. The supervisor or manager's intuition
  - b. Common sense
  - c. The housing authority's human resources policies
  - d. Consensus
  - e. Supervisory style appropriate to the situation

## **Progressive Discipline Checklist**

### **Counseling**

- \_\_\_\_\_ Clarify
- \_\_\_\_\_ Communicate/Converse
- \_\_\_\_\_ Seek Information
- \_\_\_\_\_ Identify/Solve Problem
- \_\_\_\_\_ Sum Up Strengths

### **Oral Warning**

- \_\_\_\_\_ Define Areas of Problem
- \_\_\_\_\_ Set Goals and Timetables
- \_\_\_\_\_ Suggest Outcome (Positive/Negative)
- \_\_\_\_\_ Maintain Personal Documentation

### **Written Warning/Reprimand**

- \_\_\_\_\_ Reference Problem and Prior Action Taken
- \_\_\_\_\_ Note Expectation of Change/Further Action
- \_\_\_\_\_ Possible Effects of Future Actions
- \_\_\_\_\_ Advise as to Appeals Process (If Any)
- \_\_\_\_\_ Allow for Rebuttal

### **Suspensions**

- \_\_\_\_\_ Due Process
- \_\_\_\_\_ Opportunity to Know Discipline Will Occur
- \_\_\_\_\_ Ability to Rebut
- \_\_\_\_\_ Right to All Applicable Documentation
- \_\_\_\_\_ Time to Prepare Response
- \_\_\_\_\_ Right to Respond

### **Reductions-in-Pay**

- \_\_\_\_\_ Same as Suspensions

### **Demotions**

- \_\_\_\_\_ Same as Suspensions

### **Discharge**

- \_\_\_\_\_ Same as Suspensions
- \_\_\_\_\_ Constructive Discharge Has Same Right of Appeal

## **Supervisor's Checklist for Conducting the Disciplinary Counseling Interview**

### **Prepare for the interview:**

- \_\_\_\_\_ Avoid a significant time lapse from date of incident.
- \_\_\_\_\_ Select a time and place that is private and free from interruption to avoid embarrassing the employee. Ensure confidentiality.
- \_\_\_\_\_ Review all the facts.
- \_\_\_\_\_ Have the personnel record and other information on hand at the time of the interview; prepare an outline.
- \_\_\_\_\_ Consider what you know about the employee: his/her personality, personnel record, and the requirements of his/her particular job.

### **Conduct the interview in a constructive manner:**

- \_\_\_\_\_ Start on a cooperative, positive note.
- \_\_\_\_\_ Be ready to help the employee overcome any resentment.
- \_\_\_\_\_ Avoid the attitude of blaming or punishing the employee.
- \_\_\_\_\_ Stick to the facts; don't become involved in personalities.
- \_\_\_\_\_ Listen to what the employee has to say; practice "constructive silence."
- \_\_\_\_\_ Encourage the employee to express how he/she feels and don't show disapproval when employee does so.
- \_\_\_\_\_ Openly focus question; avoid yes/no alternatives.
- \_\_\_\_\_ Reiterate and paraphrase statements made by employee.

### **The need for cooperation:**

- \_\_\_\_\_ Cooperation is solicited when one party shares the likes and dislikes of the other.
- \_\_\_\_\_ Common association induces cooperative feelings.
- \_\_\_\_\_ Acknowledge any help or information of value that is received from the other party.
- \_\_\_\_\_ Disassociate one's self with the dislikes of the other party.
- \_\_\_\_\_ Be descriptive, not judgmental.
- \_\_\_\_\_ Deal with things that can be changed.
- \_\_\_\_\_ Consider motives of the employee for giving you certain feedback.
- \_\_\_\_\_ Give feedback when it is desired.

**Make Sure the Employee Understands:**

- \_\_\_\_\_ Discuss the requirements of employee's job. Point out the facts which show how he/she is not meeting these requirements and what the effects are on work group.
- \_\_\_\_\_ Help the employee to decide how he/she can correct the problem and avoid repetition of the offense.
- \_\_\_\_\_ Help the employee to uncover the real cause of the problem: not only what employee is doing wrong, but why he/she is doing it.
- \_\_\_\_\_ Explain fully the purpose of any action as a corrective measure rather than a punishment.
- \_\_\_\_\_ Make certain the employee completely understands that his/her behavior must change. Indicate the consequences if behavior doesn't improve.

**The Use of Criticism:**

- \_\_\_\_\_ Focus on behavior rather than the person.
- \_\_\_\_\_ Make observations rather than inferences.
- \_\_\_\_\_ Describe behavior in terms of more or less rather than good or bad.
- \_\_\_\_\_ Focus on behavior related to specific and recent situations rather than on the abstract.
- \_\_\_\_\_ Share ideas and information rather than giving advice.
- \_\_\_\_\_ Explore alternatives.
- \_\_\_\_\_ Stress the agency/employee "contract" to show why mutual cooperation is necessary.

## Good Cause" Checklist

Personnel and civil service rules, as well as labor agreements, normally use the terms "reasonable cause," "just cause," or "good cause" as the basis for suspension or dismissal of a regular employee. Although used frequently, the term "good cause" raises many questions. What is it? How do you establish good cause?

"Good Cause" is a judgmental decision considering all related factors. There is simply no hard and fast rule that certain behavior warrants a specific discipline in each and every case. So how do you know if you have reasonable cause for discipline and what discipline is appropriate? Listed below are questions you should ask yourself before taking disciplinary actions such as suspension, reduction or discharge.

A "no" answer to any one of the following questions signifies that good cause does not exist. Please keep in mind these are only guidelines.

- \_\_\_\_\_ Did you give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of his/her conduct?
- \_\_\_\_\_ Did you use a progressive discipline approach?
- \_\_\_\_\_ Was your rule or order reasonably related to the orderly, efficient and safe operation of the department or agency?
- \_\_\_\_\_ Have you, before administering discipline, made an effort to discover whether the employee did in fact violate or disobey your rule, standard or order?
- \_\_\_\_\_ Have you conducted a fair and objective investigation of the situation?
- \_\_\_\_\_ Have you applied your rule, order and penalty evenhandedly and without discrimination to all employees in comparable situations?
- \_\_\_\_\_ Is the degree of discipline you plan to administer reasonably related to:
  - \_\_\_\_\_ The seriousness of the employee's proven offense?
  - \_\_\_\_\_ The record of the employee's service with the agency?
  - \_\_\_\_\_ Penalties imposed previously in the department and agency in comparable circumstances?

If you can answer "yes" to all of these questions, your action will probably be upheld throughout the appeal process should the employee appeal the action.

Remember that discipline should be progressive in a constructive attempt to correct the behavior of the employee. Discharge of a regular employee should occur only when progressive discipline has failed to correct the unsatisfactory behavior. Only in extreme cases is it likely that a discharge of a regular employee should occur only when progressive discipline has failed to correct the unsatisfactory behavior. Only in extreme cases is it likely that a discharge of a regular employee, without a pattern of progressive discipline, will be upheld throughout the appeal process.

## Documentation Checklist

Documentation should contain all the significant elements surrounding an exceptional incident of employee behavior. When preparing documentation, it may be helpful to review the following checklist to ensure completeness and accuracy.

- \_\_\_\_\_ Did you prepare a written record while your memory was still fresh?
- \_\_\_\_\_ Have you indicated the date, time and location of the incident (s)?
- \_\_\_\_\_ Have you noted what specifically the employee did or failed to do?
- \_\_\_\_\_ Have you listed the specific performance standards violated or surpassed?
- \_\_\_\_\_ Have you compiled and attached all relevant records, reports, etc.
- \_\_\_\_\_ Did you record the consequences of the action or behavior on the employee's total work performance and/or the operation of the work unit?
- \_\_\_\_\_ Did you indicate the employee's reaction to your efforts to modify his/her behavior?
- \_\_\_\_\_ Did you coordinate and consult with department management and personnel staff in line with departmental procedure?



## Performance Evaluation Form – Sample 1

**Housing Authority of \_\_\_\_\_**

## Job Performance Evaluation

NAME \_\_\_\_\_

DEPT./DIV. \_\_\_\_\_

POSITION TITLE \_\_\_\_\_

EVALUATION DATES: From \_\_\_\_\_ to \_\_\_\_\_

## Section 1: All Employees

Self-confidence				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses lack of self-confidence hindering performance	Demonstrates over confidence which hinders performance	Self-confidence is adequate for most situations	Shows high degree of self-confidence resulting in good decisions	See Comments
Job knowledge				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has average knowledge	Needs to improve in some areas	Working towards improvement	Effectively uses broad and complete job experience and skills	See Comments
Establishing priorities				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often falls to meet time requirements	Delays or finds difficulty in finishing regular duties	Usually meets schedule requirements for work	Consistently takes prompt action to meet work schedule	See Comments
Accuracy and completeness of work				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work tends to incomplete and below standard	Occasionally over-looks serious errors in completeness of work	Only occasional minor error in work	Minor errors rarely found in detailed work completed	See Comments
<p><b>Comments:</b></p>				

Work habits				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works hard enough to "get by" on job	Completes work without attempting to escape assignments	Completes work and accepts assignments willingly	Completes work in detail and seeks new assignments	See Comments
Volume of work				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate work production	Does minimum required	Does required with no wasted motions	Continually produces well above average	See Comments
Initiative in work improvement				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows no effort to improve	Little interest in improvement	Actively seeks to improve with some results	Efforts show results	See Comments
Preparation of written materials				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often have to be corrected because of poor quality or missing information	Meets department standards	Are usually complete, concise and accurate	Are of outstanding quality	See Comments
Acceptance of responsibility				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable or unwilling to handle routine responsibilities	Limits work to orders and directions	Willing to accept extra responsibility when requested	Accepts personal share of responsibility for department effectiveness	See Comments
Supervision required				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct supervision required for all but routine activities	Can work effectively on most jobs without supervision	Requires little supervision other than occasional directions	Dependable to act with initiative and effectiveness	See Comments
<p align="center"><b>Comments:</b></p>				

Job attitude				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disagreeable, disgruntled, poor attitude	Can be personable and display a good attitude if he/she wants to	Good attitude, arouses enthusiasm	Excellent attitude inspires others	See Comments
Acceptance of supervision				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objects to or resents compliance with directions/personality conflicts	Reluctantly complies with direction/personality conflicts	Adequate response to directions	Follows directions to full intent/without delay	See Comments
Versatility in handling a variety of situations				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows lack of versatility	Has limited versatility	Attempts to become more versatile/can handle most situations	Can handle almost any situation effectively	See Comments
Understanding instructions				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires special interpretations	Often misunderstands	Seldom confused	Grasps complex orders quickly and accurately	See Comments
Analyzing problems				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes unsound or questionable decisions	Decisions limited to experience on routine problems	Makes few errors in evaluating fairly complex problems	Makes sound decisions considering all significant factors	See Comments
Operation and maintenance equipment				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disregard for care and operation	Lacks good judgment in operation and care	Adequate maintenance and operation	Maximum and proper maintenance for all but routine activities	See Comments
<p align="center"><b>Comments:</b></p>				

Safety				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has little concern for own safety or that of others	Occasionally forgets standard safety procedures	Follows proper safety procedures	Takes extra precautions to assure safety for all	See Comments
Relationship with fellow employees				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperated poorly or grudgingly with associates	Cooperates and assists associates willingly	Voluntarily assists where work standard will be improved	Alert to offer assistance to assure high level of job standard	See Comments
Ability to deal with public				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show little respect to the public	Has some problems or is reluctant to talk public	Can deal properly with public	Does excellent job/can handle any situation	See Comments
Physical/health limitations				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical limitations decrease job effectiveness	Physical condition is more than adequate for job	No physical limitations for job	Vigorous, excellent physical condition	See Comments
Appearance				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lowest level of acceptance	Usually well-dressed for position and well-groomed	Not a concerned	Neat and properly groomed	See Comments
<p><b>Comments:</b></p>				

## Section 2: Supervisory/Administrative Personnel

Giving instructions				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work of subordinates sometimes affected by poor instruction	Instructions often vague or contradictory	Instructions seldom cause work delays or interference	Instructions are concise, complete and thoroughly understandable	See Comments
Delegation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delegates too much work	Hesitant, doesn't delegate enough work	Doesn't try to delegate work	Delegated work effectively	See Comments
Effectiveness of work force for which responsible				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness needs improvement	Sporadic effectiveness	Adequate effectiveness	Excellent effectiveness	See Comments
Aptitude and capacity for planning				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often delays work by lack or foresight	Depends on superiors for job plans	Meets day-to-day schedules	Highly effective preplanning work	See Comments
Developing cooperation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neglects development of cooperation	Depends heavily upon authority	Achieves willing cooperation and teamwork	Inspires enthusiastic cooperation	See Comments
Attitude toward progress				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tends to resist or ignore change	Shows interest but cooperates passively	Supports program	Aggressively supports and develops change	See Comments
Comments:				

## Training and Instructing

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never takes time to provide training	Provides training only at urging of supervisor	Conducts training on a regular basis	Initiates and develops new training programs	See Comments

## Performance Evaluations

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not provide career direction	Provides minimum career direction	Provides growth oriented evaluations	Provides excellent career guidance	See Comments

## Impartiality

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always shows favoritism	Is susceptible to occasional favoritism	Shows impartiality	Is known to never show favoritism	See Comments

## Approachability

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always refuses to listen to subordinates	Must be approached on a good day	Generally willing to listen	Is always willing to listen	See Comments

**Comments:**

## Employee Performance Management System – Sample #2

Name \_\_\_\_\_ Social Security No. \_\_\_\_\_

Agency \_\_\_\_\_

Department \_\_\_\_\_

Position Classification \_\_\_\_\_

Date Assigned to Current Position \_\_\_\_\_

Performance Review from: \_\_\_\_\_ To \_\_\_\_\_

### Planning Stage Acknowledgement

Rating Officer \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Employee \_\_\_\_\_ Date \_\_\_\_\_

(Signature of the employee indicates the Planning Stage and Position Description were reviewed with the employee.)

### Evaluation Stage Acknowledgement

Rating Officer \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Reviewing Officer Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employee \_\_\_\_\_ Date \_\_\_\_\_

(My signature indicates that I was given the opportunity to discuss the official performance review with my supervisor- not that I necessarily agree.)

Employee Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Instructions**

### ***The Planning Stage***

**Job Functions** - The supervisor, utilizing suggestions from the employee, shall select job duties from the employee's most recent position description and develop success criteria for each duty.

**Objectives** - This section allows the supervisor to include any additional special projects or program assignments that are not on the position description but that are assigned to the employee during the rating period. Objectives are optional, but if used, success criteria are required for each objective.

**Performance Characteristics** - Performance characteristics and their definitions should be directly related to the employee's job and may be selected by the supervisor and the employee from a list developed by the Office of Human Resources. All management and supervisory employees are required to be reviewed on "promoting equal opportunity."

The supervisor should meet with the employee to discuss the position description and how it relates to the job functions and objectives for the upcoming year. After this discussion, the supervisor shall complete the planning stage of the document. Prior to discussing the completed planning stage with the employee, the supervisor will present the final document to the reviewing officer for signature. The supervisor will then meet with the employee to review the final plans for the year and obtain the employee's signature. The completed planning document should be maintained by the agency to be used as the evaluation document at the end of the review period.

### ***The Evaluation Stage***

The supervisor will complete the evaluation document based on the employee's performance for the entire year. Using the four levels of performance outlined below, job functions and objectives shall be rated on how well the employee has met the success criteria as outlined in the planning stage. Performance characteristics will be rated "acceptable" or "unacceptable" based on the definitions which were communicated to the employee in the planning stage. The characteristics shall be used as a communication tool and shall not be weighted in the determination of the overall performance rating.

Once the supervisor has completed the evaluation document, it will be presented to the reviewing officer for signature. The supervisor will then schedule a meeting with the employee to discuss his/her performance and to obtain the employee's signature on the evaluation document. The evaluation must be completed prior to the review date to be timely.

### ***Four Levels of Performance***

(To rate job functions, objectives and overall performance)

- 1. Meets Performance Requirements** - Work that meets the success criteria for the job.
- 2. Exceeds Performance Requirements** - Work that is above the success criteria for the job throughout the rating period.
- 3. Substantially Exceeds Performance Requirements** - Work that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently above the success criteria of the job.
- 4. Below Performance Requirements** - Work that fails to meet the success criteria of the job.

(Performance characteristics will not be rated with the four levels of performance. They should be rated as "acceptable" or "unacceptable.")



## Agency/Work Unit Mission Statement

To promote and provide safe, decent, and affordable housing for the citizens of (      ).

### Job Functions

**Performance  
Level**

1. Job Function (Job Duty/Success Criteria):

**Field Work:** (1) Conduct inspections of single and multi-family rental units for compliance with HUD Housing Quality Standards (HQS); (2) Approve rents, leases and contracts; (3) Perform contract revisions, annual recertifications and unit inspections; (4) Maintains required occupancy levels; (5) Conduct rent reasonableness tests.

**Success Criteria:** Follow all Federal and agency regulations and policies. (1) Ensure units meet program requirements and HQS as verified by supervisor 5% quality assurance inspections, records and reports. (2) Approve rents, leases and contracts within the Fair Market Rent schedule. (3) Complete all revisions, annual recertifications and unit inspections with no more than 0 late submissions annually. (4) Consistently maintain an occupancy level between 95 and 99% for all program administered (occupancy rate not to exceed 105% without prior supervisor approval). (5) Conduct rent reasonableness test utilizing up-to-date comparable units within the local market of the appointed area.

2. Job Function (Job Duty/Success Criteria):

**Administrative Work:** (1) Conduct research, gather family data and prepare and maintain case files. Prepare and complete all required documentation contained in case files; (2) Direct repairs to be made and negotiate with landlord to ensure programs requirements are met; (3) Serve on teams, committees and complete special projects as required.

**Success Criteria:** Follow all Federal and agency regulations and policies. (1) Establish and maintain case files that are accurate, complete, and submitted for processing within 20 days of the beginning date for new contracts, and no later than the established cut-off date for annual recertifications. (2) Provide written notification or inspection results to owners/landlords and tenant within 10 days from the date of the inspection. Allow up to 30 days for repairs to be completed without late submission of case files. (3) Actively participate on teams and committees when appointed or selected. Complete all special projects as assigned. Routinely provide constructive feedback to internal requests for information.

3. Job Function (Job Duty/Success Criteria):

**Program Knowledge:** (1) Brief tenants and owners on program procedures, including federal and agency policy; (2) Interview and approve eligibility of applicants for rental assistance; (3) Administer Outreach Program within appointed areas.

**Success Criteria:** Follow all Federal and agency regulations and policies. (1) Regularly brief tenants, landlords and owners on aspects of the Section 8 Rental Assistance Program. Provide accurate and timely information, both oral and written. (2) Conduct office calls, complete preapplications, conduct eligibility screening and approve eligibility for Section 8 rental assistance. (3) Administer Outreach program specifically targeting new owners, DSS, Veterans Affairs offices, and potential preference tenants. Provide informational brochures and handouts to support outreach efforts.

### Actual Performance

## Objectives

(Optional- Include Success Criteria)

Performance  
Level

1. Become proficient in the use of personal computer hardware and software in use within the agency.

**Success Criteria:** Successfully apply computer applications and demonstrate proficiency in Microsoft Windows and Microsoft Office Suite Software

2. Become knowledgeable of agency's strategic plan and implement work processes that support the plan.

**Success Criteria:** Perform all duties with the agency strategic plan as a guide. Implement the plan's values, mission and vision in all areas of responsibility.

## Actual Performance

## Performance Characteristics

Acceptable/  
Unacceptable

1. *Characteristic:* Teamwork

Definition: Working in harmonious relationships with fellow employees in developing sound solutions to various departmental problem areas. May include working across or within organizational lines in accomplishing the agency's mission.

2. *Characteristic:*

Definition:

3. *Characteristic:*

Definition:

## Summary and Improvement Plan

Identify the employee's major accomplishments, areas needing improvement, and steps to improve present and future performance.

## Appraisal Results

\_\_\_ Substantially exceeds    \_\_\_ Exceeds    \_\_\_ Meets    \_\_\_ Below

## Sample Documentation Report

Supervisor's Name: \_\_\_\_\_

Work Unit: \_\_\_\_\_

Employee's Name: \_\_\_\_\_

Action Taken or Proposed: \_\_\_\_\_

Oral Warning \_\_\_\_\_

Written Warning \_\_\_\_\_

Suspension \_\_\_\_\_ (\_\_\_\_ days)

Reduction-in-Pay \_\_\_\_\_ (from step \_\_\_\_ to step \_\_\_\_ for \_\_\_\_ days)

Demotion \_\_\_\_\_

Discharge \_\_\_\_\_

Reason (What did the employee do or fail to do?): \_\_\_\_\_

Are written reports available and attached? Were there witnesses?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If so, list their names:

\_\_\_\_\_

\_\_\_\_\_

Date of Occurrence: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Place of Occurrence: \_\_\_\_\_

Was employee counseled? \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

## Performance Planning Work Sheet

### Complete steps 1 - 4 in 30 minutes

1. What do you want to do one year from today with the agency?
2. What do you want to do five years from today?
3. Sit down and discuss for 15 minutes items one and two with someone other than your supervisor.
4. Identify at least two things you can do in the next three months to start you towards accomplishing your one and five-year goals.
  - a.
  - b.
5. Take the DISC profile if you have not done so already.

### Complete steps 6 - 12 in 15 minutes.

6. List three things you do well.
  - a.
  - b.
  - c.
7. List two things you do not do well.
  - a.
  - b.
8. If you could re-write your job description, what one duty would you add?  
And why?
9. What can you do to improve the agency image in the community?

10. Name two critical matters that the agency needs to take care of within the next three months (does not have to be within your current job).

a.

b.

11. Name one task in your current job that you could give up without violating HUD regulations or agency policy?

12. Name two things your supervisor should do to improve your job or the agency.

a.

b.

**Complete steps 13 - 19 in one to one and one-half hours.**

13. What tasks are you currently assigned to do every day?

14. What tasks are you currently assigned to do weekly (not every day)?

15. What tasks are you currently assigned to do monthly (not every day or every week)?

16. Do you have any other regularly scheduled tasks?
17. Go back to items 13, 14, 15, and 16 and estimate the number of hours for each task. Use your timecard history if necessary to help you develop an estimate. You can come up with a reasonable average by picking an average work month for yourself (a month when you weren't sick or on vacation or didn't have a lot of comp time). Write the estimates next to each item.
18. Do they have a time of day or deadline for any of the items in 13, 14, 15, 16? If so write that on your list.
19. Do a Gantt Chart of your regular tasks identified in items 13, 14, 15, 16. These are the steps:
- Use a pencil
  - List all your tasks down to the left side of the page
  - Write the number of hours next to the task
  - Divide the page horizontally into three months
  - Talk to your supervisor about whether you should use a weekly, monthly or quarterly Gantt chart. Employees with all tasks that repeat daily or weekly should use a weekly chart
  - Everyone should list as one of their tasks the "Unexpected" and estimate 15% of your total time for the quarter to go to this task. (This is 78 hours over 3 months.) Spread the 78 hours out evenly over the 3 months
  - The purpose of a Gantt chart is to visually see how busy you are, when and where you can fit in more work. It also helps your supervisor to develop realistic expectations for your time. The next step is to x-out the times of day or days of week that your tasks will be done.

## Defining Terms

- ## Implementing Tasks and Standards Project

- ## Tasks/Standards List

Name of employee \_\_\_\_\_ Position/Title \_\_\_\_\_

Dept. \_\_\_\_\_ Division \_\_\_\_\_ Date \_\_\_\_\_

- \_\_\_\_\_ Supervisor writes the first task for which standards are going to be written in the tasks column and numbers it "1".
- \_\_\_\_\_ Supervisor writes the standards for Task "1" in the standards column.
- \_\_\_\_\_ Numbers the first standard "1-a", the second "1-b", etc.
- \_\_\_\_\_ Uses as many ways of expressing standards as are necessary to describe satisfactory and realistic standards. (See "Types of Standards" and "Suggested Questions to Use in Setting Standards" below for specific examples.)
- \_\_\_\_\_ Supervisor proceeds in the same manner with each task.

- \_\_\_\_\_ Standards given to the employee concerned while still tentative for suggestions as to appropriate revisions.
- \_\_\_\_\_ Supervisor discusses employee's with him/her. Note that final responsibility is the supervisor's.
- \_\_\_\_\_ Supervisors refers recommended standards to department manager and personnel office for review.
- \_\_\_\_\_ Final list of tasks and standards given to employee, supervisor, department manager, and personnel department.
- \_\_\_\_\_ Periodic review and update of tasks and standards.

### **Key Points in Preparing Task List**

- \_\_\_\_\_ Avoid making the lists too long or too short. Most jobs can be broken down into from 5 to 20 regular tasks. Tasks list which fall outside these limits are usually either too specific or too general.
- \_\_\_\_\_ Use care in writing the task down.
  - \_\_\_\_\_ Keep all statements simple and brief.
  - \_\_\_\_\_ Make sure task results in a single meaningful work product.
  - \_\_\_\_\_ Don't let tasks overlap.
  - \_\_\_\_\_ Begin each sentence with an active, present-tense verb.
  - \_\_\_\_\_ Don't use fuzzy language (keep away from "handles", "checks", "is responsible for". etc.)

### **Key Points in Setting Standards**

- \_\_\_\_\_ Set standards for the specific tasks of each position.
  - \_\_\_\_\_ A single set of standards may apply to several positions only when the tasks of those positions are identical.
- \_\_\_\_\_ Set standards at the level expected from a fully trained and competent employee.
  - \_\_\_\_\_ Not at perfection, unless nothing short of perfection is acceptable.
  - \_\_\_\_\_ Not necessarily at the level of the incumbent.
  - \_\_\_\_\_ Not at the most desirable but at the most reasonable level.
- \_\_\_\_\_ Write standards in simple, brief, easy-to-understand language.
- \_\_\_\_\_ Develop standards in cooperation with the employee.



**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

**1. Action**

1a. Type of examination: (2a, 50058)
1b. Effective date of action: (2b, 50058)

**2. Family Composition**

2a. Last name	2b. First name	2c. SSN	2d. DOB	2e. Dis. Y/N	2f.* EC/EN/ IN/PV

\* 2f. Enter EC if the individual is a U.S. citizen or national; EN if an eligible noncitizen; IN if an ineligible noncitizen; PV if pending verification

	Yes	No	Unclear
Is the Form HUD-9886 signed by adult members and head, spouse or cohead regardless of age?			
Is there a Declaration 214 for all citizens/eligible immigrants or a noncontending statement for ineligible noncitizens?			
Are the family composition and characteristics properly documented and verified?			
Are social security numbers properly documented and verified?			

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

**3. Assets**

3a. Name	3b. Type of asset (6b, 50058)	3c. Market value	3d. Expenses to sell	3e. Cash value (3c-3d) (6d, 50058)	3d. Actual interest rate	3e. Anticipated income (3c x 3d) (6e, 50058)
		\$	\$	\$		\$
		\$	\$	\$		\$
		\$	\$	\$		\$
		\$	\$	\$		\$
		\$	\$	\$		\$
		\$	\$	\$		\$
3f, 3g. Total cash value and income				\$ 3f.		\$ 3g.
3h. HUD passbook rate						.
3i. Imputed asset income: 3f x 3h (if 3f is \$5,000 or less, put 0)						\$
3j. Final asset income (larger of 3g or 3i)						\$

<i>PHA final asset income:</i> (6j, 50058)	<b>Reviewer total asset income:</b> (3j)
---	---

	Yes	No	Unclear
Has the PHA identified and verified assets for all family members?			
Is the cash value properly documented and verified?			
Is the anticipated income properly documented and verified?			

Notes: \_\_\_\_\_

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

**4. Income**

(4a) Family member	(4b) Type of income (7b, 50058)	(4c) Type of verification	(4d) Reviewer gross income (7d, 50058)	(4e) Reviewer excluded amount (7e, 50058)	(4f) Reviewer included amount (4d-4e) (7f, 50058)
			\$	\$	\$
			\$	\$	\$
			\$	\$	\$
			\$	\$	\$
			\$	\$	\$
			\$	\$	\$
4g. Reviewer total income (add totals in column 4f)					\$
4h. Reviewer total annual income: 3j + 4g (including assets)					\$

<i>PHA total annual income:</i> (7i, 50058)	<b>Reviewer total annual income:</b> <b>(4h)</b>
--	---

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>
Is the amount of annual income properly documented and verified?			
Are all exclusions properly documented and verified?			
If a family member experienced an increase in earned income, did the PHA do an analysis to determine if they qualified for the earned income disallowance (HCV: only persons with disabilities)?			

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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**5. Adjusted Income**

Dependent deduction (\$480)

<i>PHA number of dependents:</i> (8q, 50058)	<b>5a. Reviewer number dependents:</b>
<i>PHA dependent deduction:</i> (8s, 50058)	<b>5b. Reviewer dependent deduction:</b>

Note: A dependent is a person under 18, or with a disability, or a full-time student. Do not count head, spouse, cohead, foster child/adult, or live-in aide.

Notes: \_\_\_\_\_

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Elderly/disabled deduction (\$400)

<i>PHA elderly/disabled deduction:</i> (8p, 50058)	<b>5c. Reviewer elderly/disabled deduction:</b>
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Note: This deduction is only for families with a head, spouse or cohead who is 62 or older or a person with disabilities.

Notes: \_\_\_\_\_

**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

Child care

<i>PHA annual child care costs:</i> <i>(8t, 50058)</i>	<b>5d. Reviewer annual child care costs:</b>
<b>5e. Earnings included in annual income that enable a family member to work:</b> <i>(7f, 50058)</i>	

	Yes	No	Unclear	N/A
Are all children under 13?				
Is the amount of the child care properly documented and verified?				
Are the child care expenses reimbursed by another source?				
Does the child care enable a family member to work, actively seek work, or further their education?				
If child care enables a family member to work, does it exceed the earnings included in annual income?				
If the child care enables a family member to both work and further their education, did the PHA prorate the amount of child care when comparing to earnings?				

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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Medical expenses

(Note: Only elderly or disabled families are eligible for the medical expense deduction.)

5f. Family member	5g. Medical expense	5h. Frequency	5i. Reviewer annualized amount
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
<b>5j. Total medical expenses</b>			\$

	Yes	No	Unclear
Is the amount of medical expenses properly documented and verified?			
Are all medical expenses anticipated?			
Are any of the medical expenses reimbursed by another source?			
Were medical expenses given for all family members (not just elderly or disabled members)?			

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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Disability assistance expenses

<b>5k. Family member</b>	<b>5l. Disability assistance expense</b>	<b>5m. Frequency</b>	<b>5n. Reviewer annualized Amount</b>
			\$
			\$
			\$
<b>5o. Total disability assistance expenses</b>			\$

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>
Does the disability assistance enable a family member (could be the disabled person) to work?			
Does the disability assistance exceed the earnings of the individual enabled to work? (7d, 50058)			
Is the disability assistance reimbursed by another source?			

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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Medical/disability expense deduction

5p. Reviewer 3% of annual income (4h x .03)	\$
5q. Reviewer total disability assistance expenses (5o) -if no disability assistance expense skip to 5s	\$
5r. Reviewer allowable disability assistance expense (5q-5p) -if negative and an elderly or disabled family, enter line 5q -if negative and not elderly or disabled family, enter 0	\$ _____
5s. Reviewer medical expenses (5j)	\$
5t. Reviewer total medical and disability expenses (5r + 5s) -if no disability copy from 5s	
5u. Reviewer allowable medical/disability assistance -if line 5r=0, subtract 5p from 5s, if negative put 0 -if line 5q is less than 5p, subtract 5p from 5s, if negative put 0 -if line 5q is greater than 5p, enter amount from 5t	\$ _____

<i>PHA medical/disability assistance:</i> (8n, 50058)	<b>Reviewer medical/disability assistance:</b> <b>(5u)</b>
--	---

Totals

<i>PHA total allowances:</i> (8x, 50058)	<b>5v. Reviewer total allowances:</b> <b>(5b + 5c + 5d + 5u)</b>
<i>PHA adjusted income:</i> (8y, 50058)	<b>5w. Reviewer adjusted income:</b> <b>(4h-5v)</b>



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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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**6. Total Tenant Payment**

6a. Reviewer monthly income (4h ÷ 12)	\$
6b. 10% of reviewer monthly income (6a x .10)	\$
6c. Reviewer monthly adjusted income (5w ÷ 12)	\$
6d. 30% of reviewer monthly adjusted income (6c x .30)	\$
6e. * Reviewer welfare rent	\$
6f. Reviewer minimum rent	\$
6g. Reviewer TTP (highest of lines 6b, 6d, 6e, 6f)	\$

<i>PHA TTP: (9j, 50058)</i>	<b>Reviewer TTP: (6g)</b>
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\* The welfare rent only applies in New York, New Hampshire, or Vermont. Put 0 if not applicable.

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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**7. Public Housing Rent Calculation (skip this section if HCV)**

<i>PHA tenant rent:</i> (10f, 50058)	<b>7a. Reviewer tenant rent:</b>
<i>PHA utility reimbursement:</i> (10f, 50058)	<b>7b. Reviewer utility reimbursement:</b>

Documentation/Verification

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>
Did the PHA document whether the family selected income-based rent or flat rent in the tenant file?			

**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

**8. Payment Standards (HCV only)**

8a. Number of bedrooms on the voucher (12a, 50058)	
8b. Number of bedrooms in the actual unit (5d, 50058)	
8c. Payment standard in effect at last annual reexamination	\$

PHA determined payment standard: (12j, 50058)	<b>8d. Reviewer determined payment standard:</b>
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	Yes	No	Unclear	NA
Did the PHA use the smaller of the actual unit size or voucher size?				
If the payment standard decreased, did the PHA implement the decreased payment standard at the second annual reexamination?				
If the family requested an exception payment standard as a reasonable accommodation for a person with disabilities, is the documentation/verification in the file?				
If the family requested an exception to its subsidy standards, is the documentation/verification for the larger bedroom size in the file?				

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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

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**9. Utility Allowances (HCV only)**

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>
Did the PHA calculate the utility allowance based on the actual bedroom size (not voucher size)?			
Do the RFTA, inspection form, and HUD-50058 all correspond regarding the bedroom size?			
Do the RFTA, inspection form, and HUD-50058 all correspond regarding the structure type?			
Do the RFTA, lease, and HAPC all correspond regarding the tenant paid or provided utilities/appliances?			
Do the RFTA, lease, and HAPC all correspond regarding the owner paid or provided utilities/appliances?			
Is there enough data to determine if the utility allowance was calculated accurately?			

Note: Allowances for range or refrigerator are for units leased without owner-provided ranges and/or refrigerators and are for the cost of leasing or purchasing them—not the cost to operate them.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<i>PHA utility allowance: (12m, 50058)</i>	<b>9a. Reviewer utility allowance:</b>
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**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

**10. Gross Rent and Total HAP (HCV only)**

10a. Rent to owner	\$
10b. Utility allowance (9a)	\$
10c. Gross rent (10a +10b)	\$
10d. Gross rent – TTP (10c-6g)	\$
10e. Payment standard –TTP (8d-6g)	\$
10f. Total HAP (lesser of 10d or 10e)	\$

<i>PHA determined gross rent:</i> (12p, 50058)	<b>Reviewer determined gross rent:</b> <b>(10c)</b>
<i>Total PHA HAP:</i> (12s, 50058)	<b>Total Reviewer HAP:</b> <b>(10f)</b>

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>
Is the total HAP calculated correctly?			

Family share for non-prorated families (skip if a mixed family)

<i>PHA family share:</i> (12t, 50058)	<b>10g. Reviewer family share:</b> <b>(10c-10f)</b>
<i>PHA HAP to owner:</i> (12u, 50058)	<b>10h. Reviewer HAP to owner:</b> <b>(lesser of 10a or 10f)</b>
<i>PHA tenant rent to owner:</i> (12v, 50058)	<b>10i. Reviewer tenant rent to owner:</b> <b>(10a-10h)</b>
<i>PHA utility reimbursement:</i> (12w, 50058)	<b>10j. Reviewer utility reimbursement:</b> <b>(10f-10h)</b>

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>	<b>NA</b>
Is the family share calculated correctly?				
If it's a new admission or a new leasing and the gross rent exceeds the payment standard, did the PHA correctly apply the affordability rule?				

**TENANT FILE REVIEW CHECKLIST**  
**PUBLIC HOUSING/HOUSING CHOICE VOUCHER**

Prorated family share (leave blank if not a mixed family)

<i>PHA number eligible:</i> (12ac, 50058)	<b>10k. Reviewer number eligible:</b> (Refer to 2f)
<i>PHA total number in family</i> (12ad, 50058)	<b>10l. Reviewer total number in family:</b> (Refer to section 2)
<i>PHA proration percentage:</i> (12ae, 50058)	<b>10m. Reviewer proration percentage:</b> (10k ÷ 10l)
<i>PHA prorated HAP:</i> (12af, 50058)	<b>10n. Reviewer prorated HAP:</b> (10f x 10m)
<i>PHA mixed family total contribution:</i> (12ga, 50058)	<b>10o. Reviewer mixed family total contribution:</b> (10c-10n)
<i>PHA utility allowance:</i> (12ah, 50058)	<b>10p. Reviewer utility allowance:</b> (from 9a)
<i>PHA mixed family tenant rent to owner:</i> (12ai, 50058)	<b>10q. Reviewer mixed family tenant rent to owner:</b> (10o-10p)
<i>PHA prorated HAP to owner:</i> (12aj, 50058)	<b>10r. Reviewer prorated HAP to owner:</b> (10a-10q)

	<b>Yes</b>	<b>No</b>	<b>Unclear</b>	<b>NA</b>
Is the total prorated HAP and family share calculated correctly?				
If it's a new admission or a new leasing and the gross rent exceeds the payment standard, did the PHA correctly apply the affordability rule to the prorated family share?				

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section 5: Setting up a Quality Control System

**LEARNING ACTIVITY 7-1: Reexamination Quality Control**

Look at the quality control reexamination report that follows. You supervise four employees who determine income and calculate rent.

- How many files do you review monthly? \_\_\_\_\_
- What do you know from looking at this report? \_\_\_\_\_
- What doesn't this report tell you? \_\_\_\_\_

Jan	Case Load	Number of Files		Files with Errors		Types of Errors					
		Completed	Reviewed	Number	%	Verif	Income	Allow	Data Entry	Policy	Late
G. Monroe	350	15	4	4	100%	3	0	1	0	0	2
T. Hill	364	38	4	0	0%	0	0	0	0	0	0
A. Summers	320	24	4	4	100%	4	0	0	0	0	2
K. Rosemary	340	42	4	2	50%	0	0	1	0	0	0
<b>Feb</b>											
G. Monroe	350	25	4	2	50%	2	0	0	0	0	1
T. Hill	364	32	4	0	0%	0	0	0	0	0	0
A. Summers	320	28	4	4	100%	0	1	3	0	0	3
K. Rosemary	340	22	4	3	75%	1	0	2	0	0	0
<b>Mar</b>											
G. Monroe	350	24	4	1	25%	0	0	1	0	0	1
T. Hill	364	30	4	0	0%	0	0	0	0	0	0
A. Summers	320	23	4	4	100%	1	1	2	0	0	3
K. Rosemary	340	25	4	3	75%	0	0	3	0	0	0

## SECTION 9 Chapter 7 Post Test

1. The Public Housing Assessment System (PHAS):
  - a. Includes assessment of the central office cost center (COCC)
  - b. Covers all elements of the public housing program
  - c. Assesses the physical, financial, and management operations of each project
  - d. Includes fair housing deficiencies in assessing management operations
  - e. All of the above
2. Analysis of the external environment is not part of business planning, as new regulations and the local marketplace have no impact on housing authority operations.
  - a. True
  - b. False
3. The PHA's business plan articulates goals but does not plan for implementation.
  - a. True
  - b. False
4. The two largest sources of income for a public housing project are:
  - a. Housing Assistant Payments and tenant rents
  - b. Maintenance and admin fees
  - c. Tenant rents and excess utility charges
  - d. Operating subsidy and tenant rents
  - e. Utilities and capital funds
5. A budget is an official HUD form and must be approved by HUD.
  - a. True
  - b. False
6. Reviewing key indicators of employee performance monthly is an example of what type of quality control?
  - a. Periodic quality control
  - b. Continuous quality control
  - c. Preventive quality control
  - d. Risk assessment quality control
  - e. Hypothetical quality control
7. In the housing choice voucher program, the PHA may lease over the number of authorized baseline units in a given month or months, but must not:
  - a. Spend over amount budgeted
  - b. Use administrative fees for the housing choice voucher waiting list
  - c. Exceed baseline units by the end of the calendar year
  - d. Hire additional staff in the housing choice voucher program
  - e. Terminate any housing choice voucher participants for any reason
8. What are the important tasks in establishing a quality control system for reexaminations?
  - a. Gather accurate data and produce reports monthly
  - b. Perform monthly file audits on an established number of files for each employee
  - c. Maintain roll-up or aggregate reports for analysis of results and to identify areas of concern
  - d. Reconcile PIC error reports
  - e. All of the above are necessary tasks



9. An effective quality control system should do all of the following except:
  - a. Track trends over time
  - b. Check all files of all employees monthly
  - c. Establish roll-up or aggregate reports
  - d. Track productivity as well as quality
  - e. Identify key areas of program performance to monitor
10. Monitoring revenues vs. expenses monthly is done by studying what report?
  - a. The actual-to-budget report
  - b. The HAP budget
  - c. Rent roll
  - d. Financial subindicators under PHAS
  - e. Administrative fees
11. In developing a strategic plan, succession planning may emerge as a need. Succession planning means:
  - a. Planning for financial success
  - b. Planning for independence from city or county government
  - c. Planning for new leadership
  - d. Ensuring that retirement benefits remain intact
  - e. All of the above
12. The auditor's report should render a qualified opinion.
  - a. True
  - b. False
13. The Public Housing Assessment System (PHAS) is a management tool for property managers and asset managers, as well as a monitoring system for HUD.
  - a. True
  - b. False
14. An important part of business planning is developing a budget.
  - a. True
  - b. False
15. A budget:
  - a. Is a HUD-required template
  - b. Is developed by HUD for each program within the PHA
  - c. Is a plan expressed in financial terms
  - d. Can never be revised
  - e. Contains expenses but not revenues
16. Under the new asset management model, public housing property managers will have more responsibility and accountability to administer the project as a business.
  - a. True
  - b. False
17. A continuous quality control (QC) system for annual reexaminations of your staff would include which of the following?
  - a. Quality (error rates)
  - b. Productivity (number of reexams)
  - c. Late reexams
  - d. Types of errors
  - e. All of the above

## CHAPTER 8 Post Test

1. What are the two types of sexual and other forms of harassment in the workplace? (choose two)
  - a. Violence against women
  - b. Quid Pro Quo
  - c. Stalking
  - d. Sexual assault
  - e. Hostile work environment
2. A program participant has asked for a very unusual accommodation. The disability is not obvious or otherwise known, nor is the need for the accommodation. Which of the following is the manager prohibited from verifying or inquiring about?
  - a. If the participant has a disability
  - b. If there is a relationship, or nexus, between the disability and what is being requested
  - c. Nature and severity of the disability
  - d. If the request would fundamentally alter the nature of the program
  - e. If the request would pose an administrative and financial burden
  - f. The manager may need to inquire about any or all of the above
3. The definition of disabilities used for purposes of reasonable accommodation is \_\_\_\_\_ than the HUD definition of disabilities.
  - a. Identical
  - b. Broader
  - c. Narrower
  - d. The same or different, depending on PHA policies
  - e. Less legal
4. A participant or tenant may not meet the HUD definition of disabilities but may still qualify for a reasonable accommodation.
  - a. True
  - b. False
5. All participants or tenants who meet the HUD definition of disabilities must be granted requested accommodations.
  - a. True
  - b. False
6. If a person voluntarily discloses a disability and requests an accommodation, the PHA may require third-party verification that the accommodation being requested would remove a barrier that is posed by the disability.
  - a. True
  - b. False
7. HUD's final rule on sexual and other forms of harassment includes direct liability when there is discriminatory conduct and the supervisor knew or should have known about the conduct.
  - a. True
  - b. False
8. A "don't ask, don't tell" philosophy is usually a supervisor's or manager's best approach when issues of harassment arise in the workplace.
  - a. True
  - b. False

9. If the PHA receives federal funding and employs 15 people or more, there must be an employee designated to:
  - a. Be the director of human resources and recruit, hire, and train employees
  - b. Coordinate compliance with fair housing requirements
  - c. Ensure that the PHA is vigilant and proactive by offering accommodations before they are requested
10. HUD's Equal Access Rule requires that HUD-assisted housing: (two correct answers):
  - a. Establish their own policies regarding civil rights and fair housing
  - b. Be made available without regard to actual or perceived sexual orientation, gender identity, or marital status
  - c. Modify the regulatory definition of family, taking the new protections into account
  - d. Operate on a "don't ask, don't tell" basis
  - e. Admit families without regard to actual or perceived sexual orientation, gender identity, or marital status, regardless of other factors of eligibility
11. The PHA and the supervisor must take reasonable steps to promote safety in the workplace.
  - a. True
  - b. False
12. An employee has the right to report an incidence of sexual or other harassment only by going to his or her immediate supervisor.
  - a. True
  - b. False

Section 2: The Ethical Challenges

## LEARNING ACTIVITY 9-1: Handling Ethical Situations

Read the scenarios below. First, think about what ethical question or dilemma exists. Then, describe what you might do in the same situation and state why.

1. "A woman came in to apply for our rent specialist position today. I gave her the job announcement and information on how to apply with us like we usually do. She had a terrific background. I knew that the Community Development Corporation, who owns and manages 400 units of multi-family housing down the street, also has an opening for rent specialist. Should I have told her about the opening?

What is the ethical question?

Should you have told her about the opening? Why?

Section 2: The Ethical Challenges

2. "My housing authority and human resource department has done a lot of work to make sure our performance evaluation system works for everyone. My leasing specialist has done a terrific job for years; she's the backbone of our team. However, there are no promotional jobs for her on my team. We can't promote her here. If I give her the recognition she deserves she'll probably be promoted to another department. What should I do?"

What is the ethical question?

What should you do? Why?

3. "My housing authority has done so well hiring a diverse staff! I just worked with human resources to fill our opening for a lead property manager and one of the applicants has all of the qualifications. She did really well in the interview scenarios. But the representative from human resources is concerned that her limited English ability will make it too hard for residents to understand her while she's working in the development. What should I do?"

What is the ethical question?

What should you do? Why?

Section 2: The Ethical Challenges

4. "My boss told me that one of my employees is among several others to be laid off soon, and that I'm not to tell my employee yet or he might tell the whole organization which would soon be in an uproar. Meanwhile, I heard from my employee that he plans to buy braces for his daughter and a new carpet for his house. What should I do?"

What is the ethical question?

What should you do? Why?

5. "The manager of the Information Technology department told me that they have noticed that one of my employees is using the internet for personal tasks. We don't have a policy specifically prohibiting that but I am concerned. I spoke with the employee. She told me she was doing it on her own time to find a new car to drive to work. What should I do?"

What is the ethical question?

What should you do? Why?

Section 2: The Ethical Challenges

6. “Yesterday the manager of the waste disposal company that handles our recycling brought in 20 box tickets to the basketball game at the arena Saturday night. He said their organization had them left over from a huge promotion they were doing. There are enough tickets for my entire team and everyone is really excited. What should I do?”

What is the ethical question?

What should you do? Why?

## **SECTION 8 Chapter 9 Post Test**

1. Knowing the right thing to do:
  - a. Is always easier than doing the wrong thing
  - b. Means acting in your individual self-interest and not in others' interest
  - c. May be both more simple and more difficult than an unethical course
  - d. Is always obvious
  - e. Is regulated in detail in HUD regulations
2. The supervisor or manager must be vigilant to not take any action that would be a conflict of interest; however, a possible perceived conflict of interest does not need to be reported and is up to the individual manager's or supervisor's discretion.
  - a. True
  - b. False
3. There are no business guidelines for managing ethics, since ethics is in the realm of philosophy and religion.
  - a. True
  - b. False
4. The three "Rs" in thinking through an ethical decision are:
  - a. Reading, 'riting, and 'rithmetic
  - b. Review, regard, and resolve
  - c. Respect, responsibility, and results
  - d. Readiness, rigor, and resources
  - e. Recognition, research, and refusal
5. In ethics, some things count while other ethical issues should be ignored.
  - a. True
  - b. False