

**Resident Participation in the
Housing Management Process**

Participant's Workbook

HUD-0050664

ORIGINAL



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Participant's Workbook |



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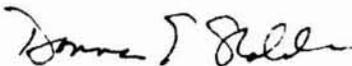
The research forming the basis for this workshop was conducted pursuant to Grant #H-2225G between the U. S. Department of Housing and Urban Development and Temple University. Statements and information contained in this workshop are those of the grantee who assumes sole responsibility for its accuracy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

FOREWORD

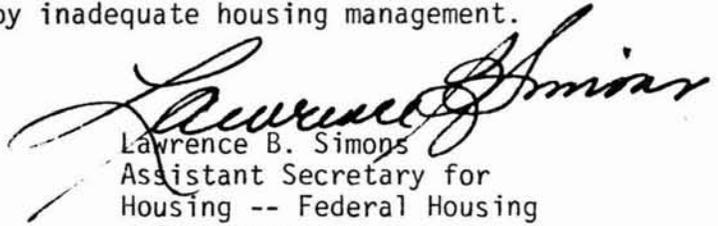
This workbook is one of eighteen in a housing-management curriculum developed by HUD in conjunction with Temple University. It is not easy. The workshops, for which this and the other workbooks are texts, will not be what we used to call Mickey Mouse sessions. And that, of course, is all to the good. Your time is valuable, and you are learning for a purpose. Any course you take should repay the efforts you must put in.

We believe that the workshops will do exactly that. At the end, after putting your new learning to practical use, you should feel not only a sense of satisfaction because of your enhanced competence, but you should also think of yourself as a housing-management professional, capable of dealing skillfully and humanely with anything the job throws at you.

Your instructor has a text similar to this one (with all the answers supplied) and a guide to conducting the workshops. The guide is a good one, stressing that the participants should be encouraged "to explore, risk, share, and feel." We hope you will. From there, and with your help, we can go on to reduce many of the serious problems brought about by inadequate housing management.



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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 you are 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 you.

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. You need to familiarize yourself 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 you with the historical development of resident participation,
3. To familiarize you with the benefits of resident participation in the management process,
4. To familiarize you with the role of resident organizations, and

5. To familiarize you 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 you 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.

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.

<u>LEARNING OBJECTIVES</u>	<u>ANTICIPATED PRACTICE OUTCOMES</u>
1. You will cite five (5) rights of managers of federally-assisted housing.	1. You will examine a case study problem and cite three (3) rights of management.
2. You will cite five (5) rights of residents of federally-assisted housing.	2. You will examine a case study problem and cite three (3) rights of resident(s).
3. You will cite four (4) responsibilities of managers of federally-assisted housing.	3. You will examine a case study problem and cite three (3) management responsibilities.
4. You will cite five (5) responsibilities of residents of federally-assisted housing.	4. You 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:

<u>MANAGEMENT RIGHTS</u>	<u>RESIDENT RIGHTS</u>
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.

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 RIGHTS

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

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.

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?*

GOAL AREA 2

TO FAMILIARIZE YOU WITH THE HISTORICAL DEVELOPMENT OF RESIDENT
PARTICIPATION

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

LEARNING OBJECTIVE

ANTICIPATED PRACTICE OUTCOME

1. You will cite two (2) historical developments that led to increased resident participation.

1. You will cite two (2) 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.

GOAL AREA 3

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

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

<u>LEARNING OBJECTIVE</u>	<u>ANTICIPATED PRACTICE OUTCOME</u>
1. You will cite three (3) areas in which resident participation in the management process is especially beneficial.	1. You 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 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.

GOAL AREA 4

TO FAMILIARIZE YOU WITH THE ROLE OF RESIDENT ORGANIZATIONS

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

<u>LEARNING OBJECTIVE</u>	<u>ANTICIPATED PRACTICE OUTCOME</u>
1. You will list six (6) functions of formal resident organizations.	1. You 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 of 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.

GOAL AREA 5

TO FAMILIARIZE YOU WITH THE ROLE OF MANAGEMENT
IN RESIDENT ORGANIZATIONS

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

<u>LEARNING OBJECTIVE</u>	<u>ANTICIPATED PRACTICE OUTCOMES</u>
1. You will cite two (2) assumptions supporting resident participation in the management process.	1. You will cite two (2) assumptions supporting resident participation in the management process.
2. You will cite two (2) conditions essential for effective resident participation.	2. You will examine a case study and make four (4) suggestions for improving conditions affecting resident participation.
3. You will cite three (3) techniques for developing an effective relationship with resident groups.	3. You will examine a case study and make three (3) suggestions for improving a hypothetical manager's relationship with resident groups.
4. You will cite five (5) guidelines for working with two or more resident organizations simultaneously.	4. You 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 ongoing 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, preferences about sharing power and authority.

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 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.

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 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 that 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.
- j. 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?*

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