

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.

Chapter, Page, Topic	What I Currently Do	What is My Goal Behavior	What I Will Do to Get There	Date of Change

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

		Very Strong	Moderately Strong	Adequate	Moderately Weak	Very Weak
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
	TOTAL					

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 1-2: 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	
☐	☐	I can influence others to follow my direction.
☐	☐	I am confident in my ability to positively influence corporate culture.
☐	☐	I have a model for building a credible strategic plan.
☐	☐	I have a process for creating measurable goals.
☐	☐	I understand how and when to effectively delegate a function.
☐	☐	I can break down complex functions into measurable tasks.
☐	☐	I can build collaborative teams.
☐	☐	I have a conflict resolution model that I can use when needed.
☐	☐	I know how to structure and have a difficult conversation.
☐	☐	I have an effective problem-solving model for finding the most likely root cause of the problem.
☐	☐	I understand how to use benchmarks and key performance indicators to achieve programmatic objectives.
☐	☐	I can manage my personal stress.
☐	☐	I can run an effective and productive meeting.
☐	☐	I use best practices when delivering performance evaluations.
☐	☐	I am knowledgeable about employee relations and the basics of employee law.
☐	☐	I have a decision-making model.
☐	☐	I understand the role of critical thinking in management.
☐	☐	I can conduct a fair and non-biased job interview.

Scoring

Total all of your “True” responses.

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

15 and above – You have most of the competencies needed to be a manager.

10 to 14 – You are getting close.

0 to 9 – Keep learning and gaining knowledge and skills!

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. Leadership is demonstrated every day.
 - a. True
 - b. False
4. 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.

5. Supervisors are always responsible for being the technical expert for the team.
 - a. True
 - b. False
6. 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
7. General functions of management in any organization are planning, organizing, directing, and coordinating.
 - a. True
 - b. False
8. A supervisor is a spokesperson for the union and is responsible for representing relevant unions.
 - a. True
 - b. False
9. 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
10. 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: 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

Property Manager
<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>
PH Program Manager
<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>
Receiving Assistant Property Manager
<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>
Receiving Property Manager
<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>
Receiving Assistant Housing Manager
<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
<i>PH Example:</i> 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.
	All offers will be documented in the software system the same day as the acceptance or rejection is received, and the reason(s) for rejection.
Unit offers will be made in a timely manner in order to fill vacant units promptly.	Within one business day of rejection, an offer will be made to the next highest-ranking approved applicant.
<i>HCV Example:</i> The PHA will ensure utilization of at least 98 percent of baseline vouchers or available budget authority.	The administrative assistant will conduct briefings monthly and will compile families' briefing packets at least three days in advance.
	The Two-Year Tool will be monitored each month. Utilizing the TYT, the appropriate number of applicants will be processed (or not processed).

LEARNING ACTIVITY 2-2: Collaborative Relationships

Choose one of the internal or external collaborative relationships listed above and fill out the following information.

Strengths in relationship with: _____ (enter entity's name)

Weaknesses in relationship with: _____

What have you learned/are you learning in this internal or external collaborative relationship?

Solutions to weaknesses/problems in the collaboration:

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 Supervisory Skills			
My Sense of Mission and Vision			
PHA Policies—Where I Need to Gain Knowledge			
PHA Policies—My Involvement			
Procedures - Who Does What, When, Hows			
Working Collaboratively			
Workplace Politics			

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. 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 2: 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
☐	☐	☐	☐	☐

2. I can stay calm under pressure.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

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

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

4. I usually maintain a sense of humor.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

5. I recognize how my behavior affects others.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

6. I air grievances skillfully.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

7. I can freely admit to making a mistake.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
☐	☐	☐	☐	☐

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

Section 2: Intrapersonal and Interpersonal Competencies

LEARNING ACTIVITY 3-2: Interpersonal Intelligence – Breakout Groups

Pick one of the three topics below. Everyone in the group will take a turn—two minutes maximum. Don't share anything you're not comfortable sharing.

1. Share something about yourself that is not commonly known. Again, only what you're comfortable with.
2. Share an experience getting to know a person or new group that changed your thinking, or helped you see things differently.
3. Share a new experience that you believe made you a braver person.

Section 3: Communication Competencies

LEARNING ACTIVITY 3-3: Listening Self-Assessment

Consider, as you are reading these qualities, whether you could be a more effective listener.

Poor Listener ←	→ Effective Listener
You're not comfortable with silence (who is?). You usually fill in quiet moments with speaking or asking more questions.	You accept and allow some comfortable silence. You've learning not to insert sound until it's helpful.
You tend to "daydream" with a low speaker.	You think and mentally summarize and weigh what is being said.
It's important to get to the bottom line right away.	You listen between the lines to tones of voice and meaning.
You're distracted easily.	You notice your distractions, see past bad communication habits, and know how to come back to focus.
You are adamant about intensely taking notes and sometimes lose what the person is saying while you're writing.	You have a few different ways of note-taking to organize important information. You know when it's more important to put the pencil down.
You're a ball of fire! Sometimes you catch yourself interrupting and doing a lot of talking.	You've learned how important it is to not interrupt.
You don't usually listen to difficult material; usually you listen to music or light commentary.	You use "weightier" materials to regularly exercise your mind.
You don't put out energy when the conversation doesn't interest you.	You hold eye contact and help the speaker along by your gestures and body stance.
You judge delivery and tune out.	You evaluate content (meaning) and skip over delivery errors.
You tend to jump to conclusions.	You let the conversation develop and unfold and watch yourself when you tend to jump ahead.
You listen for facts or interesting points.	You listen for meaning and for central ideas.

Section 3: Communication Competencies

LEARNING ACTIVITY 3-4: Topic Presentation

Instructions: Prepare a topic to present tomorrow. During the presentation, you will introduce the topic, provide three points of information with supporting data, and then have a summary of the topic. There is a guide for you to follow below.

You should also list major points of information about the goals that you want to convey to your audience. Place them in order and then list three pieces of data about each information point.

Presentation

Goal: _____

Introduction

#1 Information Point

Data

Data

Data

#2 Information Point

Data

Data

Data

#3 Information Point

Data

Data

Data

Summary

When you're done making that list, ask yourself, "If everyone in the audience understands all of these points, then will I have achieved the goals that I set for this presentation?"

There are several structural factors to consider in designing your presentation. First, design a brief opening (about 5 to 10 percent of your total presentation time) that both presents your goals for the presentation and clarifies the benefits of the presentation to the audience.

Also, prepare the body of your presentation using the informational points and data from above (about 70 to 80 percent of your presentation time), and design a brief closing (about 5 to 10 percent of your presentation time) that summarizes the key points from your presentation.

Section 3: Communication Competencies

LEARNING ACTIVITY 3-5: Sandwiched Feedback

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

For example: In the following scenarios, write what you, as the supervisor, would say to coach, offer encouragement, and give feedback to the employee. Write only one sentence or very brief responses to each situation.

1. Susie has been a leader on your team for years. She knows her job and shares information and resources with other members of the staff. In the past, she has always had a terrific attitude. Lately, she has been quiet and withdrawn-sometimes even cranky. Other team members need information that only Susie has or knows. It's starting to affect the performance of the group. You say...
-

2. Rudy is a steady force for the inspector group-technically strong and a great mechanic! He doesn’t like paperwork at all, and the new data collection forms are a real problem for him. Your boss has asked you to improve the situation. You say...
-

3. Your lead occupancy staff person transferred to another unit, and his replacement is new to this type of work. While it is clear he is putting in a lot of effort, you are having a really hard time understanding his verbal reports and file documentation. You've thought it over and want to ask him to be more specific in both his verbal and written work. You say...
-

4. Angela is always on time for work, stays until everything is done each day, and is the first one to turn in her leasing reports each month. However, at lunchtime, she takes whatever time she needs to finish all of her personal errands. For some time, team members have complained to you. You say...
-
-

LEARNING ACTIVITY 3-6: 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:

2. I waste time when:

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.

Who and Where I Am	NOW	Who and What I Want to Be	What I Will Do	Date
My Functional Competencies:				
My Interpersonal Competencies:				
My Intrapersonal Competencies:				
My Communication Competencies				
Verbal				
Public speaking				
Written				
My Meeting Management Competencies				
My Time Management Competencies				
DiSC Profile				

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:

LEARNING ACTIVITY 3-8: Make a Decision

Think of a decision that needs to be made or a problem that needs to be solved at your project or in your department. Using this situation, think through the basic steps we just discussed.

1. Explore the problem. Ask yourself the following questions (be specific in your description, including what is (or is not) happening, where, how, with whom and why.

- a. What can you see that causes you to think there's a problem?
 1. Where is it happening?
 2. How is it happening?
 3. When is it happening?
 4. With whom is it happening?
 5. Why is this happening?
- b. Understand both the cause and your role in the problem by asking team members, your supervisor, or related departments. Have them describe the cause of the problem using the same "who, what, when, where, and why" format that you used earlier.

What can they see that causes them to think there's a problem?

1. Where is it happening?
 2. How is it happening?
 3. When is it happening?
 4. With whom is it happening?
 5. Why is this happening?
- c. You describe your role in the problem including the "who, what, when, where, and why," and add how you feel about the problem.

What can you see that causes you to think there's a problem?

1. Where is it happening?
 2. How is it happening?
 3. When is it happening?
 4. With whom is it happening?
 5. Why is this happening?
- d. Write down a five-sentence description of the problem.

2. Define the problem. Ask yourself the following key questions:

- a. What should be happening but isn't? Be specific in your answers and include the who, what, when, where, and why.
 1. Where should this be happening?
 2. How should this be happening?
 3. When should this be happening?
 4. With whom should this be happening?
 5. Why should this be happening?
- b. What is happening that shouldn't be? Again, be as specific in your answers and include the who, what, when, where, and why.
 1. Where shouldn't this be happening?
 2. How shouldn't this be happening?
 3. When shouldn't this be happening?
 4. With whom shouldn't this be happening?
 5. Why shouldn't this be happening this way?
- c. Ask team members, your supervisor, or related departments what they think should and shouldn't be happening. Have them describe this by using the same "who, what, when, where, and why" format. Have them describe how they "feel" about the situation.
 1. Where should this be happening?
 2. How should this be happening?
 3. When should this be happening?
 4. With whom should this be happening?
 5. Why should this be happening?

And. . .

1. Where shouldn't this be happening?
 2. How shouldn't this be happening?
 3. When shouldn't this be happening?
 4. With whom shouldn't this be happening?
 5. Why shouldn't this be happening this way?
- d. Now, if there are several related problems, rank them here with #1 as the most important or serious in your opinion and in the opinion of others.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Develop a plan of action. Keep in mind that your plan is based on your best, informed guess at what will work in this situation. There are rarely perfect decisions or solutions.

- a. List all possible alternatives to your current situation. Don't worry about whether they are the best ideas—just write them down as you think of them.

Alternative 1.

Alternative 2.

Alternative 3.

Alternative 4.

Alternative 5.

Alternative 6.

- b. Consider each of these alternatives by answering all of the following questions:

1. Which alternative supports what's important to the team and the agency?
What is important in this situation?

Alternative

2. Which alternative will solve the problem for the long term?

Alternative

3. Which alternative is the most realistic to accomplish for now?

Alternative

4. Which alternative matches your resources? Are they affordable?

Alternative

5. Which alternative is possible with the time you have available?

Alternative

6. Which alternative has the most manageable risks?

Alternative

- c. Select one alternative and create a plan to implement the best approach. Your team probably has a good view of this situation and some expert information. Use that expertise to brainstorm all alternatives, their effectiveness, and the steps needed to accomplish them.

1. List all of the steps needed to complete the solution.

Step

Step

Step

Step

Step

Step

Step

Step

Step

Step

Step

Step

2. Now put these steps in order starting with what needs to be done first.

#1 Step

#2 Step

#3 Step

#4 Step

#5 Step

#6 Step

#7 Step

#8 Step

#9 Step

#10 Step

#11 Step

#12 Step

- d. Finally, add a timeline, indicate resources needed, and assign responsibility for each step. You have developed your plan.

#1 Step

#2 Step

#3 Step

#4 Step

#5 Step

#6 Step

#7 Step

#8 Step

#9 Step

#10 Step

#11 Step

#12 Step

Remember to monitor progress and be willing to change or start again if needed. Problem solving and managing change is the job of a supervisor.

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

Section 11: Continued Learning

Leadership Style Survey						
		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
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

Leadership Style Survey						
		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
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	
TOTAL		TOTAL		TOTAL	
	Authoritarian Style		Participative Style		Delegative Style
	(Autocratic)		(Democratic)		(Free reign)

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.

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.

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

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

LEARNING ACTIVITY 5-1: 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 2: Employee Motivation

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.

LEARNING ACTIVITY 5-2: 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.	
TOTAL		TOTAL		TOTAL		TOTAL	
Forming Stage		Storming Stage		Norming Stage		Performing Stage	

LEARNING ACTIVITY 5-3: Delegation Self Assessment

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

Delegation Self-Assessment			
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.			
	YES	NO	
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.

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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 5-4: Going Back to the DiSC Profile and the People You Work With

Think about your DiSC profile. Now consider again the people you work with—your boss, other managers/directors, the people you supervise, external collaborative relationships. Sometimes you just “get” each other. With others, it can feel like you’re on different planets. With the DiSC profile, you’ve considered your predominant behavioral style. Consider:

What If I’m supervising someone with a very different style?

What if my boss has a very different style?

At the top of the column in the table below, write the initials of a person at work (your boss, other managers/directors, the people you supervise, etc.) you work very well with. In the second column, write the initials of a person at work where communication is quite difficult at times. You can add other people if you want.

Make a check mark under the initials for each person beside each itemized tendency for each style that you think fits the person.

Then look at the number of check marks you made under each tendency heading (High D, High I, etc.). Can you clearly see which tendency each fits into?

	Initials				
Enter Initials of Colleagues					
<i>High D Behavioral Tendencies</i>					
High “sense of personal worth”					
Task oriented—needs results					
Motivated by directness					
Getting immediate results					
Accepting challenges					
Making quick decisions					
Questioning the status quo					
Solving problems					
TOTAL					
<i>High I Behavioral Tendencies</i>					
Optimistic					
People-oriented					
Motivated by social recognition					
Being articulate					

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Section 8: Conflict Management

Creating a motivating environment					
Generating enthusiasm					
Entertaining people					
Bringing people together					
TOTAL					
<i>High S Behavioral Tendencies</i>					
Team player, family oriented					
Steady					
Consistent, predictable performance					
Patient					
Helps others					
Motivated by established practices					
Showing loyalty					
Creating a calm, stable work environment					
TOTAL					
<i>High C Behavioral Tendencies</i>					
Accurate—precision quality control person					
Task oriented					
Motivated by adherence to standards					
Thinking analytically					
Using subtle or indirect approach to conflict					
Using a systematic approach to situations					
Checking for accuracy					
Analyzing performance critically					
TOTAL					

Section 8: Conflict Management

Does this help me understand these colleagues better? How could I adapt my behavioral and communication style to be more effective with these colleagues? Pick at least two work relationships that will most benefit from this analysis.

Colleague #1:

Colleague #2:

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.

Who and Where I Am	NOW	Who and What I Want to Be	What I Will Do	Date
What Motivates Me?:				
Team Productivity				
My Team Stage:				
How I Delegate:				
How I Make Decisions:				
How I Manage Change:				
How I Manage for Diversity				
How I Manage Conflict				

SECTION 11 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?

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 5-5: 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 ☐ No ☐
- Do you need to wait and see if you respect your boss before you can work hard on his or her behalf? Yes ☐ No ☐
- Do you secretly hope that the boss will grant you enough independence to accomplish your work without interference? Yes ☐ No ☐
- Are you someone who speaks up in large groups only when you have something to say? Yes ☐ No ☐
- Do you quietly lead your boss to give you more responsibility in the areas that are interesting to you? Yes ☐ No ☐
- Do you want your expertise to be rewarded without having your work style scrutinized? Yes ☐ No ☐
- Before speaking in public or running a meeting, do you need ample time to prepare your thoughts? Yes ☐ No ☐
- When given a new assignment, do you fear that you cannot deliver results fast enough for your boss? Yes ☐ No ☐
- Does a demanding boss or aggressive employee trigger feelings of panic in you? Yes ☐ No ☐
- Do you fear being caught off guard or unprepared by your employees, colleagues, or boss? Yes ☐ No ☐

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

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. _____

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
Performance Reviews:				
How I Manage Key Functions of the Program:				
How I Manage Poor Employee Job Performance:				
How I Manage Misconduct and Behavior Issues:				
Staff and Career Development:				

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

Section 4: 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
Feb											
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
Mar											
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

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.

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

SECTION 8 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

18. The two types of funding for the Housing Choice Voucher program are Housing Assistance Payments (HAP) and:
 - a. Capital funds
 - b. Operating subsidy
 - c. Administrative fees
 - d. Family share of rent
19. If the Housing Choice Voucher program is over leased (exceeds baseline units) at the end of the calendar year, HUD will provide additional funding.
 - a. True
 - b. False

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 Understanding of Employee Nondiscrimination Requirements:				
My Responsibilities Regarding Reasonable Accommodation:				
My Responsibilities Regarding VAWA:				
How I Manage Confidentiality:				
How I Manage Safety in the Workplace:				
Sexual and Other Harassment:				

SECTION 6 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. The definition of *person with disability* is the same for HUD eligibility/rent calculation and for reasonable accommodation requests.
 - a. True
 - b. False
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
13. If the PHA determines that a request for an accommodation is not reasonable, the PHA _____ enter into a conversation or negotiation with the requester to explore any reasonable alternative
 - a. May not
 - b. May
 - c. May or may not, upon PHA discretion
 - d. Must
14. Regarding a request for an accommodation, a “nexus” is the relationship between the disability-posed limitation and the need for the request, or why the request is needed to remove or mitigate the barrier to housing.
 - a. True
 - b. False
15. 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

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?

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:				
How I Manage Conflict of Interest:				

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