

**Resident Participation in the
Housing Management Process**

Instructor's Guide

HUD-0050663



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February, 1979 |

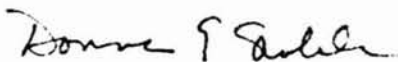
The research forming the basis for this workshop was conducted pursuant to Grant #H-2225G between the U. S. Department of Housing and Urban Development and Temple University. Statements and information contained in this workshop are those of the grantee who assumes sole responsibility for its accuracy and completeness.

FOREWORD

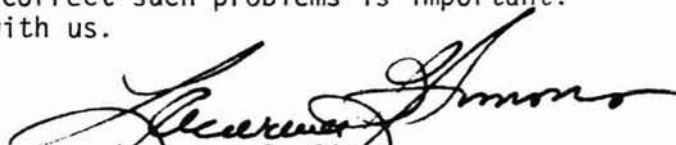
This instructor's guide is one of eighteen in a housing-management curriculum developed by HUD in conjunction with Temple University.

The guide reprints all the material in the participant's workbook, but gives more detailed information where necessary and answers the test questions.

Our hope is that with your help, the workshops using this curriculum will advance professionalism in the field of housing management. The lack of professionalism -- that is, the lack of uniform standards which allows people of varying knowledge and abilities to manage HUD-assisted and privately financed housing -- has contributed to some serious problems: high default rates, abandonments, and vandalism. To correct such problems is important. We are glad to have you working with us.



Donna E. Shalala
Assistant Secretary for
Policy Development and Research



Lawrence B. Simons
Assistant Secretary for
Housing -- Federal Housing
Commissioner

PREFACE

Each workbook in this series presents a number of learning objectives targetted to a selected area of management. Successful completion of the learning objectives presented in each workbook provides a series of building blocks to buttress the spectrum of skills required of a housing manager.

In preparing these workbooks, an attempt has been made to incorporate the range of knowledge that housing managers might be required to draw upon. Likewise, an attempt has been made to reflect the present state-of-the-art of housing management. Inevitably, whatever is captured in print reflects a body of knowledge and practice up to the point of publication. Therefore, the students and instructors making use of these workbooks will want to keep alert to new developments that should be integrated into the workbook material. Furthermore, like any attempt to codify knowledge in a particular field, the material presented in these workbooks is open to differences of interpretation and emphasis. We are aware that there may be some techniques and procedures described in these workbooks with which some experts in the field might disagree. The best test of such procedures and techniques will come when they are applied in the field by housing management practitioners. Through this process, the state-of-the-art will continue to be improved. Instructors in the future will undoubtedly want to incorporate such acknowledged improvements into their delivery of the workbook material.

One final point is worth mentioning. An initial impetus for these workbooks was the need to upgrade management skills in HUD-related housing. However, many of the principles presented should be viewed by students and instructors as applicable to multifamily housing management practices in the private sector.

ACKNOWLEDGEMENTS

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INTRODUCTION

A smooth-flowing relationship of interest, understanding, and trust should and must exist between residents and the housing manager. If residents are aware that management is willing to work with them to formulate mutually acceptable answers to questions and to develop solutions to problems of common interest, a more relaxed and productive relationship is likely to develop between them.

The trend towards encouraging the participation of residents in the management process has proven to be effective and functional. However, the types and methods of participation are not always the result of effective planning and do not always arise from good relationships between residents and management. Managers need to familiarize themselves with the various types of resident participation, with appropriate goals for such participation, and with specific strategies for maximizing the impact of residents in making decisions and developing policies for their communities. Accordingly, this workshop has five overall goals:

1. To review the rights and responsibilities of managers and of residents of federally-assisted housing in order to place management/resident relations in a professional and balanced perspective,
2. To familiarize managers with the historical development of resident participation,
3. To familiarize managers with the benefits of resident participation in the management process,
4. To familiarize managers with the role of resident organizations, and

5. To familiarize managers with the role of management in resident organizations.

Each goal has several learning objectives. These learning objectives are, simply, measurable statements about the specific knowledge participants are expected to acquire in the workshop.

Each learning objective, in turn, has what is called an anticipated practice outcome. Anticipated practice outcomes are those practical skills a participant can be expected to implement on the job using the information acquired in the workshop.

In other words, anticipated practice outcomes refer to the ways knowledge acquired in the workshop can be applied to real problems and situations.

The workshop, organized around the learning objectives and anticipated practice outcomes, requires two half-day sessions. Goal areas 1, 2 and 3 will be covered in the first session. Goal areas 4 and 5 will be covered in the second.

HOW TO USE THE INSTRUCTOR'S GUIDE

This is the instructor's guide to the workshop on Resident Participation. In addition to listing goals, learning objectives, and anticipated practice outcomes, it contains a detailed content section, discusses appropriate methodology and resources, and provides a detailed rationale for group exercises and tasks with suggested strategies for connecting such activities to content items. It also provides answers to the post-test evaluation and suggests criteria for evaluating results of the skill-test items.

The participants' workbook for the workshop contains the same introduction and description of goals, learning objectives, and anticipated practice outcomes. However, the content and methodology are less detailed, and only those materials required for participants in the group tasks, post-test, and skill-test are included.

The workshop is organized around the learning objectives and anticipated practice outcomes. The overall workshop plan is presented in the matrix beginning on page vi.

At the top of each page is a box containing the overall problem. At the far left of each page is one of the overall goals of the workshop. The goal states in broad terms how the workshop will address the problem.

To the right of each goal are its learning objectives. These objectives comprise a list of the specific knowledge a participant is expected to acquire during the workshop.

In the next column to the right, under "Content," is a list of the material to be covered for each goal.

Moving farther right, the next column contains methodology. Outlined

in the methodology column are the teaching methods suggested for the workshop. In this workshop a series of informal lectures, guided discussions and group tasks are recommended.

Under "Resources," the next column, is a description of who will conduct the course. For this workshop, program staff should be used.

The next column lists those corresponding post-test items which will measure how well participants met the learning objectives of each goal.

This column is followed by the anticipated practice outcomes, which are more practical skills or attitudes that the participant is expected to acquire.

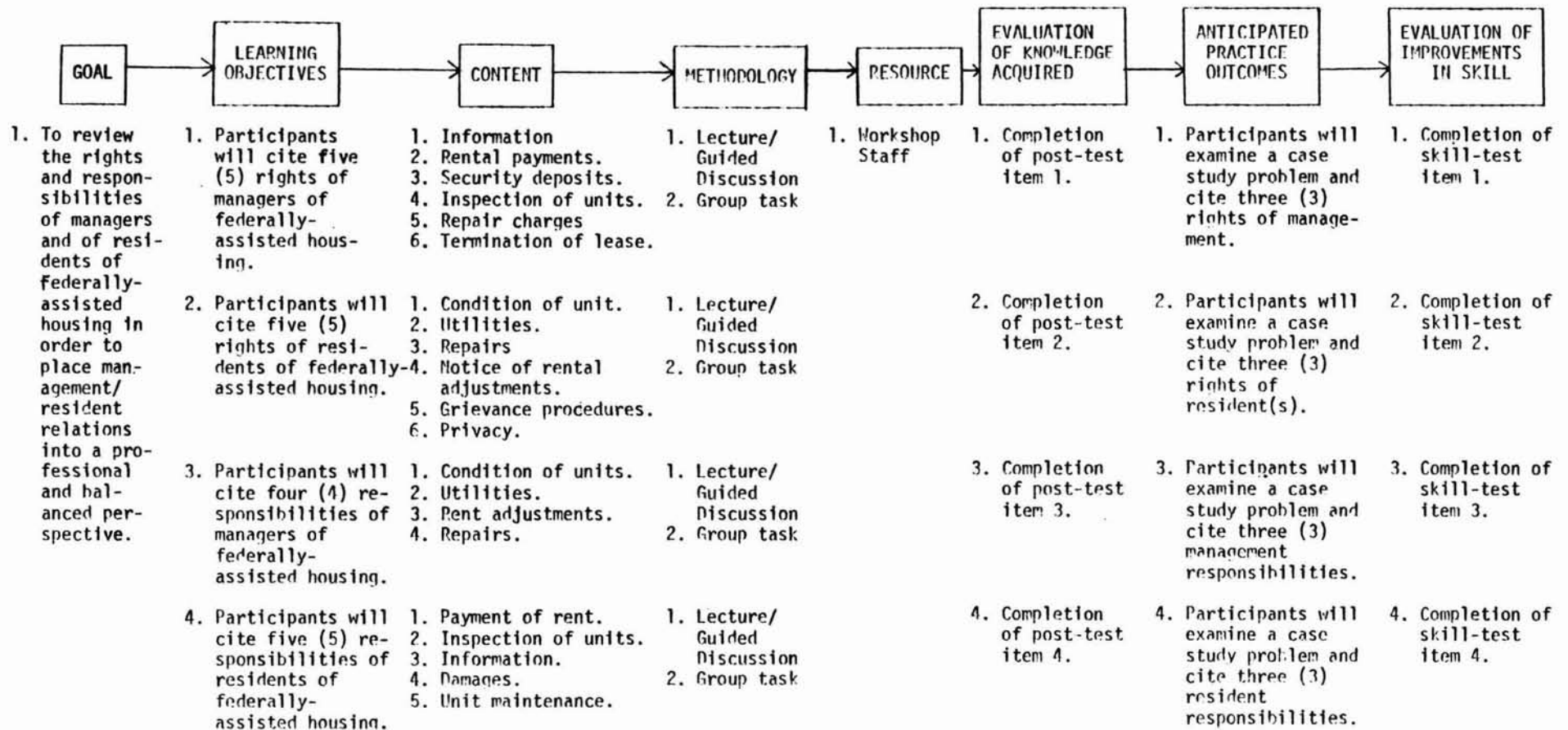
Finally, the last column on the left of each page lists corresponding skill test items which will measure how well participants met the anticipated practice outcomes of each goal.

WORKSHOP MATRIX

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PROBLEM

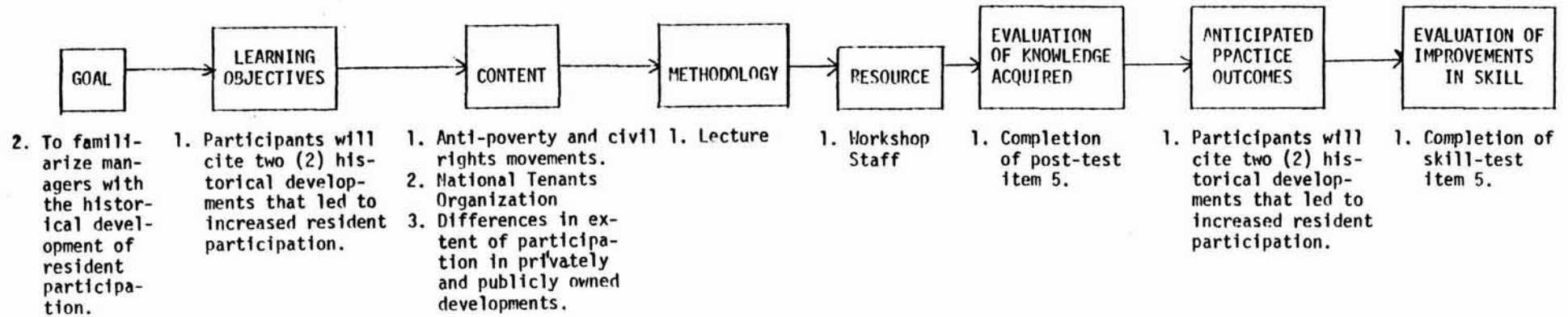
Because of the growing trend toward resident participation in the management process, managers need to familiarize themselves with the types of resident participation, with the goals of such participation, and with strategies for maximizing the input of residents in making decisions and developing policies for their communities.



WORKSHOP MATRIX

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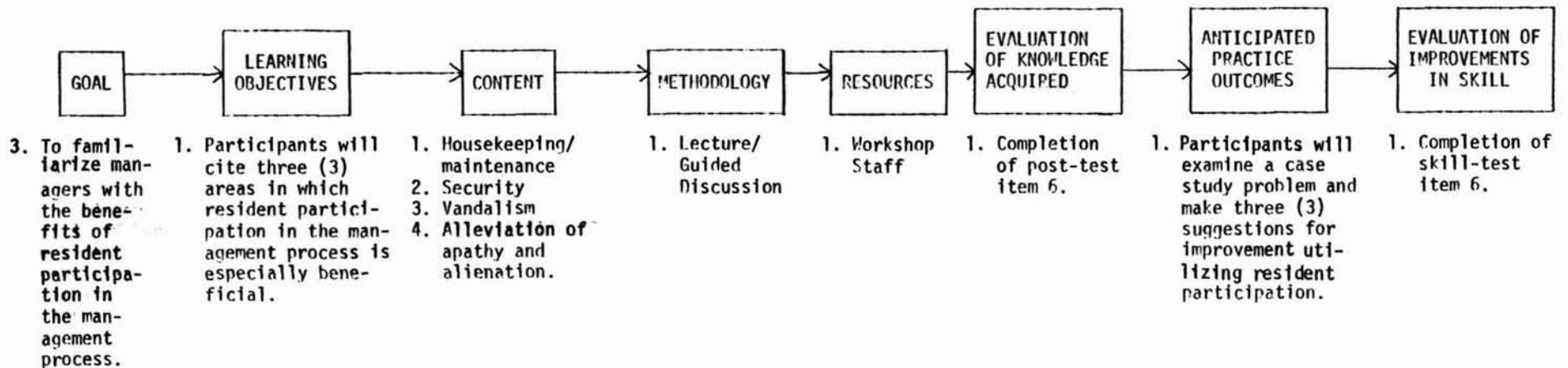
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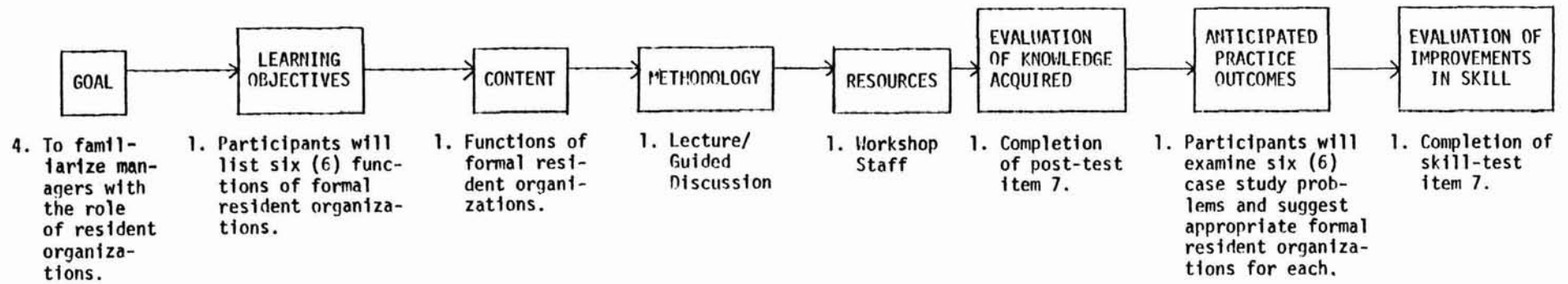
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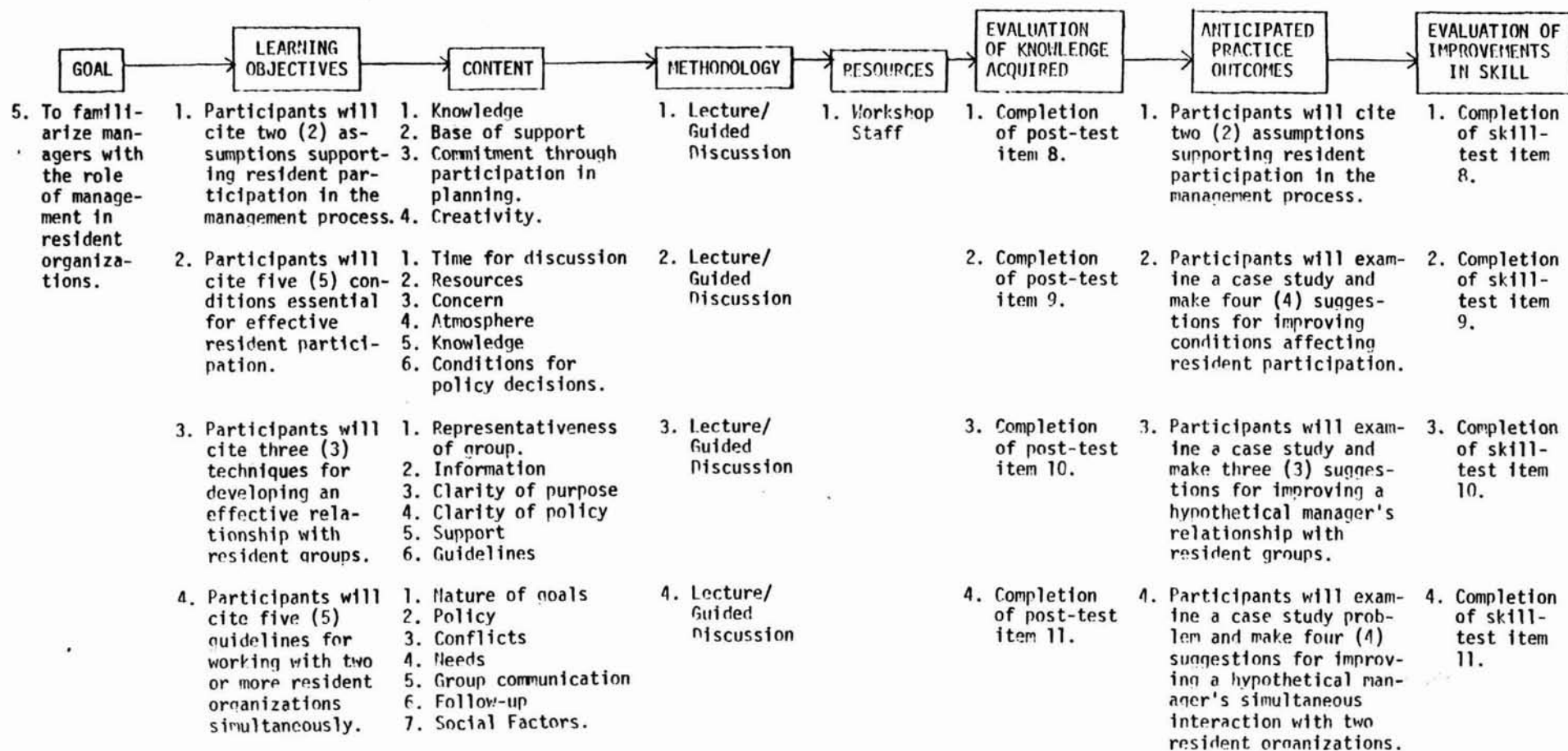
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WORKSHOP MATRIX

PROBLEM

Because of the growing trend toward resident participation in the management process, managers need to familiarize themselves with the types of resident participation, with the goals of such participation, and with strategies for maximizing the input of residents in making decisions and developing policies for their communities.



GOAL AREA 1:

TO REVIEW THE RIGHTS AND RESPONSIBILITIES OF MANAGERS AND OF RESIDENTS OF FEDERALLY-ASSISTED HOUSING IN ORDER TO PLACE MANAGEMENT/RESIDENT RELATIONS IN A PROFESSIONAL AND BALANCED PERSPECTIVE

GOAL AREA 1: TO REVIEW THE RIGHTS AND RESPONSIBILITIES OF MANAGERS AND OF RESIDENTS OF FEDERALLY-ASSISTED HOUSING IN ORDER TO PLACE MANAGEMENT/RESIDENT RELATIONS INTO A PROFESSIONAL AND BALANCED PERSPECTIVE.

LEARNING OBJECTIVES

ANTICIPATED PRACTICE OUTCOMES

- | | |
|---|---|
| 1. Participants will cite five (5) rights of managers of federally-assisted housing. | 1. Participants will examine a case study problem and cite three (3) rights of management. |
| 2. Participants will cite five (5) rights of residents of federally-assisted housing. | 2. Participants will examine a case study problem and cite three (3) rights of the resident(s). |
| 3. Participants will cite four (4) responsibilities of managers of federally-assisted housing. | 3. Participants will examine a case study problem and cite three (3) management responsibilities. |
| 4. Participants will cite five (5) responsibilities of residents of federally-assisted housing. | 4. Participants will examine a case study problem and cite three (3) resident responsibilities. |

Content

The basis of productive management/resident relations is a clear understanding of the rights and responsibilities both of residents and of managers of federally-assisted housing.

These rights and responsibilities are summarized below:

MANAGEMENT RIGHTS

RESIDENT RIGHTS

- | | |
|---|---|
| a. To receive factual information on the resident's employment, income, family composition. | a. To receive a safe, decent, and sanitary dwelling unit. |
| b. To receive rental payment on or before the appointed day of each month. | b. To receive utilities if included as part of rent. |
| c. To receive a security deposit. | c. To obtain needed repairs on a timely basis. |
| d. To inspect the resident's unit during reasonable hours. | d. To receive written notice of rental adjustments. |

MANAGEMENT RIGHTS

- e. To charge the resident for repairs made due to the resident's abuse or negligence.
- f. To terminate the lease for cause.

RESIDENT RIGHTS

- e. To maintain the right to formally participate in grievance procedures.
- f. To maintain the right to privacy.

MANAGEMENT RESPONSIBILITIES

- a. To provide a safe, decent, and sanitary dwelling unit.
- b. To provide utilities in reasonable amounts and charge for excessive use.
- c. To notify resident of rent adjustments.
- d. To make necessary repairs to the dwelling unit with reasonable promptness.

RESIDENT RESPONSIBILITIES

- a. To pay rent on or before the appointed day of the month.
- b. To allow for inspections at reasonable hours.
- c. To provide factual information to management for the determination of initial eligibility and continued occupancy.
- d. To pay for damages due to resident abuse or negligence.
- e. To occupy the unit for dwelling purposes only, and to maintain the unit according to acceptable standards.

Methodology

1. The material in this goal area should be presented in an informal lecture. The workshop leader should list the four categories on a chalkboard or a large newsprint pad and ask participants to complete them. After participants have exhausted their ideas, the workshop leader should fill in any gaps that remain and discuss all the items.
2. Participants should then be asked to complete exercise 1-A.

Resources

1. Workshop staff should conduct both the informal lecture and the group exercise.

INSTRUCTIONAL AIDS

TASK 1-A: *Read the following case study.*

Mr. and Mrs. Logan have five children (ages 8, 6, 4, 2, and 10 months). Mr. Logan is poorly educated and is unable to obtain a decent paying job. He works two jobs: One as a laborer, and the other as a porter. He needs these two jobs in order to make enough money to keep his family together, clothe them, feed them, and pay the rent. Mrs. Logan is a big woman who is constantly upset and harassed.

The two older children - both boys - often play unsupervised throughout the housing development. Although they are not vandals, the exuberance of their play has caused damage in the hallways, grounds, and playgrounds of the development. More important, they disturb the neighbors, having caused a "good" family to move.

The neighbors complain that the main cause of the vermin - the roaches and mice - in the building is that Mrs. Logan is a very poor housekeeper and her apartment is always dirty. Mrs. Logan's place is infested with roaches. The maintenance staff has been called into the Logans' home repeatedly to make repairs and exterminate.

The family never eats a meal together. Each runs in to eat whenever he is hungry and often leaves dirty dishes and garbage all over the apartment.

1. *What are the relevant rights of Mr. and Mrs. Logan?*

2. *What are the relevant rights of the other residents?*

3. *What are the relevant rights of management?*

4. *What are the relevant responsibilities of Mr. and Mrs. Logan?*

5. *What are the relevant responsibilities of management?*

INSTRUCTOR'S GUIDE: TASK 1-A

Participants were asked to answer the following questions about the case study concerning Mr. and Mrs. Logan:

1. *What are the relevant rights of Mr. and Mrs. Logan?*
 - The right to privacy.
 - The right to have a voice in any grievance procedure concerning themselves.
 - The right to a sanitary dwelling unit.
2. *What are the relevant rights of the other residents?*
 - The right to have a voice in any grievance procedure concerning themselves.
 - The right to a sanitary dwelling unit.
3. *What are the relevant rights of management?*
 - To inspect the resident's unit during reasonable hours.
 - To charge the resident for repairs (fumigation) due to the resident's negligence.
 - To terminate the lease for cause.
4. *What are the relevant responsibilities of Mr. and Mrs. Logan?*
 - To allow for inspections at reasonable hours.
 - To pay for damages due to their own negligence.
 - To maintain the unit according to acceptable standards.
5. *What are the relevant responsibilities of management?*
 - To provide other residents with a sanitary dwelling unit.
 - To make necessary repairs (fumigation) with reasonable promptness.

NOTE: Discuss with participants the relative merits of various strategies for solving this problem. Stress the importance of not over-reacting to situations, of investigating all allegations, of distinguishing facts from values and opinions, of being impartial, and of building solutions around values that both sides hold in common.

GOAL AREA 2

TO FAMILIARIZE MANAGERS WITH THE HISTORICAL DEVELOPMENT OF RESIDENT
PARTICIPATION

GOAL AREA 2: TO FAMILIARIZE MANAGERS WITH THE HISTORICAL DEVELOPMENT OF RESIDENT PARTICIPATION

<u>LEARNING OBJECTIVE</u>	<u>ANTICIPATED PRACTICE OUTCOME</u>
1. Participants will cite two (2) historical developments that led to increased resident participation.	1. Participants will cite two historical developments that led to increased resident participation.

Content

Resident-Management Relations

The nature of resident-management relations in multi-family housing has undergone a number of changes in the past fifteen to twenty years.

As the realization has grown that buildings, cities and people must all be considered if problems are to be solved, so has the realization grown that residents must participate in the problem-solving process. Although some public housing agencies were sometimes slow to realize this, a rising militancy among residents during the 1960s pressed the issue. Tenant rights organizations demanded greater participation in decision-making and greater respect for their rights. There were resident strikes and other confrontations.

Many resident organizations can trace their origins to the anti-poverty and civil rights movements of the 1960s. The National Tenants Organization was formed in 1969 to aid resident groups across the country in addressing problems and issues in public housing. By 1971, the National Tenants Organization was able to establish both a grievance procedure and a "model lease" which were put into operation in all federally-assisted public housing communities.

Equally effective as such actions has been the fact that the larger

developments in high-crime neighborhoods have proven to be almost unmanageable without the active contribution of the people who make their homes there. Management began to realize that by utilizing residents in decision making, a closer alliance could be maintained. The lesson has been learned. Efficient and effective operation of publicly financed housing requires active cooperation and coordination between residents and management. Otherwise it will not work. Residents and management now find it functional to work together in achieving the goals of Housing Management.

The extent of resident participation in the management process has increased to the point that residents now have a significant voice in the decision-making process. Resident participation in ownership varies according to whether the units are publicly-owned or privately-owned. In publicly-owned housing units, the representation and participation of residents usually occurs through the appointment of residents to the local board of directors or commissioners. In privately-owned housing units, residents are solicited to serve on the board of directors.

Resident representation and participation in the development and evaluation of management and maintenance policies and procedures often take the form of recommendations from resident associations or councils.

Methodology

1. This material should be presented in an informal lecture followed by a question and answer period.

Resources

1. Workshop staff should conduct the informal lecture presentation.

GOAL AREA 3

TO FAMILIARIZE MANAGERS WITH THE BENEFITS OF RESIDENT
PARTICIPATION IN THE MANAGEMENT PROCESS

GOAL AREA 3: TO FAMILIARIZE MANAGERS WITH THE BENEFITS OF RESIDENT PARTICIPATION IN THE MANAGEMENT PROCESS

<u>LEARNING OBJECTIVE</u>	<u>ANTICIPATED PRACTICE OUTCOME</u>
1. Participants will cite three (3) areas in which resident participation in the management process is especially beneficial.	1. Participants will examine a case study problem and make three (3) suggestions for improvement utilizing resident participation.

Content

Benefits of Resident Participation in the Housing Management Process

The basic interests of residents and managers have a great deal in common; to achieve common goals they must work together. The time when housing managers felt they needed to do little but collect rents and provide a minimum of maintenance and services is past. Similarly the time when many residents felt they could secure participation and resolution of complaints only through antagonistic confrontation with management is also for the most part past. The great majority of residents now recognize that they want basically the same thing that management wants: a peaceful, orderly, clean, and well-maintained place in which to live. Residents realize that only by working with management can they achieve that goal. At the same time, managers recognize that residents must be their partners in a joint enterprise of mutual benefit.

The housekeeping and maintenance involved in a large project are too complex and demanding for management and employees to handle alone if residents are not interested in cooperating and in working toward keeping their homes clean and in repair. No army of private guards can prevent theft, vandalism, assault, and trespass if residents themselves do not help. Public housing financing operates on such a small margin that it

cannot be solvent if income is curtailed because of vacancies or reluctance to pay or because of extra expenses incurred because of carelessness, vandalism, poor maintenance, or theft. Such problems with maintenance, security, and vandalism are generally a reflection of the indifference, apathy, and antagonism of residents who feel little control over the conditions affecting their homes and of the alienation they feel from the managers of their buildings.

Contributions by residents and their elected bodies toward better management of housing is not as radical or new as it may sound. As noted, the basic interests of residents and of managers have a great deal in common; good managers have long recognized this and have developed informal working relationships with their residents. Managers want occupancy to be high, rent payments to be prompt and regular, and residents who are responsible, quiet, and well-behaved. They want peaceful and pleasant daily routines, cleanliness and care, and low maintenance costs. With slightly different emphases, residents want these same things. In many developments residents have been more emphatic than management in stressing that security must be tightened and troublemakers kicked out. Residents are even more concerned than management with theft and violence, because they are affected directly. The housing development is not merely the place where they work; it is the place where they live and raise their children.

In the past, a major hindrance to cooperation and good management-resident relations has been the feeling on the part of residents that no one cared for or respected them. They were apathetic, and tended to be indifferent toward the general good of others. When residents do not

believe that management is concerned with them, there is little reason for them to report theft of management property or to hurry to get the rent in. If they have little concern or association with neighbors, there is little reason for them to consider the rights of others in the laundry room, or in keeping the hall clean. They often face the problems of maintenance and security with a kind of despair.

One of the first and most important effects of a sincere effort by management to involve residents in the process of managing their buildings is to lift the despair and relieve the apathy. If residents become convinced that their efforts will make a difference and that their opinions and feelings do matter, they will work harder to make their homes and their lives better. When residents are so convinced, the quality of life in a development can improve significantly. This will lead to a much more pleasant development that is easier to manage - a place where new families want to move, where old families want to stay and that all families will want to keep in good condition. Such a change in outlook on the part of residents will result in lower maintenance and cleaning costs, a higher level of occupancy, and prompt payment of rents and fees, in short, a place that is solvent.

Methodology

1. This material should be presented in an informal lecture, followed by a question and answer period.

Resources

1. Workshop staff should conduct the informal lecture.

GOAL AREA 4

TO FAMILIARIZE MANAGERS WITH THE ROLE OF RESIDENT ORGANIZATIONS

GOAL AREA 4: TO FAMILIARIZE MANAGERS WITH THE ROLE OF RESIDENT ORGANIZATIONS

<u>LEARNING OBJECTIVE</u>	<u>ANTICIPATED PRACTICE OUTCOME</u>
1. Participants will list six (6) functions of formal resident organizations	1. Participants will examine six (6) case study problems and suggest appropriate formal resident organizations for each.

Content

The Role of Resident Organizations

The rights and responsibilities of residents and of management provide the basis for their relationship. Concerned groups or resident organizations are created to facilitate the resident/management relationship. An active and strong resident organization can be one of the most important assets of a manager. It is usually to the manager's benefit to work with the organization and to encourage its continued participation in community affairs. A good resident organization will increase both residents' and management's knowledge and understanding of specific needs and problems in the community. It will also provide a mechanism for residents to play a useful part in the management process and promote services and programs of benefit to all residents.

An active resident organization can be used to achieve any number of the following management goals:

- to attain and maintain financial stability,
- to maintain full occupancy with minimum turnover,
- to keep the community clean and in good repair,
- to get cooperation from residents,
- to get management to maintain property at a high standard,

- to get fast action on maintenance repairs,
- to handle rent increases,
- to get the benefit of community services and facilities,
- to handle vandalism and keep the community safe,
- to keep children interested and occupied,
- to improve community services, and
- to help residents to help themselves.

The exact mechanisms by which resident input and cooperation may be achieved vary. Central to all, however, is the resident council, a representative body with elected officers who examine issues of importance to residents and make decisions that reflect the desires of the majority. They enjoy autonomy in reaching their decisions in matters of concern to residents that do not conflict with management authority or prerogatives. They should not, under any circumstances, serve as a kind of rubber stamp for management. To the maximum extent possible, residents, through their council, committees and other mechanisms, should be encouraged to run their own affairs. This will not only give them a greater feeling of responsibility and control for their own welfare, but will give them experience and confidence, while relieving management of much routine. Managers or their representatives should attend council meetings when invited and be informed of major issues discussed and decisions reached. They should lend advice and help when asked while remaining neutral in disputes that do not challenge management authority.

This does not mean that managers give up any of their basic authority to any group, or abandon any major responsibility. An essential element is mutual trust, or at least the belief by residents that they and

management are working for essentially the same goals and that their contributions will be respected. Where issues involved directly challenge what management must do, then management of course has the final say. At the same time, with input from residents who feel free to speak, management will be better informed and will be influenced in decisions by the desires and insights of the residents.

Methodology

1. This material should be presented in an informal lecture.

Resources

1. Workshop staff should conduct the informal lecture.

GOAL AREA 5

TO FAMILIARIZE MANAGERS WITH THE ROLE
OF MANAGEMENT IN RESIDENT ORGANIZATIONS

GOAL AREA 5: TO FAMILIARIZE MANAGERS WITH THE ROLE OF MANAGEMENT IN RESIDENT ORGANIZATIONS

LEARNING OBJECTIVES

1. Participants will cite two (2) assumptions supporting resident participation in the management process.
2. Participants will cite two (2) conditions essential for effective resident participation.
3. Participants will cite three (3) techniques for developing an effective relationship with resident groups.
4. Participants will cite five (5) guidelines for working with two or more resident organizations simultaneously.

ANTICIPATED PRACTICE OUTCOMES

1. Participants will cite two (2) assumptions supporting resident participation in the management process.
2. Participants will examine a case study and make four (4) suggestions for improving conditions affecting resident participation.
3. Participants will examine a case study and make three (3) suggestions for improving a hypothetical manager's relationship with resident groups.
4. Participants will examine a case study problem and make four (4) suggestions for improving a hypothetical manager's simultaneous interaction with two resident organizations.

Content

The participation of residents in organizations can perform one of two basic types of function: social or service. These two functions demand a different response from the manager. Resident organizations which perform a social function are involved with such concerns as hobbies, gardening, card-playing and so forth. Resident organizations which perform a service function are involved with more pragmatic concerns such as welcoming new residents, visiting shut-ins, developing and distributing a newsletter, providing library services, escort services, meal services, hall patrols, and so forth.

Management can help residents assess and prioritize their social or

service needs through the mechanism of a formal needs assessment survey or through informal discussions with residents. Once these needs are determined, management can help establish new resident groups to address them or refocus the goals of existing groups so that they address them along with their other functions.

New resident organizations are generally formed by distributing an announcement inviting all residents to an open meeting. Such a meeting should be held in the early evening so that working residents will have the opportunity to come. Management should indicate in the announcement why it wants to establish the group and what it hopes the group will accomplish. At the initial meeting or meetings, officers should be elected and overall goals and specific objectives for the organization should be set. Management should work closely with residents in this process to insure that the group performs its function. At the same time, it should insure that residents themselves take prime responsibility for initiating and implementing actions.

The Role of Management in Resident Organizations

Collaborative management has been defined as a process whereby management and residents work together to achieve meaningful solutions to problems and tasks of mutual concern to both. This process does not require the manager to relinquish either authority or position, but allows the manager to use both more effectively.

This approach to management, calling for resident participation at every level, is based on four assumptions about achieving the goals of management.

1. That the resident knows the environment of the problem best. Thus, to gain the broadest possible perspective, management must get the opinions and expertise of residents affected by the problem areas.

2. That changes in policy are more widely accepted when they are formulated by team effort. Team efforts by their nature promote a wider base of support.
3. That people commit themselves through participation in initiating and developing a course of action.
4. That creativity is widely distributed throughout the population. (Management denies itself valuable human resources when it excludes residents from the decision making process.)

Participation in this management process is not limited to merely task involvement. The resident's ideas, opinions, and talents are essential ingredients. Effective participation requires:

1. adequate time for discussion,
2. resources that facilitate participation: space, chairs, special equipment when needed, and so forth,
3. a relevant concern,
4. a non-threatening atmosphere,
5. skill in communicating,
6. a joint decision-making policy, and
7. adequate knowledge of the problem.

The manager should be cognizant of resident needs and express a commitment to working with them in any way possible. He should also be aware that residents do have valid concerns. This can be facilitated by establishing a sound relationship with residents. Some techniques for developing such a relationship include:

1. making sure that the group represents residents in general and holds wide discussions with all residents,
2. making full factual information available to the group about basic issues,
3. seeing that the purpose of the organization is clear,
4. seeing that the policy of management on the issues is clear,

5. offering services, support, and information to the greatest extent possible in order to support the development of a constructive group, and
6. seeing that the guidelines of sound group process and decision making are in operation.

Newsletters and Handbooks

Newsletters and handbooks can promote resident participation by encouraging their involvement in resident organizations and by gaining their support for management policies. Though management itself is generally responsible for producing a resident handbook, both residents and managers can publish and distribute a newsletter.

Newsletters are periodic (at least quarterly) publications that are useful for announcing new management policies, for inviting resident participation in new programs, and for promoting resident participation in, and support for, existing programs on an on-going basis. Newsletters should contain pictures if possible, should be positive and supportive, and should specifically name residents who cooperate with management programs. All residents should be invited to submit news, feature items, letters to the editor, and photographs.

A resident handbook is a brochure or other similar publication which describes in clear and simple language the responsibilities of both residents and management. Items generally included in a resident handbook are:

Resident responsibilities

- payment of rent (on time)
- reporting of all income
- reporting of changes in income and family size
- keeping the apartment and yard clean and in good repair
- responsibility for damages
- obligations to neighbors

- pet control or prohibition
- automobiles
- guests and overnight guests
- subletting
- painting
- notice of intent to vacate

Management responsibilities

- compliance with lease
- compliance with HUD and local regulations
- maintenance of common areas
- security deposits
- repairs
- entering apartments
- charges other than rent
- late payment of rent

Rent

- how it is determined
- how it should be paid
- when it is due
- late charges

Security deposits

- how the amount is set
- residents' rights regarding security deposits
- grievance procedures

Utility payments

Procedures for determining rent

Transfers

Tenant organizations

There are often times when more than one group of residents is organized and functioning in a given community. This situation may create problems if it is not handled correctly. The following guidelines will prove helpful to the manager.

1. Encourage and assist group members in setting attainable goals.
2. Inform residents about the policy of management with respect to the availability, utilization, and scheduling of space for meetings.

3. Recognize and deal with conflicting groups that may develop.
4. Encourage the kinds of organizations which match needs.
5. Recognize and use sound practices in group communication.
6. Follow-up on decisions.
7. Keep organizations lively.
8. Understand personal feelings, attitudes, and preferences about sharing power and authority.

Methodology

This content is suitable for an informal lecture. The instructor should break for periods of discussion or questions and answers after the major content sub-sections: assumptions supporting resident participation in the management process, conditions essential for effective management participation, developing an effective relationship with resident groups, and guidelines for working with two or more resident organizations simultaneously.

Resources

1. Workshop staff should conduct both the informal lecture and discussion periods.

POST-TEST

POST-TEST: WHAT DID YOU LEARN?

1-2-3-4 *Indicate whether the following items are management rights, resident rights, management responsibilities, or resident responsibilities:*

	MANAGEMENT RIGHT	RESIDENT RIGHT	MANAGEMENT RESPONSIBILITY	RESIDENT RESPONSIBILITY
<i>e.g., To receive a safe, decent, and sanitary dwelling unit.</i>		X		
1. To obtain needed repairs on a timely basis.				
2. To maintain the right to privacy.				
3. To provide a safe, decent, and sanitary dwelling unit.				
4. To receive a security deposit.				
5. To pay rent on or before the appointed day of the month.				
6. To notify residents of rent adjustments.				
7. To allow for inspections at reasonable hours.				
8. To provide utilities in reasonable amounts and charge for excess use.				

	MANAGEMENT RIGHT	RESIDENT RIGHT	MANAGEMENT RESPONSIBILITY	RESIDENT RESPONSIBILITY
9. To receive written notice of rental adjustment.				
10. To receive factual information on the resident's employment, income, family composition.				
11. To make necessary repairs to the dwelling unit with reasonable promptness.				
12. To inspect the unit during reasonable hours.				
13. To occupy the unit for dwelling purposes only, and to maintain the unit according to acceptable standards.				
14. To receive rental payment on or before the appointed day of each month.				
15. To charge the resident for repairs made due to the resident's abuse or negligence.				
16. To provide factual information to management for the determination of initial eligibility and continued occupancy.				

	MANAGEMENT RIGHT	RESIDENT RIGHT	MANAGEMENT RESPONSIBILITY	RESIDENT RESPONSIBILITY
17. To pay for damages due to abuse or negligence.				
18. To terminate the lease for cause.				
19. To maintain the right to formally participate in grievance procedures.				
20. To receive utilities.				

5. *Cite two historical developments that led to increased resident participation in the housing management process:*

- (a) _____

- (b) _____

6. *Cite three benefits of resident participation in the housing management process:*

- (a) _____

- (b) _____

- (c) _____

7. *Which of the following are inappropriate goals for resident organizations?*

Check
inappropriate
selections

- _____ a. To attain and maintain financial stability.
- _____ b. To maintain full occupancy with minimum turnover.
- _____ c. To keep the community clean and in good repair.
- _____ d. To make final approval on management policies.
- _____ e. To assume the responsibilities of management.
- _____ f. To get cooperation from residents.
- _____ g. To make decisions for management.
- _____ h. To reduce reliance on community services.
- _____ i. To get management to maintain property at a high standard.

Check
inappropriate
selections

- _____ j. To get fast action on maintenance requests.
- _____ k. To give final approval to all evictions.
- _____ l. To handle rent increases.
- _____ m. To handle vandalism and keep the community safe.
- _____ n. To keep children interested and occupied.
- _____ o. To improve community services.

8. *Answer True (T) or False (F) to the following items. If an item is false, indicate why in the space below:*

- _____ a. To gain the broadest possible perspective, management must seek the opinions and expertise of residents, since they best understand the problems they face.

- _____ b. Support for policy decisions is best gained by making unilateral announcements with well-defined guidelines and strong penalties for infractions.

- _____ c. People commit themselves through participation in initiating and developing a course of action.

- _____ d. Management is better suited to develop solutions to housing problems because of its relatively high level of training and professional expertise.

9. *Cite five conditions essential for effective resident participation:*

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

10. *Which of the following are inappropriate techniques for developing an effective relationship with resident groups?*

- a. Offering services, support, and information to the greatest extent possible in order to support the development of a constructive group.
- b. Seeking advice only in areas in which residents have proven expertise.
- c. Seeing that the policy of management on the issues is clear.
- d. Providing residents with all technical details about complicated issues.
- e. Seeing that the purpose of the organization is clear.
- f. Making full factual information available to the group about basic issues.
- g. Permitting residents to set management policy.
- h. Giving residents final decision-making power in security problems.
- i. Making sure that the group represents residents in general and holds wide discussions with all residents.
- j. Seeing that the guidelines of sound group process and decision-making are in operation.

11. *Which of the following are appropriate strategies for working with two or more resident organizations simultaneously?*
- a. Understand personal feelings, attitudes, and preferences about sharing power and authority.
 - b. Keep organizations lively.
 - c. Encourage and assist group members in setting attainable goals.
 - d. Agree privately with the "correct" organization in disputes.
 - e. Inform residents about the policy of management with respect to the availability, utilization, and scheduling of space for meetings.
 - f. Clearly differentiate between groups with service functions and those with social functions; always allocate resources to service groups on a priority basis.
 - g. Follow-up on decisions.
 - h. Recognize and deal with conflicting groups that may develop.
 - i. Encourage the kinds of organizations which match needs.
 - j. Recognize and use sound practices in group communication.

ANSWERS TO POST-TEST

1-2-3-4 Participants were asked to complete the matrix on management and resident rights and responsibilities. A completed matrix is seen below.

	MANAGEMENT RIGHT	RESIDENT RIGHT	MANAGEMENT RESPONSIBILITY	RESIDENT RESPONSIBILITY
<i>e.g. To receive a safe, decent, and sanitary dwelling unit.</i>		X		
1. To obtain needed repairs on a timely basis.		X		
2. To maintain the right to privacy.		X		
3. To provide a safe, decent, and sanitary dwelling unit.			X	
4. To receive a security deposit.	X			
5. To pay rent on or before the appointed day of the month.				X
6. To notify residents of rent adjustments.			X	
7. To allow for inspections at reasonable hours.				X
8. To provide utilities in reasonable amounts and charge for excess due.			X	

	MANAGEMENT RIGHT	RESIDENT RIGHT	MANAGEMENT RESPONSIBILITY	RESIDENT RESPONSIBILITY
9. To receive written notice of rental adjustment.		X		
10. To receive factual information on the resident's employment, income, family composition.	X			
11. To make necessary repairs to the dwelling unit with reasonable promptness.			X	
12. To inspect the unit during reasonable hours.	X			
13. To occupy the unit for dwelling purposes only, and to maintain the unit according to acceptable standards.				X
14. To receive rental payment on or before the appointed day of each month.	X			
15. To charge the resident for repairs made due to the resident's abuse or negligence.	X			
16. To provide factual information to management for the determination of initial eligibility and continued occupancy.				X

	MANAGEMENT RIGHT	RESIDENT RIGHT	MANAGEMENT RESPONSIBILITY	RESIDENT RESPONSIBILITY
17. To pay for damages due to abuse or negligence.				X
18. To terminate the lease for cause.	X			
19. To maintain the right to formally participate in grievance procedures.		X		
20. To receive utilities.		X		

5.
 - a. The civil rights and anti-poverty movements of the 1960s.
 - b. The growth of tenants' rights groups
 - c. The National Tenants Organization
 - d. The realization that larger developments are unmanageable without the active participation of residents.

6.
 - a. reduced housekeeping and maintenance costs
 - b. improved security
 - c. reduced vandalism
 - d. improved quality of life in the development
 - e. higher levels of occupancy
 - f. prompt payment of rents and fees

7. d, e, g, h, k

NOTE: *Inappropriate goals give final approval, total responsibility, or decision making power to residents. Also resident organizations should supplement, not supplant community resources.*

8.
 - a. True
 - b. False - Changes in policy are more widely accepted when they are formulated by team effort. Team efforts by their nature promote a wider base of support.
 - c. True
 - d. False - Creativity is widely distributed throughout the population. Management denies itself a valuable resource when it excludes residents from the decision-making process. Residents often best understand the causes and implications of housing problems.

SKILL-TEST

SKILL-TEST: CAN YOU USE WHAT YOU HAVE LEARNED IN WORK-SITUATIONS?

1-2-3-4 *Read the following case study.*

Mrs. Kaiser is a divorcee with three children (ages 6, 5, and 3). Her income is derived from her ex-husband's child support payments. Instead of meeting the rental commitments, she buys new clothes regularly. She is four or five months behind in her rent. The neighbors have complained that Mrs. Kaiser often goes out at night, leaves the children alone and doesn't return until after 2:00 a.m. -- closing time for the bars that are in the neighborhood of the housing development. When she is questioned about her behavior, she denies it, stating that her neighbors are jealous because she is more beautiful than they are. Her husband is unhappy with her lifestyle and he has sued in court for possession of the children.

A neighbor awakened the resident janitor one night at 11:30, and took him to the apartment. He stated, "Mrs. Kaiser once again has left the children alone." The janitor knocked on the door and awakened one of the children, who let him in. Mrs. Kaiser was not present and the children were playing amid the filth in the living room.

Mrs. Kaiser was summoned to the management office the next day. She was incensed at the invasion of her privacy. She threatened to file a legal complaint. Angrily she stated that last night when the janitor came, she had gone to buy cigarettes. The children were asleep since it was late, and it took her over two hours to find a place open that would sell her cigarettes.

Two weeks later, at 8:30 a.m., the resident manager found the three children on the development grounds without sufficient warm clothing for the 30° weather. The oldest child stated that their mother had come home at 7:00 a.m. with a man, and had awakened them and told them to go outdoors and play.

The manager knocked on Mrs. Kaiser's door. After much time had elapsed, she came to the door but would not open it. She claimed that she was sick and that the children had awakened her at 7:00 and that she felt so bad she had asked them to go outside to play. Mrs. Kaiser also complained bitterly to the manager about the holes in the baseboard and the cracks in the plaster.

As the manager left, he slowly recounted the ten previous times that the maintenance staff had been sent to the apartment during the past six months.

1. *What are the relevant rights of Mrs. Kaiser?*

2. *What are the relevant rights of management?*

3. *What are the relevant responsibilities of Mrs. Kaiser?*

4. *What are the relevant responsibilities of management?*

5. *How would you handle this case?*

6. *Cite two historical developments that led to increased resident participation in the housing management process:*

- a. _____

- b. _____

7-8. *Read the following case study.*

The manager of the Brookview Housing Development has noticed many problems like the ones below coming across his desk during the past few months:

- a. Mr. Jones has never lived in an apartment with indoor plumbing, never defrosted a refrigerator, cleaned an oven, or used a garbage disposal. He has lived at Vista House for four months. In those four months, the maintenance staff has been called in to look at the refrigerator, the stove, the disposal and the toilet at least twice if not three times. The refrigerator has had a perforated evaporator coil each time the maintenance man came. There have been two small fires in the oven. The disposal has been jammed three times and the toilet has overflowed twice. Mr. Jones has had service charges levied for the last few service calls and he has called to complain.
- b. Mrs. Smith called to complain about Mrs. Wilson's pet canary. She said she didn't know why Mrs. Wilson was allowed to have a pet when the manager made her get rid of her dog. She is going to get her kids a new dog unless he makes Mrs. Wilson get rid of her bird.
- c. Police Sergeant Keller called about the windows that were broken last night. He said that the patrolmen who investigated the complaint called in by Mr. Jackson learned that the windows were broken by three older teenagers who threw rocks and made threatening remarks to the residents in the area. They questioned all the witnesses but could find no one who was willing to identify the boys or file a charge against them. He said that unless one or more witnesses are prepared to file charges and identify the vandals there is nothing more that he can do.
- d. Mrs. Johnson came by to explain that the reason she can't pay her rent for last month is that she had to send money to her daughter who is in the hospital. She wanted to know if she can make partial payments of \$5.00 a month until she makes up the \$55.00 she owes.
- e. Elsie Francis is a delightful 78 year old widow who recently moved. Her efficiency apartment is a far cry from her ten-room house with its front and back yard. She had to sell or give away most of her furniture and belongings that she had acquired and cherished over the years. At least she brought Fluffy with her. She is her cat and her constant companion, now that she is widowed. Sometimes when the neighbors walk by her apartment door, they can hear Elsie talking to Fluffy as though she were a person.

(Continued)

- f. A management aide called on the Barton family to find out why they are refusing to pay their rent for last month. Mrs. Barton is complaining that the hinge on her refrigerator door broke five weeks ago and can't be repaired. She claims that food can't be kept in it the way it is and that it is too small anyway.
- g. Mrs. C. Smith came in with a complaint against one of the plumbers. She was very upset. She said that she has been trying to get an emergency with her hot water heater taken care of for the last five days. No one in the maintenance office would tell her when the work would be done other than to say they would fix it as soon as possible. She said that without letting her know they were coming, a plumber showed up just as she was leaving to keep an appointment at the health clinic. She says she doesn't understand why she has to let someone come in and mess up her apartment when she isn't there to look after her things and that if they had called her she could have arranged to be at home. She also complains that the plumber was very rude to her and wouldn't listen to her complaint.
- h. The maintenance foreman has a complaint about Mrs. Wilson. Yesterday she refused to let the Ace Pest Control men into her unit. She was notified a week ago that her unit was scheduled to be treated. She says she keeps a clean house and doesn't need all that poison spread around in it. The Ace man said that we are throwing away our money unless they can treat every unit in the building. Her neighbors are complaining about the roaches in their apartments which they say are coming from hers.
- i. Miss Goodman is a 62-year-old woman who describes herself as having been quite a gal in her day. It is no secret that she enjoys having a few drinks each day. This helps her to keep young, she says. Miss Goodman becomes intoxicated fairly regularly at which time she harasses other residents. This behavior resulted in an altercation with another female resident who was struck by Miss Goodman. The resident had to receive medical attention and the police were called. Miss Goodman has friends over several times a month who also become intoxicated and she ends up throwing them out because she cannot control their conduct.
- u. The two public schools adjacent to the project have decided to close the playgrounds and gymnasium to the children after 5:00 p.m. on weekdays and on weekends and holidays. The reason given for this action is that the custodians who have been responsible for watching the children and for closing up when they went off duty are unable to control the vandalism that has been taking place after the playground supervisor and gym teachers have left for the day. The parents feel certain that the problem is caused by a gang of kids that live outside the project.

Now answer the following questions:

- (a) Appropriate resident organizations could help with some of these problems. Which ones?

- (b) Which ones are more appropriate for management to handle directly?

- (c) Examine the six which are appropriate for resident organizations. For each one, tell both what kind of resident organization could help and how it could help.

(1)

(2)

(3)

10-11-12. *Read the following case study.*

The manager of the Southside Housing Development, Mr. Smith, is trying to improve security conditions within the development. He has called together two ad-hoc resident organizations, the Resident Council and the Concerned Parents Association, for a meeting to seek their help in implementing a program.

For the past two weeks, he and his staff have been working out the details of the new program. Mr. Smith wants both groups to approve the program at the meeting. He has decided to give the Resident Council considerable authority in the new security program, with final say in eviction cases involving vandalism and delinquency. For this reason, he has met privately with the officers of the Resident Council to explain that they were the most important component of the new program and that the Concerned Parents Association was invited to the meeting only to silence complaints that they weren't involved enough in project activities.

Mr. Smith began the meeting by distributing Xerox copies of new project rules and regulations regarding security. After giving attendees ten minutes to review the new rules, he called for a show of hands in support. He then announced publicly that the Resident Council would have final say in eviction cases involving vandalism and delinquency. Coffee and donuts were then served.

After the meeting, Mrs. Adams, the head of Concerned Parents, complained that her group should have been given some say in eviction procedures. Mr. Smith told her he would consider her complaint and get back to her.

Two weeks later, he sent her a memorandum stating that his staff had decided to use the Concerned Parents as a resource in a project for the upcoming fiscal year, the details of which were still being worked out.

(a) *How could conditions essential for effective participation have been improved?*

(b) *How could the manager have developed a better relationship with the resident groups?*

(c) *How could the manager have improved his simultaneous dealings with the two different resident groups?*

ANSWERS TO SKILL-TEST

1-2-3-4. *Participants were asked to answer the following questions about the case study concerning Mrs. Kaiser and her children:*

1. *What are the relevant rights of Mrs. Kaiser?*

To maintain the right to formally participate in any grievance procedure concerning herself.

To maintain the right to privacy.

2. *What are the relevant rights of management?*

To receive rental payment on or before the appointed day of each month.

To inspect the resident's unit during reasonable hours.

To terminate the lease for cause.

3. *What are the relevant responsibilities of Mrs. Kaiser?*

To pay rent on or before the appointed day of the month.

To allow for inspections at reasonable hours.

To maintain the unit according to acceptable standards.

4. *What are the relevant responsibilities of management?*

To provide a safe, decent, and sanitary dwelling unit (for Mrs. Kaiser's children and neighbors as well as for Mrs. Kaiser).

5. *How would you handle this case?*

Proposed solutions will vary; there are many acceptable strategies for solving a given problem. Acceptable strategies, however, should not over-react to situations, should investigate all facts, should be impartial, and should distinguish facts from values and opinions. Solutions should not be imposed, but should be developed jointly with the parties involved.

6. a. The civil rights and anti-poverty movements of the 1960s.
- b. The growth of Tenants' Rights Groups.
- c. The National Tenants Organization.
- d. The realization that larger developments are unmanageable without the active participation of residents.

7-8. *Participants were asked to answer the following questions about the case studies from the Brookview Development.*

- (a) Appropriate resident organizations could help with some of these problems. Which ones?

A, C, E, H, I, J.

- (b) Which ones are more appropriate for management to handle directly?

B, D, F, G.

- (c) Examine the six which are appropriate for resident organizations. For each one, tell both what kind of resident organization could help and how it could help.

- (1) (A) A service-type group for welcoming new residents could help Mr. Jones and other new residents. In addition to making new residents feel welcome, such a group could orient them to proper maintenance procedures for the appliances in their units.

- (2) (C) A service-type group organized around security could help the police in apprehending vandals by encouraging residents to report such incidents and by supporting them after they had.

- (3) (E) A social-type group would help Mrs. Francis by getting her more involved with people again.

- (4) (H) A social-type group could help Mrs. Wilson understand the necessity for treating all units in a building and could help her understand that everyone was suffering from roaches and that fumigating did not imply that she was a poor housekeeper.

- (5) (I) A social-type group might be able to provide Miss Goodman with other outlets for her energy, or could at least get her to understand how she is annoying other residents. It could also help in supporting a grievance action, if that became necessary.

- (6) (J) A service-type group could help in lobbying with political representatives to reopen the playground.

9. *Assumptions supporting resident participation:*

- (a) Residents know the environment of the problem best. Thus, to gain the broadest possible perspective, management must get the opinions and expertise of residents affected by the problem areas.
- (b) Changes in policy are more widely accepted when they are formulated by team effort. Team efforts by their nature promote a wider base of support.
- (c) People commit themselves through participation in initiating and developing a course of action.
- (d) Creativity is widely distributed throughout the population. (Management denies itself valuable human resources when it excludes residents from the decision making process.)

10-11-12. *Participants were asked to answer the following questions about the case study.*

- (a) *How could conditions essential for effective resident participation have been improved?*

Mr. Smith did not give adequate time for discussing the new rules. Decisions were already made before residents were consulted. He seemed to be using the organizations as "rubber stamps," instead of using them as a potential source of ideas. He did not give residents enough background information about why a new policy was being implemented.

- (b) *How could the manager have developed a better relationship with the resident groups?*

The two groups were ad hoc, not representative of all residents. Not enough background information was given about basic issues. Management policy was not clearly stated. Little support was offered for making resident participation meaningful.

- (c) *How could the manager have improved his simultaneous dealings with the two different resident groups?*

Resident groups should not be given final authority over management prerogatives. Groups should not be criticized in front of other groups. The Concerned Parents group did not seem to be taken seriously; it did not seem to be given an opportunity for meaningful participation either in the present or in the future.

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