

HOD DUP 1303
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U.S. Department of Housing and Urban Development
Office of Policy Development and Research



Professional Career Systems in Housing Management

Instructor's Guide



Professional Career Systems in Housing Management

Instructor's Guide |

February, 1979 |

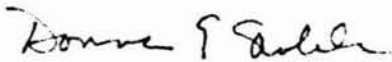
The research forming the basis for this workshop was conducted pursuant to Grant #H-2225G between the U. S. Department of Housing and Urban Development and Temple University. Statements and information contained in this workshop are those of the grantee who assumes sole responsibility for its accuracy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

FOREWORD

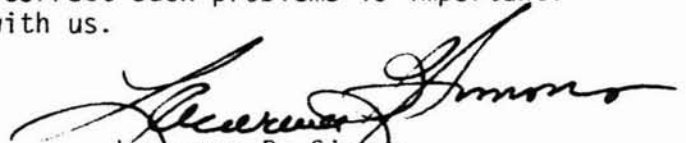
This instructor's guide is one of eighteen in a housing-management curriculum developed by HUD in conjunction with Temple University.

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

Career systems increase the advancement and professional development opportunities for all employees in a given organization. A major by-product of such systems is improved quality and quantity of agency services. This workshop strives to familiarize managers with the five major components of a career system and to enable them to adapt those components within different organizational contexts. Accordingly, it has six overall goals:

1. To introduce participants to the career system concept;
2. To define job analyses and discuss their importance;
3. To define a standardized, performance-based evaluation mechanism and describe a model performance-based evaluation system;
4. To define a career ladder, discuss its importance and suggest guidelines for adapting a model career ladder to an existing career structure;
5. To define accredited training and education programs, discuss their importance, and suggest guidelines for identifying training needs within different organizational contexts; and
6. To define organizational supports, discuss their importance, and suggest guidelines for developing organizational supports within different organizational contexts.

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 four half-day sessions. Goal Area 1 will be covered in Session 1. Goal Area 2 will be covered in Session 2. Session 3 will cover Goal Areas 3 and 4, and Session 4 will cover Goal Areas 5 and 6.

HOW TO USE THE INSTRUCTOR'S GUIDE

This is the instructor's guide to the workshop on Professional Career Systems in Housing Management. 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.

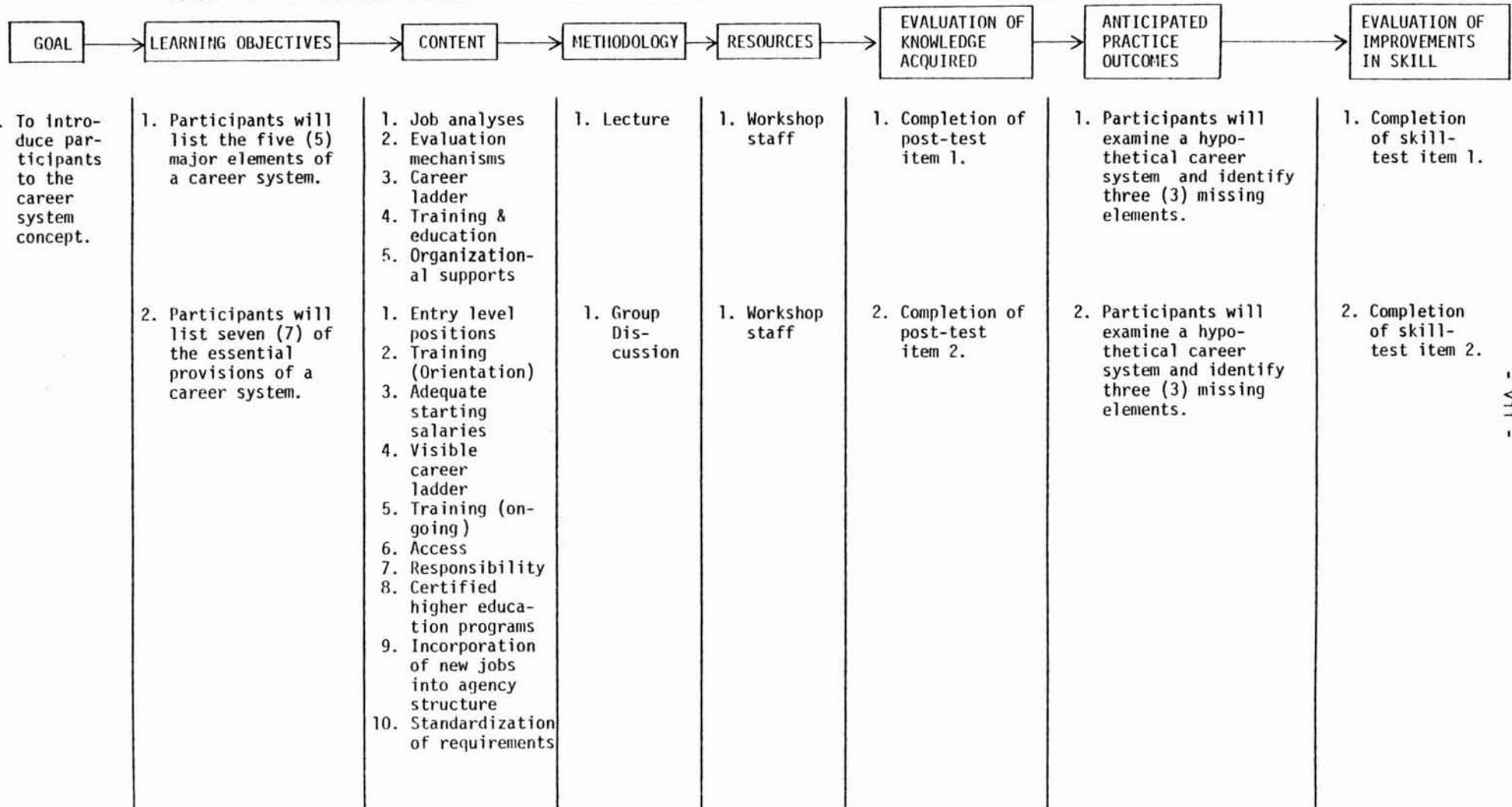
This column is followed by the anticipated practice outcomes; which are more practical skills or attitudes that the participant is expected to acquire.

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.

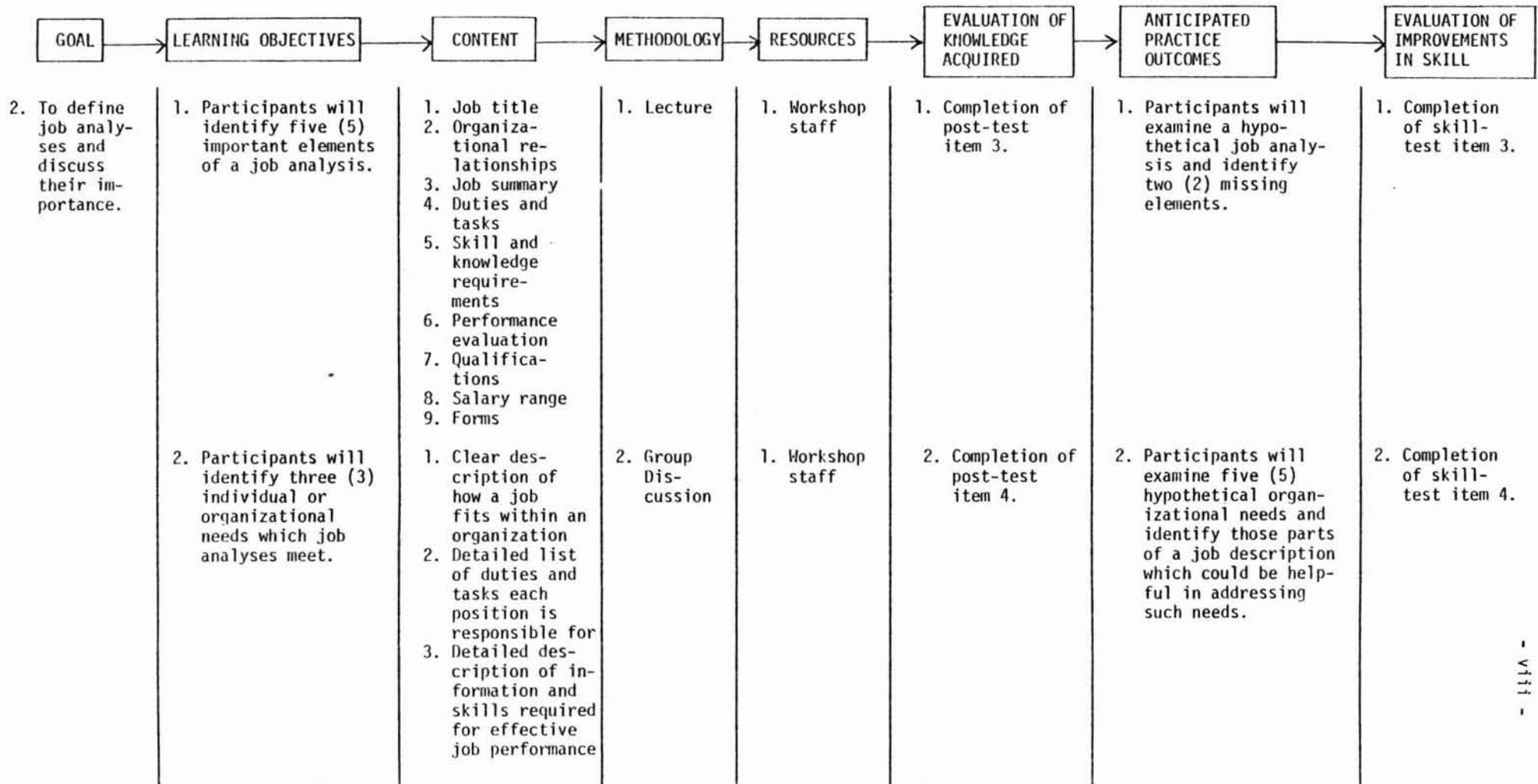
WORKSHOP MATRIX

PROBLEM:

Managers should implement career systems within their organizations to increase advancement and professional development opportunities for employees as well as to improve the quality of services.

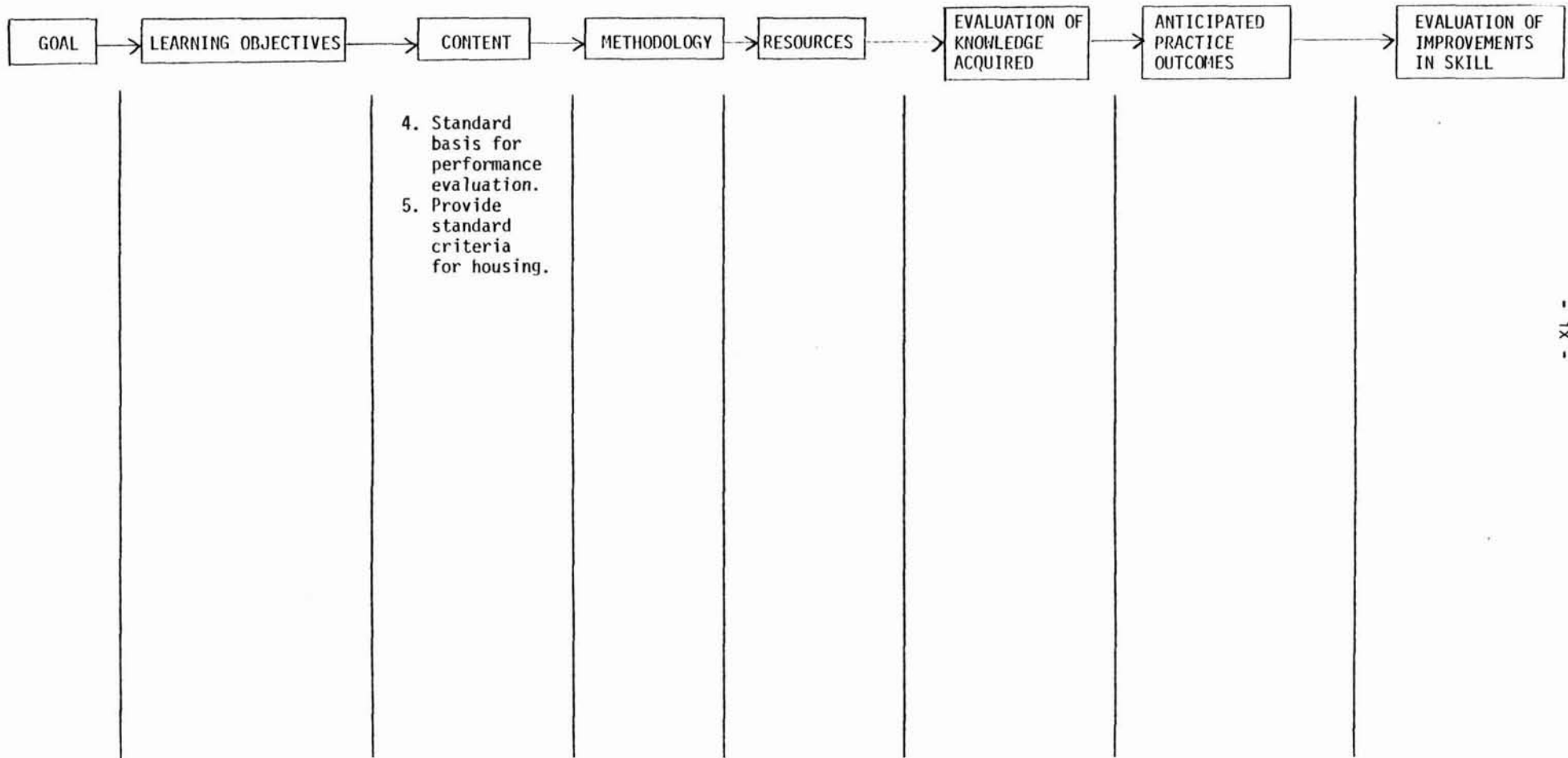


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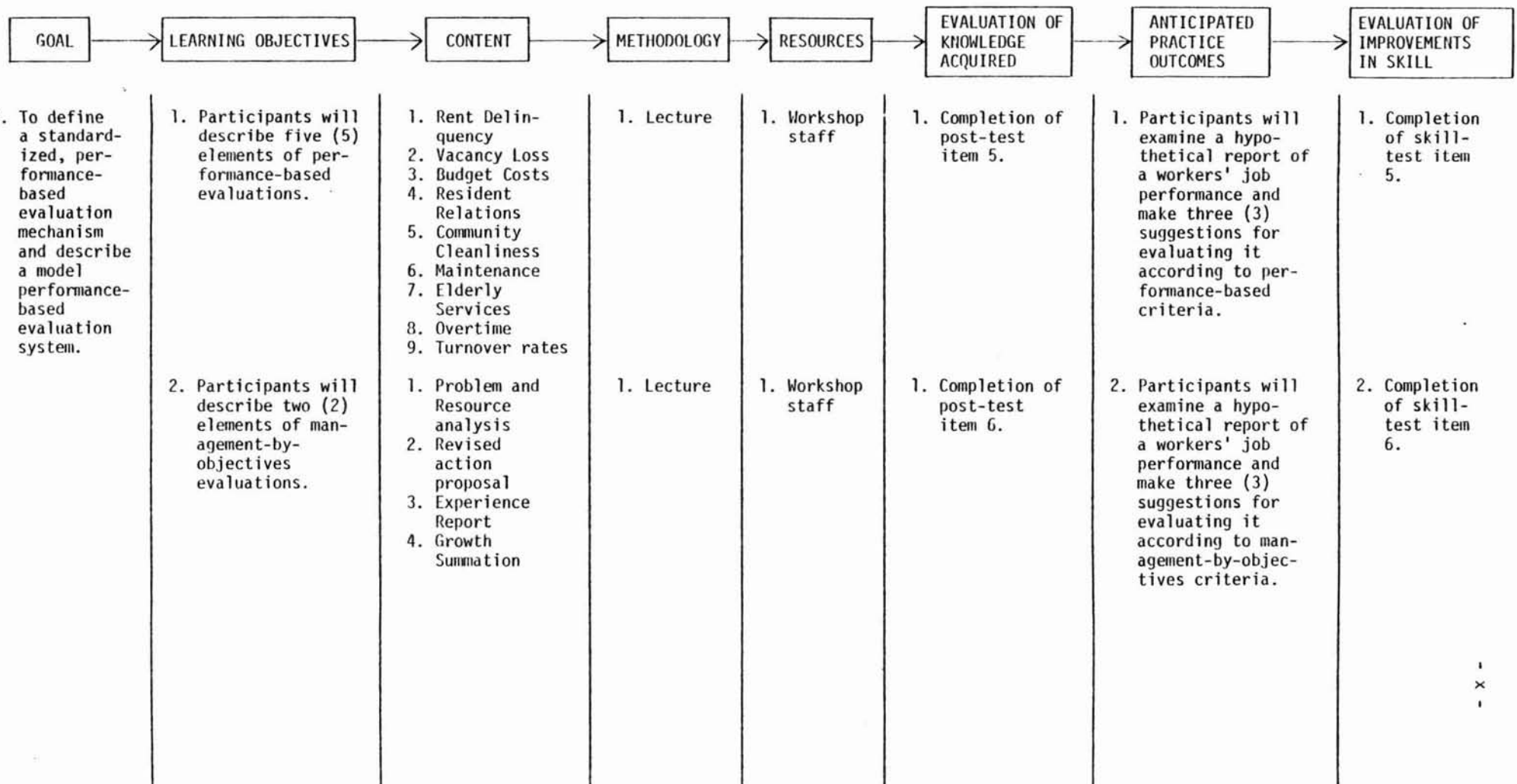


PROBLEM:

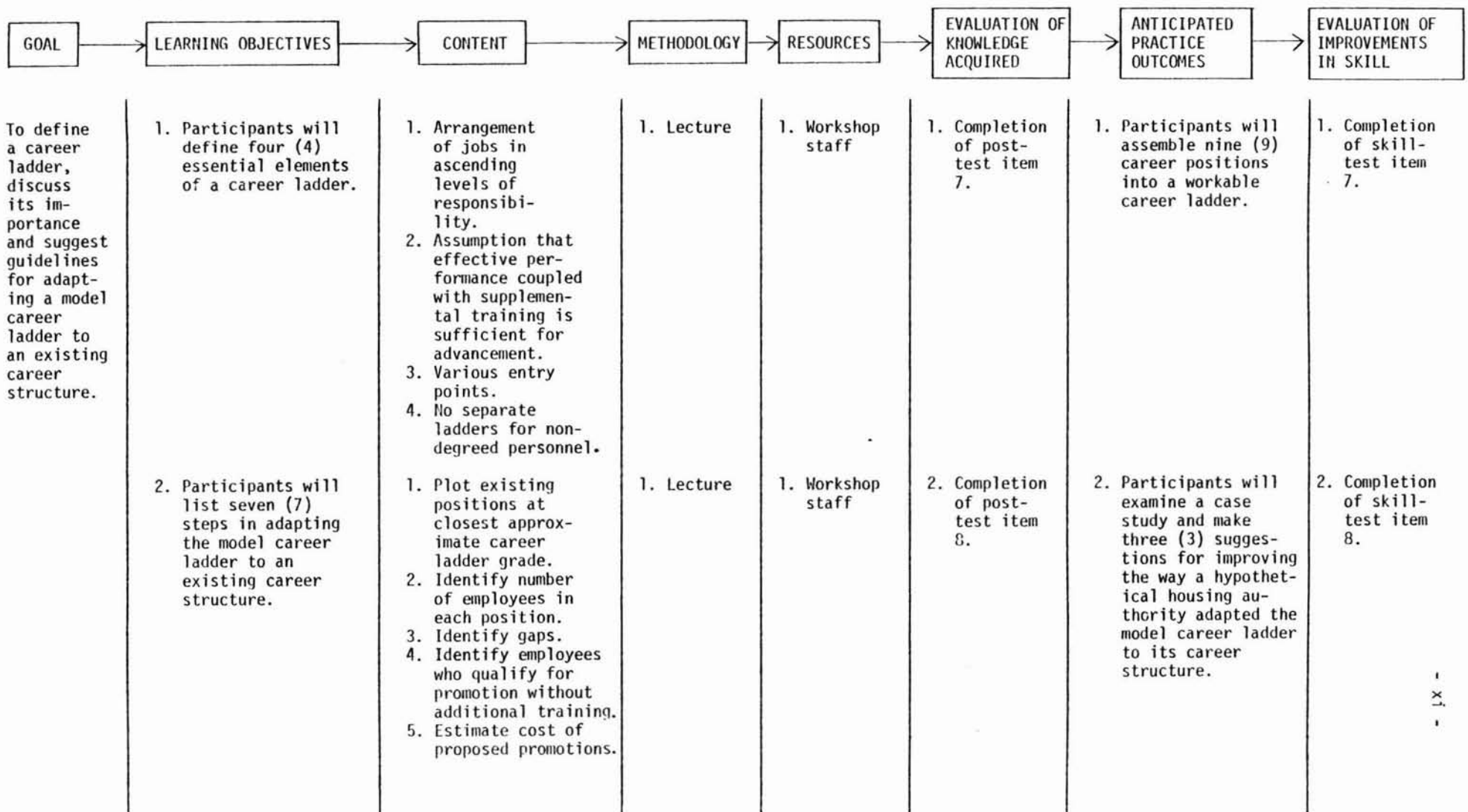
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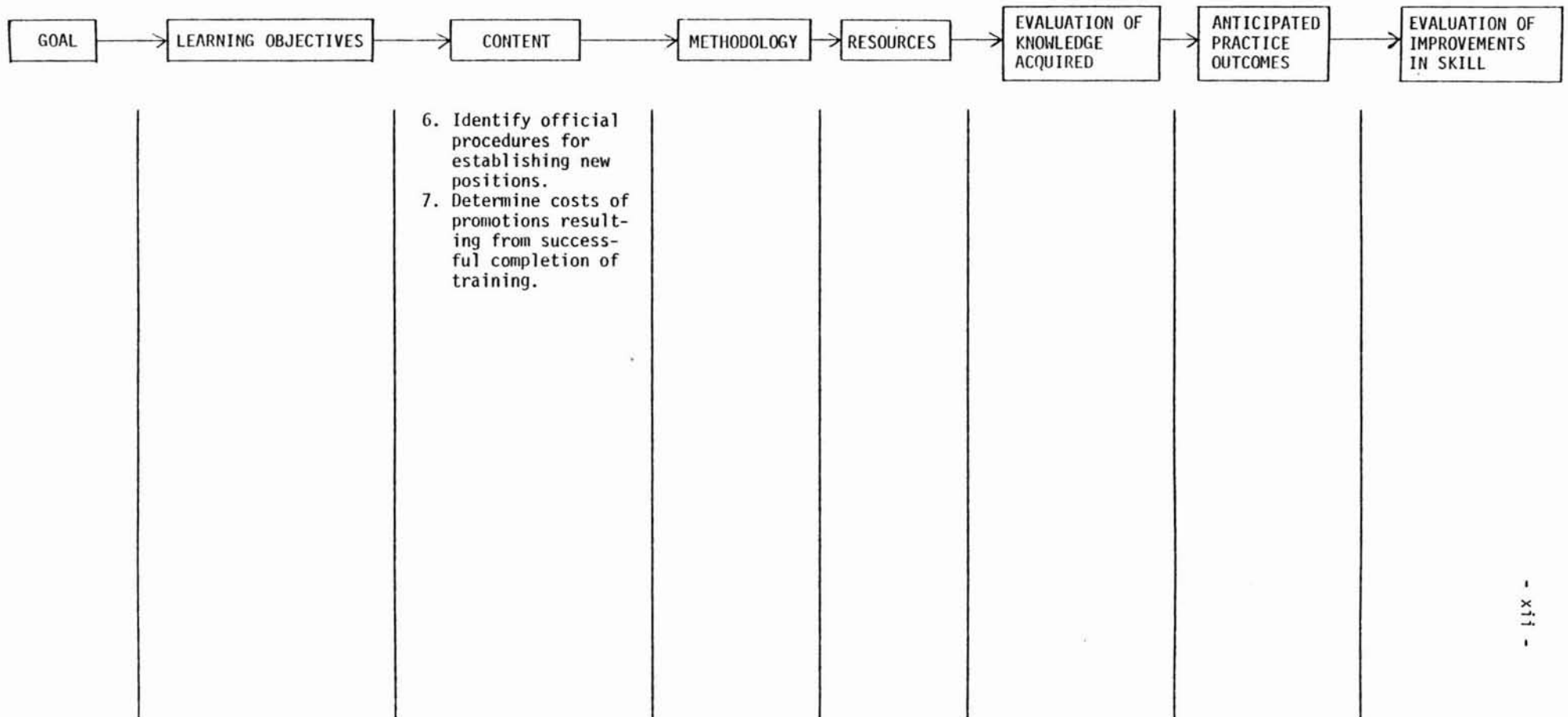
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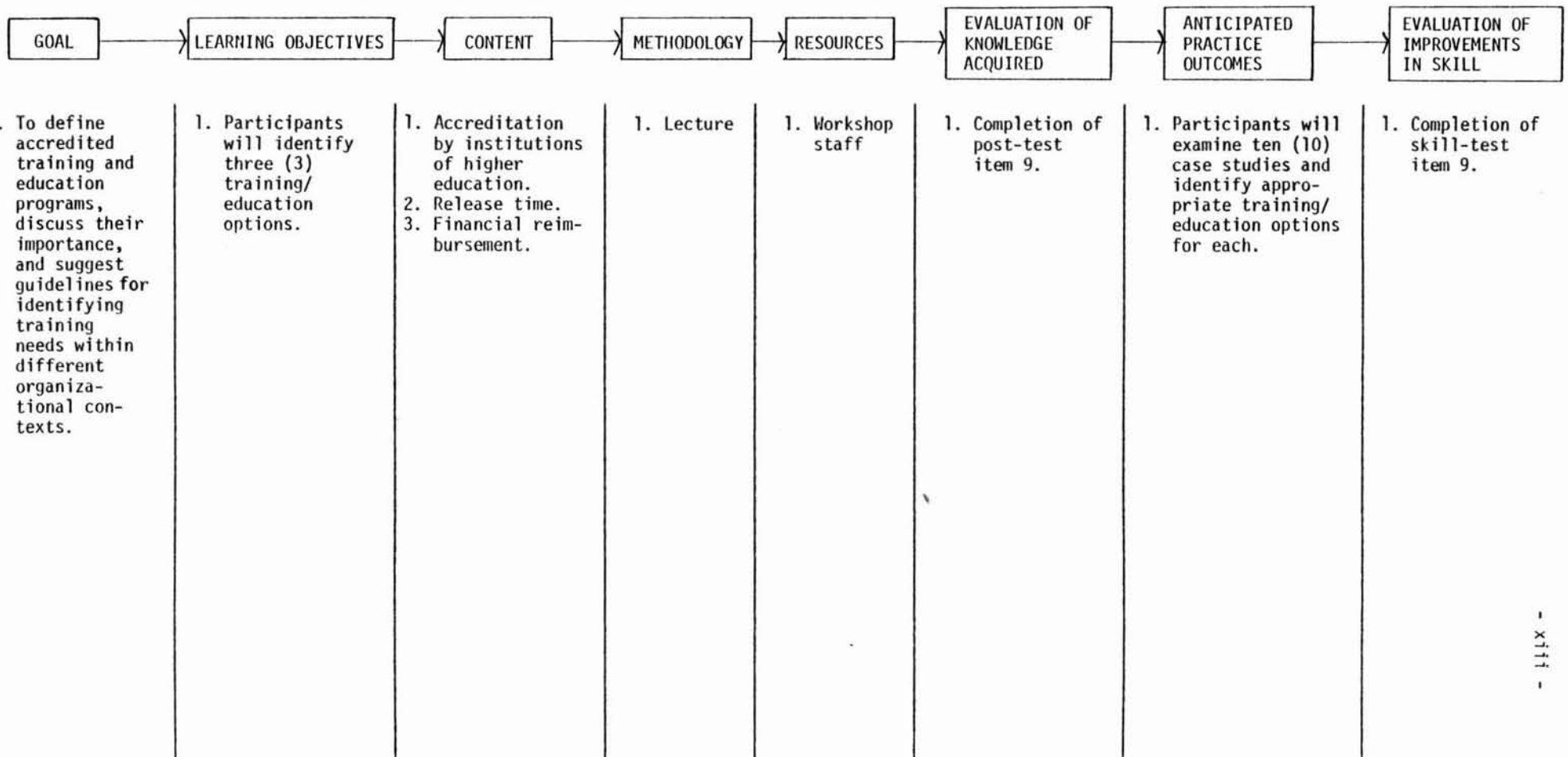
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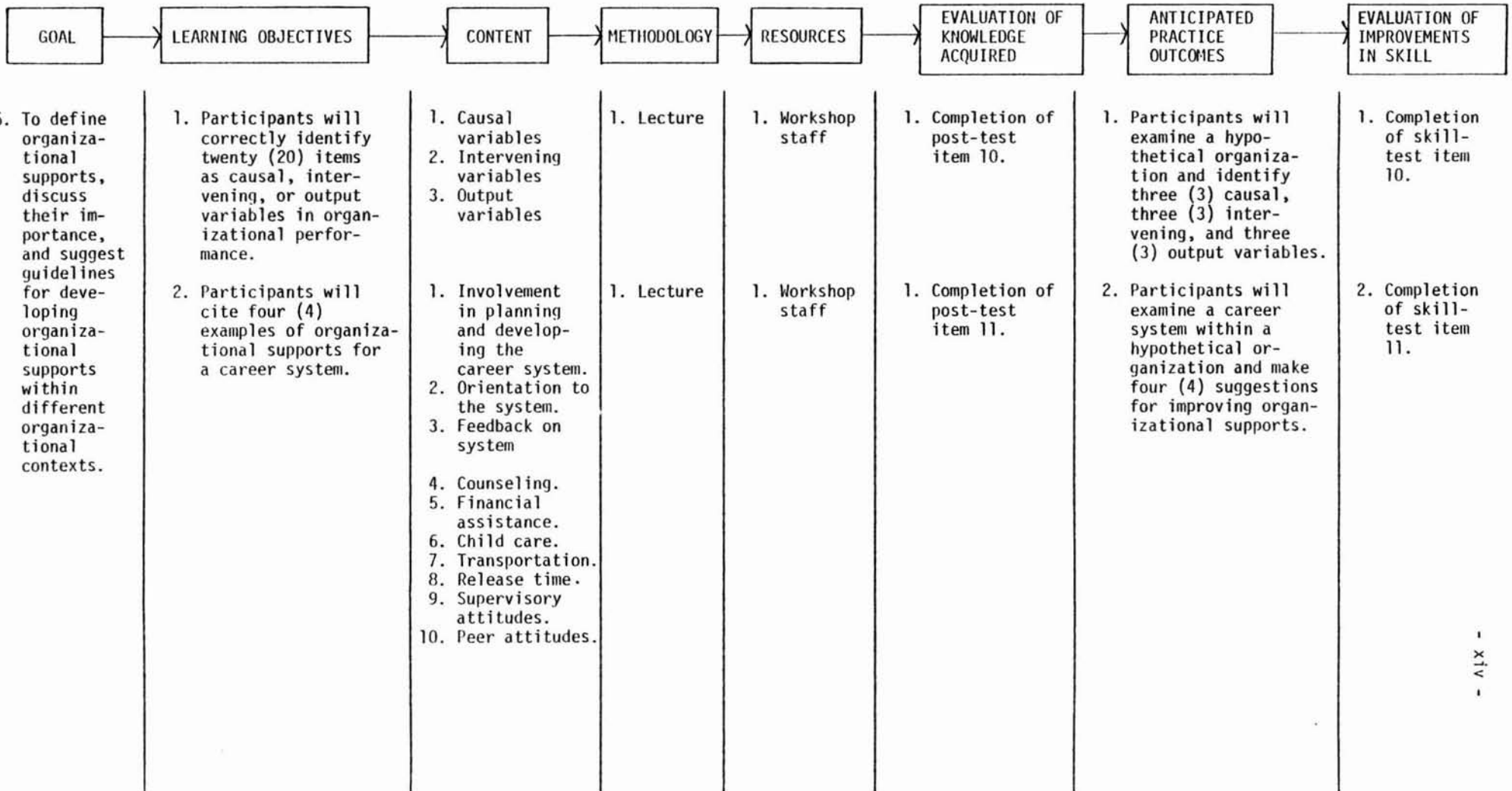
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GOAL AREA 1

TO INTRODUCE PARTICIPANTS TO THE CAREER SYSTEM CONCEPT

GOAL AREA 1: TO INTRODUCE PARTICIPANTS TO THE CAREER SYSTEM CONCEPT

LEARNING OBJECTIVES

1. Participants will list the five (5) major elements of a career system.
2. Participants will list seven (7) of the essential provisions of a career system.

ANTICIPATED PRACTICE OUTCOMES

1. Participants will examine a hypothetical career system and identify three (3) missing elements.
2. Participants will examine a hypothetical career system and identify three (3) missing provisions.

CONTENT

The Career System Concept

A Career System is an organizational strategy aimed at upgrading or "professionalizing" the quality and efficacy of agency services through increasing the career advancement and professional development opportunities for all employees of a given organization. The term "system" is used to describe the interrelationships among the various components which work together to expand these opportunities. The major components of a career system are:

1. Job Analyses
2. A Standardized, Performance-Based Evaluation Mechanism
3. A Career Ladder
4. Accredited Training and Education Programs
5. Organizational Supports

The crucial point in considering the concept of a career system is that any one of these five sub-systems alone is not generally sufficient for the enhancement of career advancement and professional development; it is the interaction and feedback among these sub-systems which enable the organization to meet these objectives.

This point is illustrated quite clearly in a critique of human service career ladders by Alan D. Maher in an article entitled *New Careers:*

*Issues Beyond Consensus.*¹ Haber discusses the need for including the following provisions in any program which is truly intent on opening up careers to non-professionals:

1. Entry level positions
2. Training for effective job performance
3. Adequate starting salaries
4. Visible career ladder which includes professional positions
5. Availability of relevant training on all levels
6. Access to training and the ladder for all employees
7. Agency responsibility for training
8. Certified higher education programs with modified curriculum which is job-relevant, including in-service courses and on-the-job experience
9. Incorporation of new jobs into the agency structure
10. Standardization of experience, education, and certification requirements to increase mobility across agencies and specialties.

Recommendations such as these arise from the experience of the new careers movement, which has increased the employment of nonprofessionals in the human service field. The career ladders established to open up career opportunities for non-professionals or for paraprofessionals far too often failed to recognize the new careerists as an integral part of the organization and relegated them to an ancillary role which stopped short of professional recognition. The result was a limited 3 or 4 step career ladder which did not open up career pathways and did not provide for formal recognition of experience or skills by other agencies. The concept of a Career System is an attempt to prevent the replication of these past mistakes.

A recent study (conducted by the Center for Social Policy and Community Development of Temple University in Philadelphia) supports Haber's argument for a career ladder buttressed by realistic, explicit job descriptions; standardized performance criteria; and mechanisms for evaluation and relevant accredited education and training. This study, which

surveyed 7,000 paraprofessionals in the human services, also suggested that a fifth component is necessary to ensure that policies, allocation of resources, relationships between employees and supervisors, and attitudes of the organization fully support and reflect a commitment to the career development of all employees.²

In addition to addressing the needs of individuals for career mobility and related educational and support services, this model professional career system in housing management is designed to respond to organizational concerns shared by many Local Housing Authorities:

1. The desire to recruit residents into the housing management field.
2. The need for continuing education programs for housing managers at all levels which are relevant to the actual work performed and which will prepare managers for certification.
3. The lack of clear standards for housing management practice.
4. The under-utilization or under-compensation of employee skills or, conversely, over-compensation to workers unqualified for their jobs.
5. The inability to motivate employees due to the lack of available rewards for effective performance, such as higher pay, responsibility, status, and involvement in decision-making.

METHODOLOGY

1. The material on the elements of a career system should be presented in an informal lecture.
2. The material on the provisions of a career system should be presented in an informal group discussion.

RESOURCES

1. Workshop staff should conduct the lecture presentation and informal group discussion.

GOAL AREA 2
TO DEFINE JOB ANALYSES AND DISCUSS
THEIR IMPORTANCE

GOAL AREA 2: TO DEFINE JOB ANALYSES AND DISCUSS THEIR IMPORTANCE

LEARNING OBJECTIVES

1. Participants will identify five (5) important elements of a job-analysis.
2. Participants will identify three (3) individual or organizational needs which job analyses meet.

ANTICIPATED PRACTICE OUTCOMES

1. Participants will examine a hypothetical job analysis and correctly identify two (2) missing elements.
2. Participants will examine five (5) hypothetical organizational needs and identify those parts of a job description which could be helpful in addressing such needs.

CONTENT

The first major component of a career system is a set of job analyses. The Job Analyses which form the foundation of the model career system in housing management are based on an analysis of the functions of housing management personnel across the country, identified by NAHRO and utilized as the basis for its Certification Examination. For each model position, the analysis identifies:

1. Job Title
2. Organizational Relationships
 - lines of authority
 - lines of communication
3. Job Summary
4. Duties and Tasks
5. Skill and Knowledge Requirements
6. Performance Evaluation
7. Qualifications
8. Salary Range
9. Attachment of Forms Used in Carrying out Job Responsibilities

The job analyses enable each employee to clarify the expectations of his

or her role within the organization; to know what constitutes effective performance in the job; and to identify those items of skill, knowledge, and experience which are required for promotion. The organization is able to recruit and deploy staff more effectively by matching the requirements of each job with the demonstrated competencies of the employee. The job analyses also facilitate the improvement of housing management practices by including all the functions considered basic to good management and by providing a standardized basis for the development of a performance accountability mechanism.

In many programs which develop paraprofessional career ladder and training systems, employees themselves take an active role in the analysis of their own jobs. This results in revised job descriptions which reflect work actually performed more closely, and which result in a number of cases in increased responsibilities, including work requiring higher levels of skill, knowledge and responsibility. The involvement of staff in this process increases the amount of recognition they receive within their organization and results in a more effective deployment of skills to meet the organization's objectives. Further, such involvement encourages staff to consider more seriously the career to which they can aspire and clearly identify the steps necessary for advancement.⁴

A complete set of job analyses for the nine Housing Management positions of the Model Career System can be found in the Appendix to the instructor's guide. Goal Area 3 includes guidelines for developing job analyses for each housing management position within a specific authority which take into account actual work being performed and additional job functions previously unassigned but considered important for effective management.

(a) Guidelines for Developing New Job Descriptions Based on the Model Job Analyses of the Professional Career System in Housing Management.

The model job analyses included in the Appendix are based on a task analysis of various housing management personnel across the country. Obviously the duties and tasks in particular authorities will differ to varying degrees. Thus, it is not possible to simply adopt these analyses without modifications.

To be effective, job analyses must represent the actual work performed by each job title. Therefore, it is imperative that representatives from each job title be involved in reviewing the analyses and in assessing the appropriateness of tasks currently assigned to each job title. Duties and responsibilities which require skills and information either above or below the abilities or competencies of the employees in each job title should be adjusted or provided for in the training component of the career system. Once completed, the analyses meet a number of individual and organizational needs by:

1. Providing a clear description of how the job title fits into the total organization, in terms of authority, communications, and advancement opportunities.
2. Providing a detailed description of the duties and tasks each position is responsible for.
3. Providing a detailed description of the knowledge and skills required for effective job performance which can be utilized to develop relevant training programs.
4. Providing a standard basis for developing a mechanism for performance evaluation.
5. Providing standard criteria for hiring or promotion.

The analysis is divided into seven (7) areas:

1. Job Title
2. Organizational Relationships
 - 2.1 Lines of Authority
 - 2.2 Lines of Communication
 - 2.3 Step on Career Ladder
3. Job Summary
4. Specific Duties and Tasks
5. Skill and Knowledge Requirements
6. Performance Evaluation
7. Qualifications
8. An 8th area, not included in the model analyses, would be the salary range.
9. Attachments of the forms and reporting procedures for each job title facilitate future orientation and training activities.

A suggested process for developing relevant job analyses is to draft new analyses based on an integration of the model with the existing job descriptions and with information about what people actually do gathered through interviews and observation. The drafted analyses can then be reviewed by a committee representing all the job titles. Since job duties change over time, it is important to reanalyze and revise the existing analyses periodically.

METHODOLOGY

1. The material on elements of a job analysis should be presented in an informal lecture.
2. The material on individual and organizational needs should be presented in an informal group discussion.

RESOURCES

1. Workshop staff should conduct the lecture presentation and the informal group discussion.

GOAL AREA 3

TO DEFINE A STANDARDIZED, PERFORMANCE-BASED EVALUATION
MECHANISM, AND DESCRIBE A MODEL PERFORMANCE-BASED EVALUATION SYSTEM

GOAL AREA 3: TO DEFINE A STANDARDIZED, PERFORMANCE-BASED EVALUATION MECHANISM AND DESCRIBE A MODEL PERFORMANCE-BASED EVALUATION SYSTEM

LEARNING OBJECTIVES

1. Participants will describe three (3) elements of performance-based evaluations.
2. Participants will describe two (2) elements of management-by-objectives evaluations.

ANTICIPATED PRACTICE OUTCOMES

1. Participants will examine a hypothetical report of a worker's job performance and make three (3) suggestions for evaluating it according to performance-based criteria.
2. Participants will examine a hypothetical report of a worker's job performance and make three (3) suggestions for evaluating it according to management-by-objectives criteria.

CONTENT

Performance Evaluation Mechanism

The second major component of a career system is a performance evaluation mechanism. A standard mechanism for performance evaluation enables the organization to identify areas where improvement is needed and to provide the necessary training or assistance to facilitate that improvement. Further, performance evaluations provide individuals with official recognition of their contributions and reward outstanding employees by determining their eligibility for promotion. Studies such as those conducted by Umstot⁵ suggest that work goals are more likely to be met when they are mutually agreed upon by supervisor and supervisee.

These findings imply that a performance rating system should be developed for performance evaluation. Such a system is currently being implemented by the Pittsburgh Housing Authority. This rating system combines objective performance criteria, based on job duties and tasks and a Management by Objectives system to evaluate the work of each employee.

Performance criteria are rated each quarter in the areas of rent delinquency, vacancy loss, budget goals, resident relations, community cleanliness, maintenance backlog, elderly services, and overtime and turnover rates. Such data are collected by a Management Review Board through the standard Authority Monthly reports and the Resident Quarterly Report.

The Management by Objectives approach⁶ implemented in Pittsburgh involves the manager in setting objectives, proposing appropriate actions, reporting the outcomes of these actions and assessing the effectiveness of the actions in meeting the stated objectives. The quarterly reports are also shared with the Management Review Board, and the results of the two measures are combined to rate overall performance. A rating of this kind, adapted to the specified job duties and responsibilities of each employee, provides a clear, standardized, performance-based evaluation, requiring employee participation.

(b) Guidelines for Developing Performance-Based Evaluation Mechanisms

OVERVIEW STATEMENT

With the recent Authority reorganization, the Community Manager has become, more than ever before, the key management level of public housing. Primary responsibilities for decision making in the areas of budget, personnel and services have been in effect moved into the Community Manager's domain of responsibilities. To make this system work, it is essential that an adequate planning and evaluation tool be developed to assist and to monitor the work of the Community Manager. The Performance Rating System and the Management By Objectives Planning Model are two such tools that will be utilized.

PERFORMANCE RATING SYSTEM

The PRS contains two components. The first is the Performance Data Form which is a quarterly statistical record of an individual manager's actual performance in nine essential management areas: (1) Rent Delinquency, (2) Vacancy Loss, (3) Meeting Annual Budget Costs, (4) Tenant Relations, (5) Community Cleanliness, (6) Craft Maintenance Backlog, (7) Elderly Services, (8) Overtime, (9) Turnover Rate. Data for the PDF will be based upon the standard Authority monthly reports in each respective area except for items 4 and 5. These two categories require Tenant Council Participation in the completion of the Tenant Quarterly Report. All data will be compiled for review by the Administrative Committee of Directors.

The second element in the PRS consists of a Criteria Reference Evaluation Report. The CRER will be completed by the Management Review Board on a quarterly basis for each Community Manager. The Administrative Review Committee shall consist of: Executive Director, Directors of Management, Maintenance and Services, Comptroller and Legal.

MANAGEMENT BY OBJECTIVES

The MBO system is designed both as a planning tool and as a monitoring system. This system consists of four segments to be completed on an appropriate schedule during a quarterly cycle. The sections are entitled: (1) Problem and Resource Analysis, (2) Revised Action Proposal, (3) Experience Report, (4) Growth Summation. This system is sequentially organized from point one which looks back upon the quarter and analyzes the achievements or problems that occurred. This tool is designed to give both the Community Manager and the Review Board accurate, current data as to the plans and progress made in specific managerial areas.

Each Community Manager will complete a MBO series for each of the ten management areas previously listed on the PRS. The MRB will examine those MBO reports on a quarterly basis.

CRITERIA REFERENCE EVALUATION REPORT

POINT SYSTEM

For each quarter, a Community Manager will receive a point score in each of the nine categories on the PDF. These scores will be totaled for an overall Quarterly Performance Score which shall form the basis for the Review Board's Recommendations. A quarterly and yearly average (to be designated by the Board) must be maintained for an acceptable performance rating. The categories to be rated have been given a designated priority rating that sets the limits to the number of points to be achieved in that area each quarter. Areas given a Priority One designation each have a possible ten points to be achieved. Areas designated Priority Two have a possible five points, and areas designated Priority Three have a possible two points.

PERFORMANCE RATING SYSTEM

Rating:	Quarter _____
Acceptable _____	Date _____
Requires Improvement _____	Review Board Signatures _____
Unacceptable _____	_____

PERFORMANCE DATA

Manager _____

Quarter _____

Community _____

_____ %	RENT DELINQUENCY	CRAFT MAINTENANCE BACKLOG	Hrs. _____
\$ _____	VACANCY LOSS	ELDERLY SERVICES	Contact Hrs. _____
\$ _____	MEETING ANNUAL BUDGET GOALS (Margin of Overrun)	PRIORITY THREE	
Positive _____ Requires Improvement _____	TENANT RELATIONS*	OVERTIME	Hrs. _____
Acceptable _____ Requires Improvement _____	COMMUNITY CLEANLINESS*	TURNOVER RATE	#'s _____

*(To be completed by Appropriate Tenant Representative)

Management-Resident Relations Advisory Report

Quarter _____

Date _____

_____ (Signature)

Representative(s) _____ (Signature(s))

Has the overall relationship between the Manager and the Tenant Been

Positive _____ *In Need of Improvement _____

* If in need of improvement, please state specific areas of concern:

Comments:

COMMUNITY CLEANLINESS ADVISORY REPORT

Quarter _____

Manager _____ (Signature)

Community _____

Tenant Representatives _____ (Signature(s))

(1) Overall community cleanliness (External)

Good ____ Fair ____ Requires Improvement ____

* If requires improvement, please specify areas that need attention
(Street, Locations, etc.)

(2) Overall community cleanliness (Internal - Hallways, etc.)

Good ____ Fair ____ Requires Improvement ____

* If requires improvement, please specify areas that need attention
(Address, Floor, etc.)

CRITERIA REFERENCE EVALUATION

Priority Area One

Category	Performance	Score
Rent Delinquency		
Vacancy Loss		
Meeting Annual Budget Goals		
Tenant Relations		
Community Cleanliness		

Possible Score: 50 Total Score:

Priority Area Two

Category	Performance	Score
Craft Maintenance Backlog		
Elderly Services		

Possible Score: 10 Total Score:

Priority Area Three

Category	Performance	Score
Overtime		
Turnover Rate		

Possible Score: 2 Total Score:

Quarter _____

MANAGEMENT BY OBJECTIVES

MANAGER _____

COMMUNITY _____

OBJECTIVE _____

What PROBLEMS do you anticipate encountering during the next quarter?

What RESOURCES are there within your PROJECT for dealing with them?

What RESOURCES are there outside your Project for dealing with them?

How do you plan to handle the above PROBLEMS?

REVISED ACTION PROPOSAL

What are the major actions planned to accomplish your objective this quarter?

Your criteria for determining satisfactory attainment of objective.

EXPERIENCE REPORT

Describe the principal actions taken this month to accomplish the above objective.

What was the observable incidence that each action had the effects you anticipated? . . . or that it had other effects?

GROWTH SUMMATION

In Comparing your Actual
EXPERIENCES this quarter
with your plan, what things
happened that you might not
have foreseen?

<p><u>HINDSIGHT</u></p> <p>What actions planned last quarter did not turn out as expected? What caused the difference?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What unexpected favorable developments occurred this quarter?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>GROWTH</u></p> <p>What have you learned that will improve performance in the next quarter?</p> <hr/> <hr/> <hr/>	

METHODOLOGY

1. The material on performance-based evaluations should be discussed in an informal lecture.
2. The material on management-by-objectives evaluations should be discussed in an informal lecture.

RESOURCES

1. Workshop staff should conduct the lecture presentations and tasks.

GOAL AREA 4

TO DEFINE A CAREER LADDER, DISCUSS ITS IMPORTANCE, AND
SUGGEST GUIDELINES FOR ADAPTING A MODEL CAREER LADDER
TO AN EXISTING CAREER STRUCTURE

GOAL AREA 4: TO DEFINE A CAREER LADDER, DISCUSS ITS IMPORTANCE, AND SUGGEST GUIDELINES FOR ADAPTING A MODEL CAREER LADDER TO AN EXISTING CAREER STRUCTURE

LEARNING OBJECTIVES

1. Participants will define four (4) essential elements of a career ladder.
2. Participants will list seven (7) steps in adapting the model career ladder to an existing career structure.

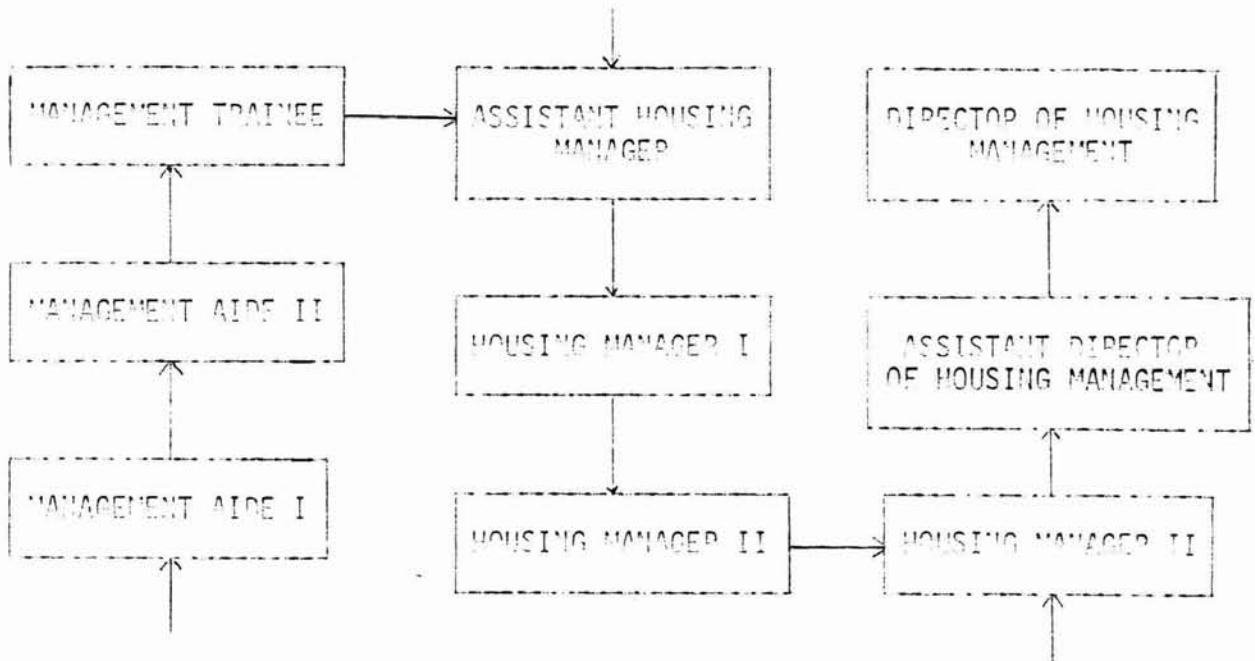
ANTICIPATED PRACTICE OUTCOMES

1. Participants will assemble nine (9) career ladder positions into a workable career ladder.
2. Participants will examine a case study and make three (3) suggestions for improving the way a hypothetical housing authority adapted the model career ladder to its career structure.

CONTENT

The third major component of a career system is a career ladder. A career ladder utilizes the clear descriptions contained in the job analyses of the responsibilities, duties, tasks, knowledge, skills, experience and education or certification requirements for the various positions and identifies the relationship of each position to all other positions in the hierarchy. The ladder arranges these jobs in order of ascending levels of responsibility and requirements, and assumes that effective performance on one level, coupled with satisfactory completion of additional training, prepares the individual for advancement to the next level. The ladder also provides entry points to recruit residents and graduates of accredited A.A., B.A., and M.A. Programs into the Authority. The diagram on the next page graphically represents the Career Ladder components of the Model Professional Career System in Housing Management.

THE MODEL CAREER LADDER



The inclusion of nine Housing Management positions in the career ladder (see diagram above) ensures that entry level positions are incorporated into the agency structure, that all employees have access to career advancement and job-relevant training and that gradual promotional opportunities are available. Thus the model career ladder avoids locking non-degreed personnel into a separate and limited career ladder and facilitates the accumulation of the college credits which are required for advancement to the upper grades. Furthermore, by including all management positions, middle management personnel are helped to advance, thereby opening up higher positions for entry level personnel.

It is theoretically possible for a person entering the Career System at Grade I on the Career Ladder to enroll in three credit hours of in-service training and to take three hours in an academic degree program in housing management each year. In eight years, the employee could have

accumulated 48 college credits, eight years of experience and could have advanced to Grade VII of the career system. Grade VIII of the model system, Assistant Director of Housing Management, requires a B.A. degree, Certification, and three years experience in directing, coordinating and supervising managers of a group of residential developments. Depending upon the academic program in which the employee is enrolled, it might be possible to receive an additional one and one-half years of college credit for life experience. This would then leave the employee one year short of a degree. This year could be completed on either a full-time or half-time basis if the LPA provided educational leave.

(c) Guidelines for Adapting the Model Career Ladder to an Existing Career Structure

The suggested process for adapting the model career ladder for housing managers to a particular housing authority's career structure are keyed to the columns of the attached work sheet. Although the process can easily be completed by an individual, it is strongly suggested that this and other planning activities be reviewed by a representative team of LHA personnel prior to implementation.

- STEP 1. Plot every existing position responsible for housing management activities at the career ladder grade which most closely approximates the requirements and responsibilities of the grades in the model. For example, a position requiring an A.A. Degree or equivalent combination of education and experience would be placed at Step IV on the chart.
- STEP 2. Identify the number of persons currently employed in each position.
- STEP 3. Identify the gaps in the existing career structure and propose new positions to fill them. These positions should have clear management responsibilities. Thus a clerk position which is primarily responsible for clerical duties should not be used as an entry level position in housing management. However, clerks should have the opportunity to enter the housing management system upon completion of the identified training.
- STEP 4. Identify the employees who, without additional training, would qualify for either a promotion or would be transferred to a new job title.
For example, if a new position is created at Step II, there may be some people at Step I who qualify for promotion. There may be people at the lower salary levels of Step III whose experience and responsibilities more closely approximate Step II and they should be transferred to the new job title. The latter case is most likely to occur when the same job title is held by a large number of people whose education, experience, salaries and actual job responsibilities vary to a significant degree.
- STEP 5. Estimate the annual cost to the Authority of making the proposed transfers and promotions.
- STEP 6. Identify the official procedure required to establish new positions within the agency.
- STEP 7. Prior to each training program determine the costs of any promotions resulting from successful completion of the training.

Career Ladder Level	Summary of Qualifications	Existing Job Titles	Number Employed	Proposed New Positions to Fill Gaps	Staff qualified for transfer or promotion without additional training	Annual Cost of Proposed Transfers or Promotions	Procedures to establish new positions	Priority
I	Resident pref. Experience in helping others resolve problems, paid or volunteer. 50 hours competency based training.							
II	1 year experience as M.A. I or equivalent. 50 hours competency based training.							
III	A.A. degree or combination of approved education & experience to total 3 years. 50 hours competency based training.							
IV	2 years experience plus 6 mos. as M. T. or approved combination of education and experience to total 4 years.							
V	A. A. degree plus 3 yrs. experience in mgmt., admin., superv., or equivalent approved combination of education, experience.							

Summary of Qualifications	Existing Job Titles	Number Employed	Proposed New Positions to Fill Gaps	Staff qualified for transfer or promotion without additional training	Annual Cost of Proposed Transfers or Promotions	Procedures to establish new positions	Priority
<p>B.A. degree plus 1½ yrs. experience in a housing authority, 6 months as H.M. I or equivalent, or approved combination education & experience = 5 years.</p> <p>1 year experience as H.M. II or equivalent education and experience to total 6 years.</p> <p>B.A. degree plus 3 yrs. real estate management experience plus certification.</p> <p>B.A. degree plus 6 yrs. experience and certification and 2 yrs. as Asst. Director (2 yrs. advanced Degree can sub for 2 years of experience).</p>							

METHODOLOGY

1. The material on the elements of a career ladder should be presented in an informal lecture.
2. The material on adapting the model career ladder to an existing career structure should be presented in an informal lecture.

RESOURCES

1. Workshop staff should conduct the informal lectures and the group task.

GOAL AREA 5

TO DEFINE ACCREDITED TRAINING AND EDUCATION PROGRAMS, DISCUSS THEIR IMPORTANCE, AND SUGGEST GUIDELINES FOR IDENTIFYING TRAINING NEEDS WITHIN DIFFERENT ORGANIZATIONAL CONTEXTS

GOAL AREA 5: TO DEFINE ACCREDITED TRAINING AND EDUCATIONAL PROGRAMS, DISCUSS THEIR IMPORTANCE, AND SUGGEST GUIDELINES FOR IDENTIFYING TRAINING NEEDS WITHIN DIFFERENT ORGANIZATIONAL CONTEXTS

LEARNING OBJECTIVE

ANTICIPATED PRACTICE OUTCOME

- | | |
|---|--|
| 1. Participants will identify three (3) training/education options. | 1. Participants will examine ten (10) case studies and identify appropriate training/education options for each. |
|---|--|

CONTENT

The fourth major component of a career system is a comprehensive education and training program. (If resources permit, a combination of the various approaches outlined below can offer the greatest opportunities for staff development.)

Assuming effective job performance is related to the employee's knowledge and skills in specified areas, it follows that performance can be enhanced if training is provided in the areas required by a present job or in preparation for a new assignment. The job analyses provide the specifics to be learned and therefore the basis for planning relevant curricula. However, such training tends to be of a higher quality if it also meets the academic standards of local institutions of higher education. Further, if training meets such standards, it is often possible for institutions of higher education to offer credit for successful completion of the training. The accreditation of in-service courses can also provide many trainees with a successful introductory college experience which may motivate some to continue their education on their own.

Another education and training option is the provision of release time and/or financial reimbursement for education as incentives for employees to obtain needed training at an institution of their choice.

At risk, of course, is a loss of job-relevancy unless the housing authority negotiates with the university or college to adapt existing courses to the training needs of its employees.

One successful variation of a cooperative arrangement with an institution of higher education is an approach used by Temple University's Center for Social Policy and Community Development (CSPCD) with five human service agencies in the greater Philadelphia area. CSPCD trained designated employees from each agency to develop and implement relevant training programs for their individual agencies. These individual training programs were accredited by Temple University, and their participants could elect to receive either Continuing Education Units or college credits.

(4) Guidelines for Identifying Training Needs

Each completed job analysis should identify the specific information and the levels and types of skills required for effective performance of the assigned duties and responsibilities of that job. The training curricula of the educational component of the career system are developed to provide the relevant skills and knowledge identified for each job title.

The attached worksheet can be used to delineate the training needs of each job title and to estimate the number of potential trainees. This information can then be used to determine the strategies for implementing the education component.

For example, if ten employees are in job titles at Step III, the LHA can contract with training resources to provide accredited in-service training in the identified areas for ten trainees. If one individual is in a Step IV job title, the LHA might opt to work with the individual to locate appropriate college level courses or accredited workshops and provide release time and tuition reimbursement to enable the employee to attend off-site educational programs. It should be noted that the education component of the Career System needs to continually respond to both the fluctuating demands for training at each step of the ladder and to changing training needs as job tasks are revised. The development of ongoing relationships with accredited training resources will facilitate the implementation of courses and/or workshops as needs arise. A semi-annual review of training needs resulting in the provision of appropriate training mechanisms is recommended.

Worksheet: Initial Identification of Training Needs

Career Ladder Step	Job Title	No. of Employees	Training Needs	Training Resources
I				
II				
III				
IV				
V				
VI				
VII				
VIII				
IX				

Worksheet: Semi-Annual Identification of Training Needs

Career Ladder Step	Job Title	No. of Emp. Needing Training	No. of Emp. Needing Training for a promotion to Next Grade	Training Needs	Training Resources
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					

METHODOLOGY

1. The material on training/education options should be presented in an informal lecture.

RESOURCES

1. Workshop staff should conduct the informal lecture and the group task.

GOAL AREA 6

TO DEFINE ORGANIZATIONAL SUPPORTS, DISCUSS THEIR IMPORTANCE,
AND SUGGEST GUIDELINES FOR DEVELOPING ORGANIZATIONAL SUPPORTS
WITHIN DIFFERENT ORGANIZATIONAL CONTEXTS

GOAL AREA 6: TO DEFINE ORGANIZATIONAL SUPPORTS, DISCUSS THEIR IMPORTANCE, AND SUGGEST GUIDELINES FOR DEVELOPING ORGANIZATIONAL SUPPORTS WITHIN DIFFERENT ORGANIZATIONAL CONTEXTS

LEARNING OBJECTIVES

1. Participants will correctly identify twenty (20) items as causal, intervening, or output variables in organizational performance.
2. Participants will cite four (4) examples of organizational supports for a career system.

ANTICIPATED PRACTICE OUTCOMES

1. Participants will examine a hypothetical organization and identify three (3) causal, three (3) intervening, and three (3) output variables.
2. Participants will examine a career system within a hypothetical organization and make four (4) suggestions for improving organizational supports.

CONTENT

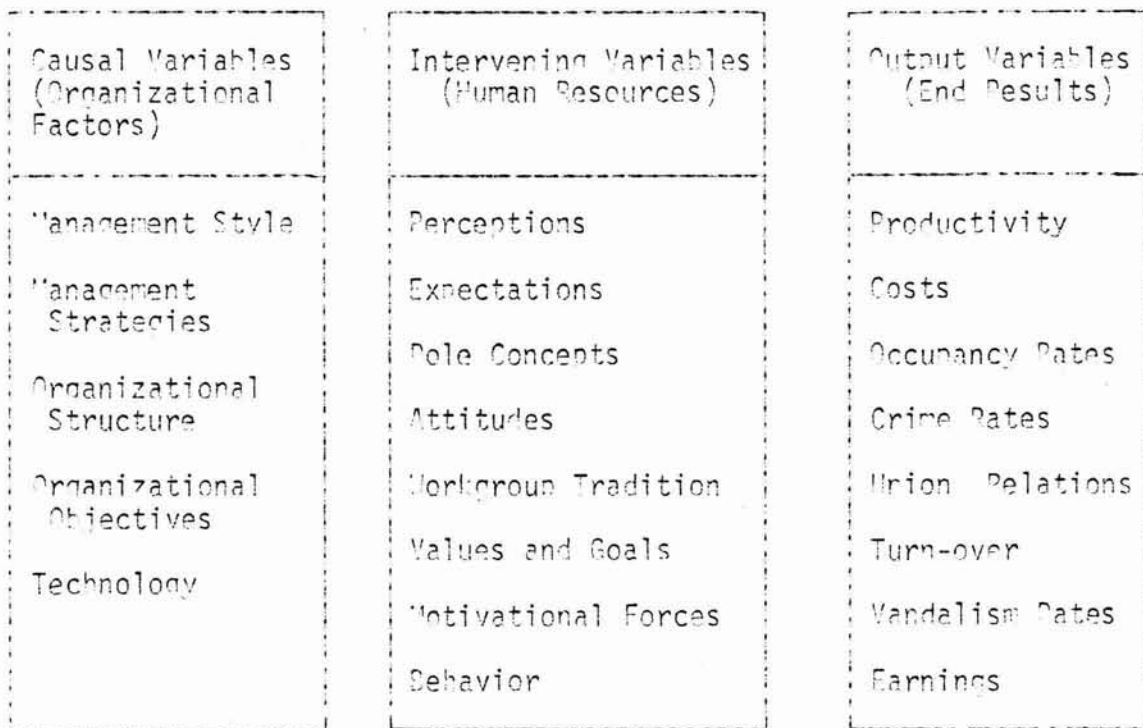
Organizational Effectiveness

The overall performance of an organization is related to the degree of integration of the goals of the organization and of the goals of the individual employee.⁷ When individual and organizational goals are perceived as similar or directly related, the organization will be better able to meet its goals. When great differences are perceived, the organization will be less effective in meeting its goals.

One measure of organizational effectiveness is an objective assessment of the results of an organization's activities in relation to its stated goals and objectives. Measures of results or output vary. For a coach they might include a team's win-lose record. For a business manager, they might include the company's net profits. For a housing manager, they might include the project's vacancy rate.

Output, however, is the result of the actions of the human resources of an organization. Their actions are in turn determined by their skills.

motivations, loyalty, commitment to objectives, ability to communicate, ability to make decisions effective, and capacity for productive interaction. The human resources within an organization are affected by organizational factors such as internal structure and management style. The manner in which organizational factors act upon human resources to produce results is diagrammed below.⁸



Pensis Likert, author of The Human Organization, views the development of human resources as the long-term key to organizational effectiveness.⁹ Because human resources react to stimuli within the control of the organization, he proposes that efforts to improve organizational effectiveness be focused on causal factors rather than on human resources themselves. Consistent with this approach, the model career system presented herein alters the existing structures, relationships, and policies

of the Housing Authority to provide opportunities to each employee for achieving personal goals while simultaneously working for the goals of the organization.¹⁰

ORGANIZATIONAL SUPPORTS

The fifth major component of a career system is adequate organizational support. All four components of the career system previously described require supportive organizational policies which reflect a commitment to the maximization of staff potential by all levels of management. Such commitment does not just happen. In many instances it results from a thorough understanding of the goals and processes of the Career System. In others, it results from learning new ways of thinking about and working with employees and learning new ways of thinking about and working with supervisors.

One approach to generating such understanding is through involving all levels of staff in planning and developing the components of the Career System. Special programs, such as training in the implementation of the system for staff, and feedback sessions on the program's effectiveness for both, reinforce and better prepare staff members to make a career system work.

Some employees may require personal, career, and/or educational counseling services to help them take advantage of the new options open to them. Others will require assistance with, or reimbursement of, educational costs or release time for additional studies. Although such supportive services and policies may appear expensive in the short term, in the long term they will prove to be a sound investment as reflected in the improved competencies, job performance, attitudes, commitments, and motivations of the human resources of the Local Housing Authority.

Guidelines for Developing Organizational Supports

The ultimate success of a Career System in meeting its goals and objectives depends on the commitment of the housing authority towards maximizing the potential of each employee. This commitment is reflected in organizational policy, in supervisory and employee attitudes, and in the provision of supportive services such as financial and career and personal counseling, child care, and transportation.

Policies which encourage educational advancement through the provision of release-time for education and tuition reimbursement as well in-service training are one example of this commitment. A career and educational counseling service which employees are encouraged to use during job hours is another.

Supervisory attitudes are extremely important. Supervisors should encourage employees to develop and should involve employees in making decisions about their work and how it will be evaluated. Training for supervisors in the purpose, structure, and administrative process of the proposed career system is often necessary.

Peer groups have significant influence on the overall success of a career system and on the amount of individual participation and initiative within the system. When peer support is lacking on the job, mechanisms should be developed to bring together employees motivated to take advantage of the educational opportunities afforded by the career system.

The worksheet on the following page provides a mechanism for matching the needs of employees at each grade in the Career Ladder to existing supportive policies, relationships, and services; for identifying the gaps in the support system; and for setting programmatic priorities.

Worksheet: Assessing Organizational Supports

Career Ladder Grade	Job Title	No. of Employees	Existing Peer Support	Existing Supportive Policies	Existing Supportive Services	Gaps	Potential Resources	Priority

METHODOLOGY

1. The material on performance variables in organizations should be presented in an informal lecture.
2. The material on organizational supports for a career system should be presented in an informal lecture.

RESOURCES

1. Workshop staff should conduct the informal lecture presentations.

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POST-TEST

POST TEST: WHAT DID YOU LEARN?

1. List the five (5) major components of a career system:

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

2. Place a check next to those items which are not essential provisions of a career system.

- _____ (a) Parallel career ladders for professionals and non-professionals.
- _____ (b) Availability of relevant training.
- _____ (c) Adequate starting salaries.
- _____ (d) Adequate raises based on length of service.
- _____ (e) Standardized experience requirements.
- _____ (f) Access to training and the career ladder for all employees.
- _____ (g) Agency responsibility for training.
- _____ (h) Informal recognition of experience or skills by outside agencies.
- _____ (i) Certified higher education programs.
- _____ (j) Standardized certification requirements.

3. List five (5) important elements of a job analysis.

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

4. Place a check next to those items which are important organizational needs that job analyses meet.

- _____ (a) A clear description of how the job title fits into the total organization.
- _____ (b) A detailed description of the duties and tasks each position is responsible for.
- _____ (c) A detailed description of the information and skills needed for effective job performance.
- _____ (d) A clear description of personnel procedures.
- _____ (e) A standard basis for evaluating performance.
- _____ (f) A detailed rationale for promotions and raises.
- _____ (g) Standard criteria for hiring or promotion.
- _____ (h) A detailed rationale for transfers and terminations.

5-8. Do the following elements of evaluation relate to performance-based evaluation or to management-by-objectives evaluation?

	Performance-based Evaluation	Management-by-Objectives Evaluation
(a) Setting objectives and tasks		
(b) Rating objective performance criteria		
(c) Examining rent delinquency, vacancy loss, maintenance backlog		
(d) Assessing whether actions have met stated goals		
(e) Examining overtime and turn-over rates, community cleanliness		

7. List four essential elements of a career ladder:

- (a) _____
- (b) _____
- (c) _____
- (d) _____

8. Below are seven steps in adapting a model career ladder to an existing career structure. Place them in the correct order.

- (a) Identify gaps in the existing career structure and propose new positions to fill them.
- (b) Estimate annual cost of making proposed transfers and promotions.
- (c) Prior to training, determine costs of promotions resulting from its successful completion.
- (d) Plot every existing position at the closest approximate model grade.
- (e) Identify employees who without additional training would qualify for a promotion or be transferred to a new job title.
- (f) Identify the official procedure required to establish new positions within the agency.
- (g) Identify the number of persons currently employed in each position.

Correct order:

9. List three options that will encourage staff to participate in training:

- (a) _____
- (b) _____
- (c) _____

10. Below are several causal, intervening and output variables in organisational performance. Place a check in the column which indicates the category the variables belong to.

	Causal	Intervening	Output
(a) Management style			
(b) Behavior			
(c) Management Strategies			
(d) Productivity			
(e) Perceptions			
(f) Motivational Forces			
(g) Costs			
(h) Organizational Structure			
(i) Union Relations			
(j) Expectations			
(k) Role Concepts			
(l) Turn-over			
(m) Organizational objectives			
(n) Crime Rates			
(o) Attitudes			
(p) Occupancy Rates			
(q) Technology			
(r) Workgroup Tradition			
(s) Vandalism Rates			
(t) Values and Goals			

11. *List four examples of organisational supports for a career system:*

(a) _____

(b) _____

(c) _____

(d) _____

ANSWERS TO POST-TEST

ANSWERS TO POST-TEST

1. (a) Job analyses
 (b) Standardized, performance-based evaluation mechanisms
 (c) A career ladder
 (d) Accredited training and education programs
 (e) Organizational supports
 2. a, d, h
 3. (a) Title
 (b) Organizational Relationships
 (c) Job Summary
 (d) Duties and Tasks
 (e) Skill and Knowledge Requirements
 (f) Performance Evaluation
 (g) Qualifications
 (h) Salary Range
 (i) Forms Used in Carrying Out Job Responsibilities
 4. a, b, c, e, g
- 5-6. Participants were asked to complete the following grid:

	Performance-based Evaluation	Management-by-Objectives Evaluation
(a) Setting objectives and tasks		X
(b) Rating objective performance criteria	X	
(c) Examining rent delinquency, vacancy loss, maintenance backlog	X	
(d) Assessing whether actions have met stated goals		Y
(e) Examining overtime and turn-over rates, community cleanliness	Y	

7. (a) Identification of the relationship of all positions in the hierarchy.
 - (b) Arrangement of jobs in ascending levels of responsibility and requirements.
 - (c) Assumption that effective performance on one level, coupled with satisfactory completion of additional training, prepares the individual for advancement to the next level.
 - (d) Provision of different entry points.
 - (e) Avoidance of locking non-decreed personnel into a separate and limited career ladder.
8. d, a, a, e, b, f, c
9. (a) accreditation by local institutions of higher learning.
 - (b) release time
 - (c) financial reimbursement

10. Participants were asked to complete the following matrix:

	Causal	Intervening	Output
(a) Management style	X		
(b) Behavior		X	
(c) Management Strategies	X		
(d) Productivity			X
(e) Perceptions		X	
(f) Motivational Forces		X	
(g) Costs			X
(h) Organizational Structure	X		
(i) Union Relations			X
(j) Expectations		X	
(k) Role Concepts		X	
(l) Turn-over			X
(m) Organizational objectives	X		
(n) Crime Rates			X
(o) Attitudes		X	
(p) Occupancy Rates			X
(q) Technology	X		
(r) Workgroup Tradition		X	
(s) Vandalism Rates			X
(t) Values and Goals		X	

11. (a) Involving all levels of staff in planning and developing the career system.
- (b) Special training programs for supervisors.
- (c) General orientation to the system for staff.
- (d) Feedback sessions on the program's effectiveness.
- (e) Personal, career, and/or educational counseling.
- (f) Reimbursement for educational costs.
- (g) Release time.

SKILL-TEST

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

1. The manager of a hypothetical housing development wants to develop a career system for his social service staff. He already has job analyses for all social service positions and a standardized performance-based evaluation mechanism.

What other steps does he need to take?

- (a) _____
(b) _____
(c) _____

2. In setting up such a career system for social service staff, the manager has made the following provisions:

- (a) He has increased starting salaries to make them competitive with those for social service trainees in public welfare agencies.
(b) He has begun a comprehensive training program aimed at improving job performance.
(c) He has established parallel career ladders for paraprofessionals as well as professionals.
(d) He has made relevant training available on all job levels.
(e) He has provided easy access to the career ladder and to training programs for all employees.
(f) He has taken clear responsibility for all training programs.
(g) He has incorporated all new jobs into the agency structure.

Make three suggestions for improving this career system:

- (a) _____

(b) _____

(c) _____

3. *Below is an abbreviated job analysis for a hypothetical position. Read it and make two suggestions for improving it.*

Title of Job: Management Aide I

Job Summary

The Management Aide I maintains individual and group contacts with residents relating to management and resident relations. Therefore, the management aide identifies problems of individuals and groups and refers the situations to an appropriate social service program. The Management Aide I informs residents of their rights and responsibilities, identifies and reports maintenance difficulties and assists in the development of programs.

Duties and Tasks of the Management Aide I

Duty 1. Receives notice of move-in date and plans to visit resident promptly after move in.

Tasks 1a. Visit resident.

1b. Establish rapport with resident.

1c. Prepare a schedule of visits to suggest techniques and the use and care of home equipment.

1d. Provide information about budget planning and consumer education.

1e. Recommend social or other agency contacts when indicated.

Duty 2. Schedules and interviews residents in the office as requested by residents or management.

Tasks 2a. Gather all pertinent information from residents.

2b. Fill in schedule appropriately.

2c. Determine if any problems exist.

2d. Present the problems, if any, to the immediate supervisor.

2e. Investigate the outcome periodically.

Skill and Knowledge Requirements

1. Ability to meet and get along with people. The resident must be interviewed in a supportive manner in order to:
 - a. Gain knowledge of what residents perceive their needs to be in order to report that data to resident councils and management.
 - b. Set the groundwork for organizing residents for participation in community programs.
2. Basic reading and writing skills for reporting.
3. Ability to identify individual, group and physical maintenance problems by distinguishing symptoms from sources of problems and to identify the priority of need.
4. Ability to provide information and to understand and communicate the principles of budget planning to consumers.
5. Understanding of the organization, structure, and purpose of the Public Housing Authority and knowing how to communicate this knowledge.

Proficiency Evaluation

1. Performance of the Management Aide I is assessed on an ongoing basis by the immediate supervisor, the Management Trainee. Input is received when the aide presents the trainee with daily and monthly reports and from all additional contacts he has with the aide.
2. Periodic assessment is made through communication with the housing manager and the social services supervisor. Assessment is achieved through comments of satisfaction or dissatisfaction from the residents, resident councils, social service agencies and from additional sources with which the aide communicated.

Qualifications

Requirements for entrance and advancement within the position in terms of experience, attitudes, skills or any special qualifications.

1. Residents of public housing will be given preference.
2. Previous experience in assisting individuals in problem solving situations.
3. Work or volunteer activity in human services is desirable.
4. Employment as homemaker is preferable.
5. Respect for individual resident rights.

Identify two (2) missing elements:

(a) _____

(b) _____

4. For each part of a job description listed vertically, place a check under the organizational need or needs it helps to meet.

	A standard basis for developing a performance evaluation mechanism	A clear description of how the job title fits into the total organization	Standard criteria for hiring or promotion	A detailed description of the duties and tasks each position is responsible for	A detailed description of knowledge and skills required for effective job performance
Lines of Authority					
Lines of Communication					
Duties and Tasks					
Skill and Knowledge Requirements					
Qualifications					

5-6. Read the following report of a hypothetical worker's job performance.

1. Mr. Green is a highly skilled craftsman and has been working for the housing authority for the past year. In that time, his work performance and work habits have been well above average. The maintenance supervisor has told you that Mr. Green likes his work but doesn't care much for the residents.
2. The maintenance supervisor sent him to you because several residents have complained recently about comments he has made to them. In particular, he told one what he thought of her housekeeping ability. He told her that he thought that residents were a pain-in-the-neck to him and that he wonders why others put up with them as much as they do.
3. Before the project manager even begins to speak to Mr. Green, he states that as far as he's concerned residents are not much better than animals and that while he's going to do his job well, he's going to be sure that residents understand that they have to do a better job too.
4. You know that this is a better paying position than Mr. Green has had in the past and that he likes the freedom in the work situation as well as the convenience of the location to his home.
5. He has been earning a living for himself since he was eighteen years old and he has never been out of a job for more than two days at a time. His skills have always been saleable and he has gotten along fine on his own ability. He has never been able to afford a really fine home, but he's always been able to live in a clean, neat, well-maintained dwelling. He knows enough about public housing to know that the residents are subsidized and that some of the subsidy money comes from the taxes he pays. He finds it difficult to understand why residents cannot take better care of their dwelling units than they do and he believes that most or all of the residents are lazy and just looking for welfare handouts. He has always been an outspoken man. He likes his job, but he knows very well that if it doesn't last he can find another one. Moreover, he knows he is the most valuable maintenance man on staff.

(a) Make three (3) suggestions for evaluating Mr. Green according to performance-based criteria.

- (1) _____
- (2) _____
- (3) _____

(b) *Make three (3) suggestions for evaluating Mr. Green according to management-by-objectives criteria.*

(1) _____

(2) _____

(3) _____

7. *Assemble the following nine (9) positions into a workable career ladder. Include at least three (3) entry points.*

Social Worker III	Requires an MSW or three years of supervisory experience in social service work.
Social Service Aide I	Requires a high school diploma.
Assistant Director of Social Service	Requires an MSW plus five years of experience or seven years of experience in social service.
Assistant Social Worker	Requires a BSW or five years of experience in social service work.
Social Service Aide II	Requires a high school diploma, plus one year of experience in social service work.
Social Worker I	Requires a BSW plus one year of experience in social service work or six years of experience in social service work.
Director of Social Service	Requires an MSW plus ten years of experience or fifteen years of supervisory experience in social service.
Social Worker Trainee	Requires a high school diploma, plus two years of experience in social service work.
Social Worker II	A supervisory position. Requires a BSW plus three years of experience in social service work or ten years of experience in social service work.

8. *In adapting the model career ladder to develop a career ladder for social service personnel, a hypothetical manager followed the process outlined below:*

- (a) He plotted all existing social service positions at the career ladder grade which most closely approximates the requirements and responsibilities of the grades in the model;
- (b) He identified the number of persons currently employed in each position;
- (c) He identified gaps in the existing career structure and proposed new positions to fill them;
- (d) He identified the employees who without additional training would qualify for either a promotion or transfer to a new job title; and
- (e) He identified the official procedure required to establish new positions within the agency.

What steps did he omit?

9(a). Indicate what type of training modality the following personnel situations require:

SITUATION	Orientation-type training	On-the-job training by supervisors	Off-the-job training by consultants
(1) Maintenance staff need to learn how to repair the new models of kitchen appliances			
(2) Social service staff need extensive training in counseling skills			
(3) The budget clerk does not know how to apply for vacation leave			
(4) A security guard does not know how to apply for vacation leave			
(5) Social service staff need sensitivity training because of poor attitudes towards residents			
(6) All security staff need sensitivity training because of poor attitudes towards residents			
(7) Clerical staff are having trouble changing ribbons on the new typewriters			
(8) A maintenance man has been using the electric waxer incorrectly			
(9) Social service staff are unaware of community resources available to residents			
(10) Security staff need licensing by the state authority			

(b) *Suggest appropriate training resources for the following personnel situations:*

SITUATION	RESOURCE
(1) Maintenance staff need to learn how to repair the new models of kitchen appliances.	<hr/>
(2) Social service staff need extensive training in counseling skills.	<hr/>
(3) The budget clerk does not know how to run the adding machine.	<hr/>
(4) A security guard does not know how to apply for vacation leave.	<hr/>
(5) Social service staff need to learn how to complete the new referral forms.	<hr/>
(6) All security staff need sensitivity training because of poor attitudes towards residents.	<hr/>
(7) Clerical staff are having trouble changing ribbons on the new typewriters.	<hr/>
(8) A maintenance man has been using the electric waxer incorrectly.	<hr/>
(9) Social service staff are unaware of community resources available to residents.	<hr/>
(10) Security staff need licensing by the state authority.	<hr/>

10. Examine the following case problems. Identify the causal, intervening, and output variables in each.

(a) Two more maintenance workers quit their jobs last week. They complained that their positions were dead-end jobs. The director of maintenance was not too concerned; such workers are easy to recruit.

- Causal variables: _____

- Intervening variables: _____

- Output variables: _____

(b) Management has been in the process of upgrading the position of social service aide. The program involves stressing professionalism both in the office and in working with residents. Results have been mixed: Productivity has increased, yet workers are asking for more money and career advancement opportunities.

- Causal variables: _____

- Intervening variables: _____

- Output variables: _____

(c) Management wants to reduce incidents of crime and vandalism within a target development by fifty percent. Accordingly, it has provided all guards with walkie-talkies. Guards are now more successful in apprehending criminals, yet rates of crime and vandalism seem to be increasing.

- Causal variables: _____

- Intervening variables: _____

- Output variables: _____

11. Read the following case study:

The Housing Authority has begun a pilot program with six housing developments to implement in-service training programs, career ladders, vocational counseling, and credentialing programs. The strategy for meeting this objective was to work both individually and collectively with the following developments:

- (a) Northside Manor
- (b) Southwark Plaza
- (c) East Village Homes
- (d) West Village Homes
- (e) Northwest Heights
- (f) Southwest Heights

The activities of the project were structured in a series of phases, moving from a specific development focus to the utilization of the individual experience for the development of models that could be used by a wide variety of human service providers. Most of the activities took place both at the specific developments and within the central office.

Planning - This phase included the negotiations with each development concerning participation, communications, the process for organizing a project team, a delineation of responsibilities, and an analyses of existing job analyses, training programs, and advancement opportunities.

Development of Career Ladders - To facilitate more efficient use of personnel, each development examined its existing career opportunities and job responsibilities. Job descriptions which underutilized personnel were upgraded and criteria for the performance of each job level were defined. Where clear paths for mobility did not exist, a competency-based career ladder system was designed.

Identification of In-Service Training Needs - Job analyses were the major tool for assessing training needs for various positions, such needs in turn determined the content of the curriculum.

Implementation of In Service Training - Training was conducted at each development. Approximately 100 individuals took part in these initial offerings of on-going training programs.

Make four (4) suggestions for improving organizational supports for this hypothetical career system:

(a) _____

(b) _____

(c) _____

(d) _____

ANSWERS TO SKILL TEST:

1. (a) Develop a career ladder.
(b) Develop accredited training and education programs.
(c) Develop organizational supports.
2. (a) All positions, both professional and para- or non-professional, should be encompassed in a single career ladder, with various entry points for workers with different levels of skill or experience.

(b) Training should be limited to programs of colleges and universities.

(c) Experience, education, and certification requirements should be standardized.
3. (a) Lines of authority should be added.
(b) Lines of communication should be added.
(c) Forms used in performing the job should be appended.

4. Participants were asked to complete the following matrix:

					A standard basis for developing a performance evaluation mechanism
Lines of Authority		X			A clear description of how the job title fits into the total organization
Lines of Communication			X		Standard criteria for hiring or promotion
Duties and Tasks	X		X		A detailed description of the duties and tasks each position is responsible for
Skill and Knowledge Requirements	X			X	A detailed description of knowledge and skills required for effective job performance
Qualifications	X				

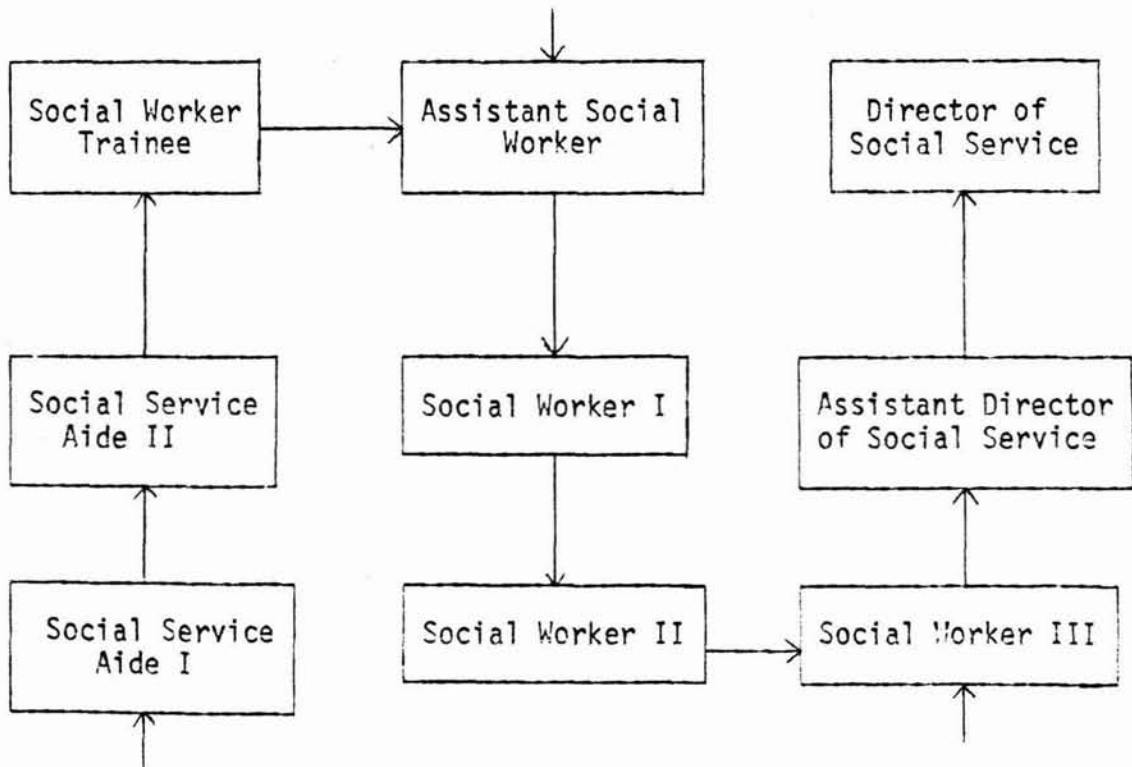
- 5-6. (a) A performance-based evaluation should establish and rate job performance according to several criteria. In this case, such criteria might include: time spent on various types of jobs, maintenance backlogs, rate of re-breakdowns, and resident relations.

Moreover, the evaluator might prepare a matrix to summarize Mr. Green's job performance as in the following example:

	Task Assignments	Personal Relations
Actions	Highly acceptable	unacceptable
Results	Highly acceptable	unacceptable
Errors	Highly acceptable	unacceptable

- (b) A management-by-objectives based evaluation should: (1) set appropriate work objectives, such as "to avoid direct disputes with residents"; (2) propose appropriate actions, such as "report all problems with residents to the supervisor"; (3) report the outcomes of such actions; and (4) assess the effectiveness of the actions in meeting the stated objectives.

7.



8-9(a). Participants were asked to suggest appropriate training formats for the following personnel situations:

SITUATION	Orientation-type training	On-the-job training by supervisors	Off-the-job training by consultants
(1) Maintenance staff need to learn how to repair the new models of kitchen appliances		X	
(2) Social service staff need extensive training in counseling skills			X
(3) The budget clerk does not know how to apply for vacation leave	X		
(4) A security guard does not know how to apply for vacation leave	X		
(5) Social service staff need sensitivity training because of poor attitudes towards residents		X	
(6) All security staff need sensitivity training because of poor attitudes towards residents			X
(7) Clerical staff are having trouble changing ribbons on the new typewriters		X	
(8) A maintenance man has been using the electric waxer incorrectly	X		
(9) Social service staff are unaware of community resources available to residents		X	
(10) Security staff need licensing by the state authority			X

- (b) Participants were asked to suggest appropriate training resources for the following situations:

SITUATION	RESOURCE
(1) Maintenance staff need to learn how to repair the new models of kitchen appliances.	<u>manufacturers</u>
(2) Social service staff need extensive training in counseling skills.	<u>Consultant from counseling agency or from a university</u>
(3) The budget clerk does not know how to run the adding machine.	<u>Experienced supervisor or co-worker</u>
(4) A security guard does not know how to apply for vacation leave.	<u>Experienced supervisor or co-worker</u>
(5) Social service staff need to learn how to complete the new referral forms.	<u>Supervisor</u>
(6) All security staff need sensitivity training because of poor attitudes towards residents.	<u>Consultant from a private firm or university</u>
(7) Clerical staff are having trouble changing ribbons on the new typewriters.	<u>Manufacturer</u>
(8) A maintenance man has been using the electric waxer incorrectly.	<u>Supervisor or experienced co-worker</u>
(9) Social service staff are unaware of community resources available to residents.	<u>Consultant from a social agency or university</u>
(10) Security staff need licensing by the state authority.	<u>Professional consultant</u>

9. (a) *Causal variables:* Management style/strategy (maintenance workers are expendible.)

Intervening variables: Workers' perceptions and expectations, motivation to continue working.

Output variables: Turn-over rates.

- (b) *Causal variables:* Management strategy (to upgrade a position.)

Intervening variables: Workers' perceptions, expectations, attitudes, role concepts, values and goals.

Output variables: Productivity, costs, turn-over rates (potential problem.)

- (c) *Causal variables:* Management strategy, organizational objective (to reduce incidents of crime and vandalism) technology.

Intervening variables: Workers' perceptions and behavior; criminal perceptions and behavior.

Output variables: Productivity, crime and vandalism rates.

10. Suggested improvements in organizational support:

(a) Involving all levels of staff in system planning and administration.

(b) Orienting staff to the general mechanics of the system.

(c) Providing supportive career, personal, and educational counseling.

(d) Providing feedback about program effectiveness.

(e) Providing release time or financial reimbursement for relevant educational programs.

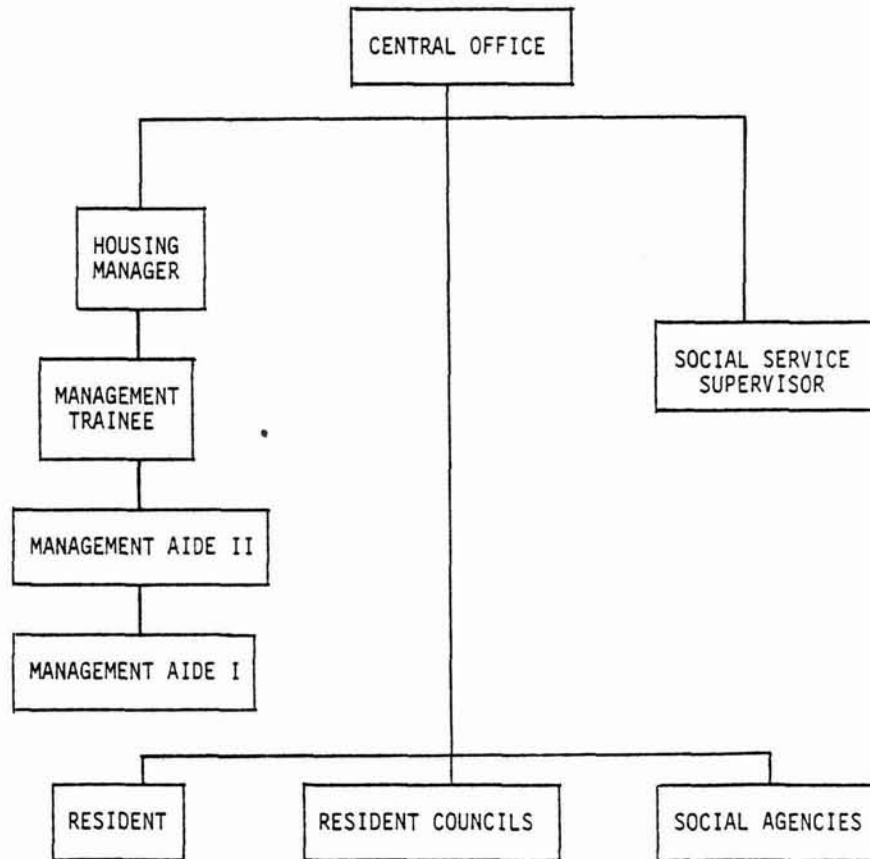
A P P E N D I X

JOB ANALYSIS - MANAGEMENT AIDE I

1. Title of Job - Management Aide I
2. Organization Relationships

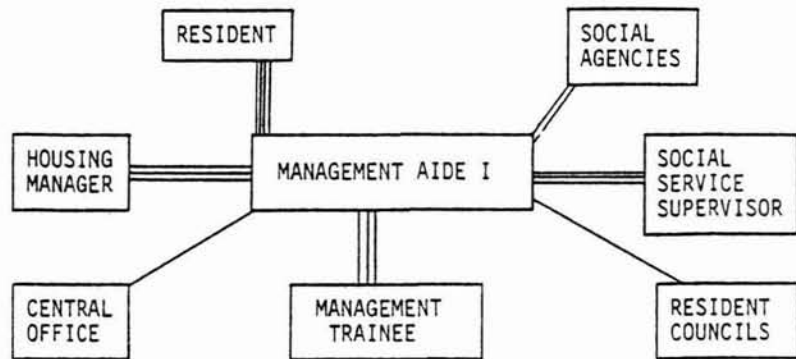
Lines of Authority

The following diagram represents the lines of authority of the Management Aide I. It indicates which persons and organizational units interact with the Management Aide I:



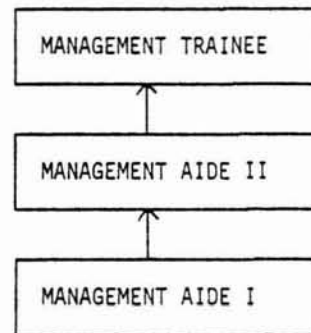
Lines of Communication

The following diagram depicts the lines of communication. It indicates which persons and organizational units interact with the Management Aide I. The number of lines represent the importance and frequency of communication.



Housing Management Career Ladder

Sequence 1



Entrance Level Position

3. Job Summary

The Management Aide I maintains individual and group contacts with residents relating to management and resident relations. Therefore, the management aide identifies problems of individuals and groups and refers the situations to an appropriate social service program. The Management Aide I informs residents of their rights and responsibilities, identifies and reports maintenance difficulties and assists in the development of programs.

4. Duties and Tasks of the Management Aide I

Duty 1. Receives notice of move-in date and plans to visit resident promptly after move-in.

- Tasks
- 1a. Visits resident.
 - 1b. Establishes rapport with resident.
 - 1c. Prepares a schedule of visits to suggest housekeeping techniques and the use and care of home equipment.
 - 1d. Provides information about budget planning and consumer education.
 - 1e. Recommends social or other agency contacts when indicated.

Duty 2. Schedules and interviews residents in the office as requested by residents or management.

- Tasks
- 2a. Gathers all pertinent information from residents.
 - 2b. Fills in schedule appropriately.
 - 2c. Determines if any problems exist.
 - 2d. Presents the problems, if any, to the immediate supervisor.
 - 2e. Investigates the outcome periodically.

Duty 3. Prepares a monthly written report on a special report form and sends to central office.

- Tasks 3a. Gathers data from various sources by:
- 1) Schedule of interviews.
 - 2) Social agency contacts.
 - 3) Phone contacts.
 - 4) Total contacts with residents.
 - 5) Contacts with immediate supervisor (management trainee).
 - 6) Housing manager input.
 - 7) Social Service supervisor.
 - 8) Meetings with resident councils.

Duty 4. Prepares daily reports which may be instrumental in facilitating data for monthly reports.

- Tasks 4a. Records all daily contacts with residents.
4b. Lists all activities engaged in.
4c. Notes the time spent for each task.

Duty 5. Visits units occupied by elderly persons and keeps records of these visits noting physical ability of residents to care for themselves and dwelling units.

- Tasks 5a. Fills in appropriate form.
5b. Observes general condition of dwelling.
5c. Determines if special assistance or services are required.
5d. Becomes aware, after the first few visits, of any drastic change in personality of a resident which affects the upkeep and maintenance of the apartment.
5e. Reports any difficulties encountered to the management trainee.

Duty 6. Assists in development of community health, education and recreational programs.

- Tasks 6a. Recognizes the needs of residents for input into these programs.
6b. Confers with the appropriate parties to sensitize them to these needs.
6c. Determines what kinds of programs the residents want by facilitating input from the residents.
6d. Attends resident meetings to gain awareness of what is most crucially relevant to a resident.
6e. Keeps records to be utilized on daily and monthly reports.

Duty 7. Confers with housing manager and social service supervisor in regularly scheduled conferences discussing special problems which require management action to resolve.

- Tasks 7a. Recognizes that a situation may warrant meeting with these people at unscheduled times also.
7b. Informs the housing manager and social service supervisor of all the facts in order that he may perform adequately to resolve the problem.
7c. When a problem is initially identified, discusses it with the management trainee in order to avoid the necessity of meeting with the housing manager and social service supervisor. The problem may be remedied at a lower level of management.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. Ability to meet and get along with people. The resident must be interviewed in a supportive manner in order to:

- a. Gain knowledge of what residents perceive their needs to be in order to report that data to resident councils and management.
- b. Set the groundwork for organizing residents for participation in community programs.
2. Basic reading and writing skills for reporting.
3. Ability to identify individual, group and physical maintenance problems by distinguishing symptoms from causes of problems and to identify the priority of need.
4. Ability to provide information and to understand and communicate the principles of budget planning to consumer.
5. Understanding of the organization, structure and purpose of the Public Housing Authority and knowing how to communicate this knowledge.

6. Proficiency Evaluation

1. Performance of the Management Aide I is assessed on an ongoing basis by the immediate supervisor, the Management Trainee. Input is received when the aide presents the trainee with daily and monthly reports and from all additional contacts he has with the aide.
2. Periodic assessment is made through communication with the housing manager and the social services supervisor. Assessment is achieved through communication with the housing manager and the social services supervisor. Assessment is achieved through comments of satisfaction or dissatisfaction from the residents, resident councils, social service agencies and from additional sources with which the aide communicated.

7. Qualifications

Requirements for entrance and advancement within the position in terms of experience, attitudes, skills or any special qualifications.

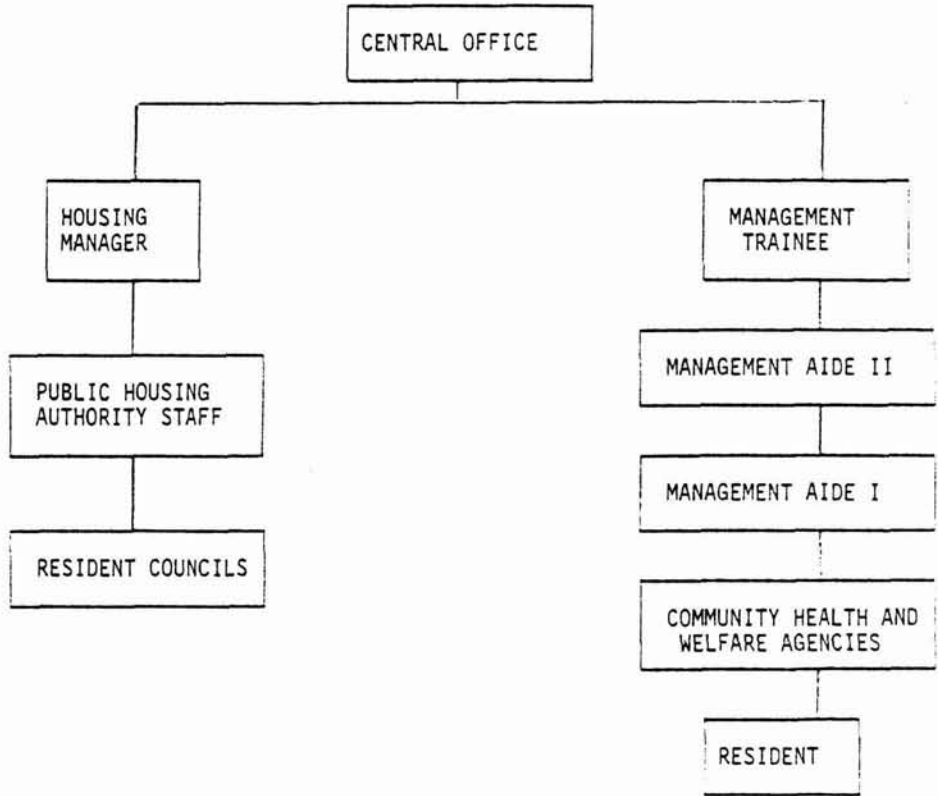
1. Residents of public housing will be given preference.
2. Previous experience in assisting individuals in problem solving situations.
3. Work or volunteer activity in human services is desirable.
4. Employment as homemaker is preferable.
5. Respect for individual resident rights.
6. Respect for the purpose of the Public Housing Authority and interest in directly serving that purpose.
7. Interest in assisting residents to overcome their problems and an openness to alternative solutions to the problems.
8. Interest in working with individuals and groups of residents.
9. Willingness to accept supervision.
10. Desire to learn new skills.
11. Ability to communicate verbally.
12. Driver's license (optional).
13. Willingness to work after hours and evenings.
14. Completion of tenth grade or the equivalent.
15. Good health and the ability to walk for long periods of time.
16. Males and females are eligible for the position. Age requirements - 18 or over.
17. Must be resident of city where public housing is located.
18. For entrance level as a Management Aide I, fifty hours of competency-based training is required.

JOB ANALYSIS - MANAGEMENT AIDE II

1. Title of Job - Management Aide II
2. Organizational Relationships

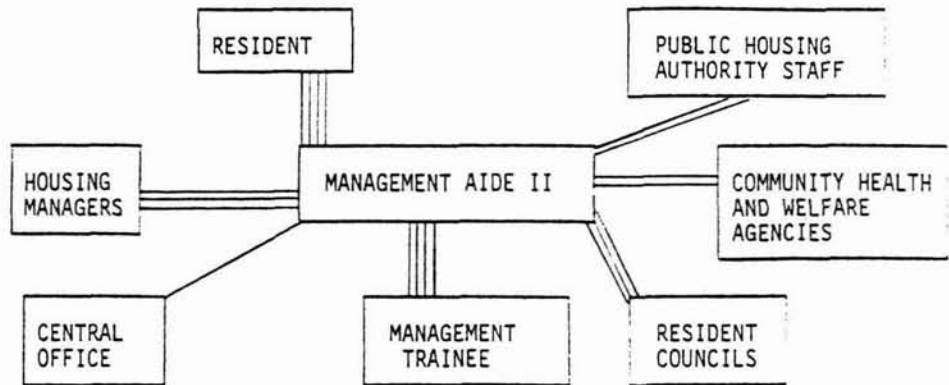
Lines of Authority

The following diagram represents the lines of authority of the Management Aide II. It indicates which persons and organizational units interact with the Management Aide II.



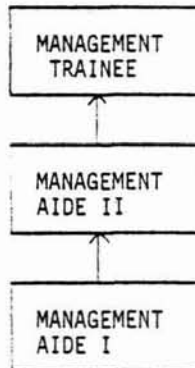
Lines of Communication

The following diagram depicts the lines of communication. It indicates which persons and organizational units interact with the Management Aide II. The number of lines represents the importance and frequency of communication:



Housing Management Career Ladder

Sequence 1



Entrance Level Position

3. Job Summary

The Management Aide II assists the manager and/or resident organizations in planning, organizing and directing community health, education, welfare and recreation programs. The task of helping to organize residents to participate in the planning and implementation of programs is performed by the Management Aide II. The use of community facilities in cooperation with resident organizations is scheduled by the Management Aide II.

4. Duties and Tasks of the Management Aide II

Duty 1. Visits project residents to explore their social interests and suggest the use of the community facilities in pursuit of resident interests.

- Tasks
- 1a. Establishes rapport with the resident.
 - 1b. Informs the resident of the names and locations of community facilities available for his use.
 - 1c. Keeps records of visits.

Duty 2. Assists in daily coordination of all programs in the community which have been planned and organized by the resident council and the housing manager. Arranges schedule, obtains suitable facilities, provides required equipment and supplies and other needs as required.

- Tasks 2a. Maintains consistent contact with the resident council and the housing manager to assist them in establishing and fulfilling their needs.
- 2b. Establishes an ongoing communication with those involved in community programs.
- 2c. Becomes aware of and contacts the appropriate parties to facilitate the necessities involved in obtaining the means for acquiring proper facilities and supplies and all other needs pertinent to the suitable coordination of community programs.
- 2d. Keeps records of contacts with the resident council, housing manager and places where community events are being held.

Duty 3. Assists residents to recognize and utilize existing community health and welfare services.

- Tasks 3a. Identifies the resources which are appropriate to the residents' needs.
- 3b. Develops a written profile on each resource which contains data concerning the nature of the service, types of clients served, waiting period, costs, name of contact person and other similar services which may be provided in the area.
- 3c. Becomes familiar with new resources and investigates these resources to assess whether or not they meet the residents' needs.

Duty 4. Schedules the use of community activity facilities with residents and community agencies. Meets with resident councils, resident associations to assist in development of groups and group activities.

- Tasks 4a. Contacts the appropriate agency to reserve space at their facility.
- 4b. Informs the resident of the arrangements.
- 4c. Identifies and gets to know contact persons in community and agency; keeps informed of when groups are being formed and meetings.
- 4d. Is aware of the various types of group activities which are necessary to satisfy the needs of the group.
- 4e. Is available to facilitate the organization of groups and their functions.

Duty 5. Recommends the repair and maintenance of community activity facilities.

- Tasks 5a. Assesses what repairs are necessary by inspecting areas periodically.
- 5b. Contacts the proper authority to perform the necessary tasks.
- 5c. Follows-up in order to determine if the job was accomplished to the required specifications.

Duty 6. Maintains a permanent file of records and reports. Upon the request of the manager assists in special office duties, surveys or statistical reports.

- Tasks 6a. Maintains an ongoing record of daily occurrences.
- 6b. Compiles all relevant information and records the data on the appropriate form.
- 6c. Is knowledgeable in all specific office procedures and maintenance.
- 6d. Is capable of comprehending all forms and schedules utilized in the office.

Duty 7. Assists in planning, implementation and supervision of programs which will solve individual and group problems of residents.

- Tasks 7a. Develops a resource file on all organizations and agencies that are equipped with programs which will suit the needs of individuals and groups of residents.
- 7b. Maintains written records of what services are available and which agencies offer appropriate programs for the residents.
- 7c. Becomes competent in identifying the individual and group problems.
- 7d. Gains expertise in the overall role necessary in order to plan, supervise and implement a program.
- 7e. Develops an awareness of new, updated and outdated programs available to the residents.

Duty 8. Works closely with the residents' council and other groups to assure that residents participate in the planning and operation of programs.

- Tasks 8a. Is aware of the existing groups.
- 8b. Shares the expertise acquired in planning and operating programs with the resident.
- 8c. Encourages the resident to participate in program operation.
- 8d. Aids the resident in carrying out duties.

Duty 9. Recommends to the housing manager methods of solving problems which affect the residents. Performs other duties which may be required by the housing manager.

- Tasks 9a. Relates the problems clearly and adequately to the housing manager.
- 9b. Recognizes the need to be available to assist the housing manager when he deems it necessary.
- 9c. Demonstrates the ability to be sensitive to the problems and recommend viable solutions to the problem.

Duty 10. Works with other Public Housing Authority staff to assure that residents' needs are met by referral to other agencies.

- Tasks 10a. Determines the value of receiving input from other staff members.
- 10b. Identifies other agencies which will be able to respond to the residents' needs.
- 10c. Develops a rapport with other staff members to identify the most advantageous route to pursue in order to satisfy the residents' needs.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate the general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. Ability to meet and get along with people. The resident must be interviewed in a supportive manner in order to:
 - a. Gain knowledge of what residents perceive their needs to be in order to report that information to the resident councils and management.
 - b. Set the groundwork for organizing residents for participation in community programs.
2. Ability to recommend solutions to maintenance problems.
 - a. Ability to perceive, organize and maintain physical facility requirements for programmatic operations.
3. Understanding of organizational functions and purpose of the Public Housing Authority.
 - a. Ability to develop plans and programs consistent with the goals of the agency.
4. Ability to coordinate use of community facilities with resident organizations.

- a. Ability to be a catalyst for resident organizations in order that they will become adept in organizing themselves for participation in community programs.
- b. Ability to exercise democratic leadership skills in carrying out community program operations.
5. Ability to develop programs to solve individual and group problems, and to urge residents to participate in as well as plan these programs.
 - a. Ability to translate needs of residents into programmatic plans of action and to advocate those programs through written and verbal communication.
 - b. Ability to translate programs into a written schedule of planned activities.

6. Proficiency Evaluation

1. Performance of the Management Aide II is assessed on an ongoing basis by the immediate supervisor, the Management Trainee.
2. Periodic assessment is achieved through communication with resident councils, housing manager, community agencies. This evaluation is transmitted from comments of satisfaction or dissatisfaction from the above-mentioned sources.

7. Qualifications

Requirements for entrance and advancement within the position in terms of experience, attitudes, skills or any special attributes.

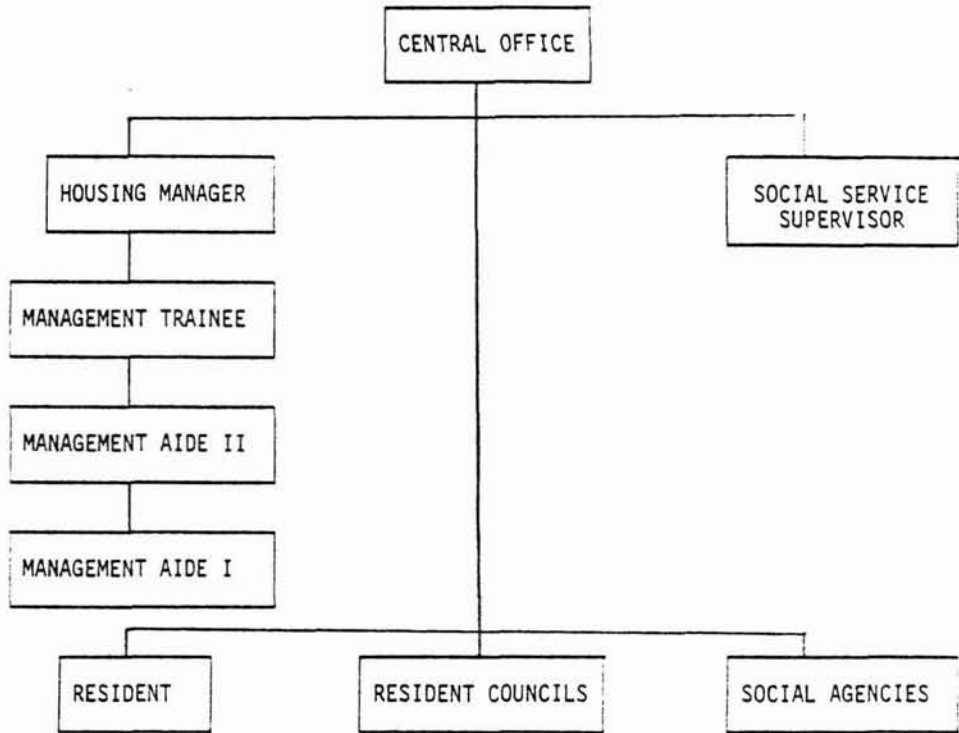
1. Residents of public housing will be given preference.
2. Previous experience in assisting individuals in problem-solving situations.
 - a. Openness to alternate solutions to problems.
 - b. Ability to identify individual problem.
3. Possession of driver's license preferable but not mandatory.
4. Previous employment as Management Aide I or Human Services Aide I preferable but not mandatory.
5. Work or volunteer activity in human services previously is mandatory.
6. Willingness to accept supervision and also accept supervisory responsibility where indicated.
7. Respect for individual resident rights.
8. Respect for the purpose of the Public Housing Authority and interest in directly serving that purpose.
9. Interest in assisting resident groups in planning and organizing community programs.
10. Desire to learn new skills.
11. Willingness to work afternoons and evenings.
12. Ability to provide some information about budget planning and consumer education.
13. Ability to identify physical maintenance problems.
14. Ability to meet and get along with people.
15. Ability to read and write at a basic level.
16. Ability to communicate verbally.
17. An entrance requirement for the position of Management Aide II is fifty hours of competency-based training.

JOB ANALYSIS - MANAGEMENT TRAINEE

1. Title of Job - Management Trainee
2. Organizational Relationships

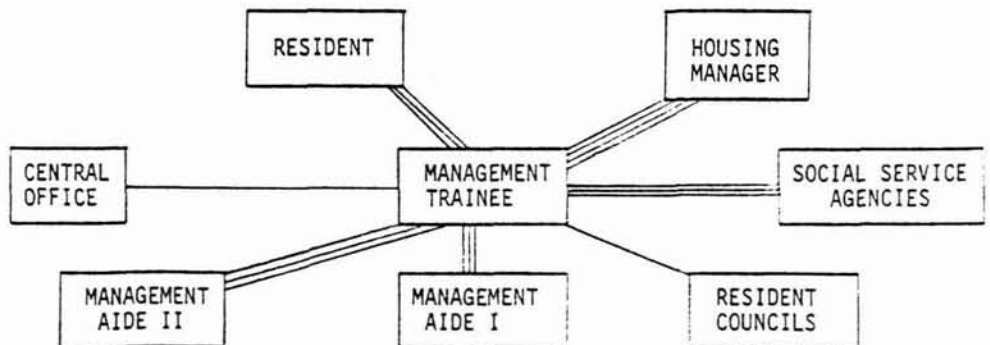
Lines of Authority

The following diagram represents the lines of authority of the Management Trainee. It indicates which persons and organizational units interact with the Management Trainee.



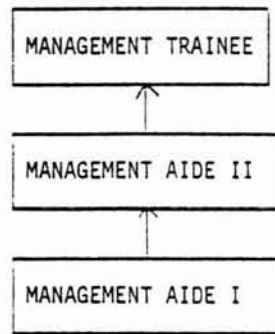
Lines of Communication

The following diagram depicts the lines of communication of the Management Trainee. It indicates which persons and organizational units interact with the Management Trainee. The number of lines represent the importance and frequency of communication.



Housing Management Career Ladder

Sequence 1



Entrance Level Position

3. Job Summary

The Management Trainee assists the Housing Manager in the overall management of the property. He assures that all units are rented, rent is collected, property is maintained, and that residents are directly involved in the operation of the project.

The Management Trainee supervises staff in planning and implementation of health, education, recreation and welfare programs for residents.

He assures maximum coordination with other agencies that are providing services to residents of the housing project. He informs the Housing Manager of new plans and programs which are being developed by the housing staff and residents.

He engages in on-the-job training in preparation for higher level of technical skill and responsibility.

4. Duties and Tasks of the Management Trainee

Duty 1. Assures that units are expeditiously rented.

- Tasks
- 1a. Is aware of the availability of units.
 - 1b. Knows when units will be vacated.
 - 1c. Advertises vacancies if necessary.
 - 1d. Shows units to prospective residents.
 - 1e. Establishes a waiting list of indicated residents.
 - 1f. Notifies potential residents of their current status on the waiting list.

Duty 2. Informs residents of rights and responsibilities.

- Tasks
- 2a. Is aware of the rights and responsibilities of residents.
 - 2b. Explains the lease content.
 - 2c. Explains residents' personal responsibility in maintaining the unit.
 - 2d. Describes residents' upkeep of hallway and outside structure.

Duty 3. Collects rent.

- Tasks
- 3a. Keeps a record of receiving payment.
 - 3b. Gives the resident a receipt.
 - 3c. Discusses the advantages of paying on time.
 - 3d. Enforces late charges for non-payment of rent within a specific period.

Duty 4. Assures that physical facilities are maintained.

- Tasks 4a. Routinely checks the facilities to prevent unnecessary repairs.
4b. Understands the mechanics involved in tending to the physical facilities.
4c. Keeps records of maintenance of facilities.

Duty 5. Maintains liaison with residents' council.

- Tasks 5a. Organizes meetings with the council periodically and maintains records.
5b. Becomes a valuable resource person to the council.
5c. Develops a knowledge of group structure.
5d. Communicates with the council.
5e. Assists the group in functioning.

Duty 6. Supervises the housing authority staff.

- Tasks 6a. Supervises the Management Aides I and II.
6b. Develops leadership qualities.
6c. Assists Management Aides I and II in making decisions.
6d. Evaluates the Management Aides' field experience.

Duty 7. Supervises (in part) development of programs which meet the human needs of residents.

- Tasks 7a. Is aware of pre-existing programs.
7b. Is aware of residents' needs in order to successfully develop programs.
7c. Recognizes the value of resident input in programs.
7d. Plans an appropriate program.
7e. Solves problems through use of all resources at hand.

Duty 8. Assists in the preparation of the operating budget.

- Tasks 8a. Understands the components of the operating budget.
8b. Knows the integral elements which are contained in a budget.
8c. Recognizes the importance of allocating specific proportions to different areas of the budget.

Duty 9. Develops creative ways of maintaining the facilities.

- Tasks 9a. Recognizes the need for innovative changes in maintaining the facilities.
9b. Has the expertise to creatively implement maintenance.

Duty 10. Coordinates new programs with other agencies that are serving residents.

- Tasks 10a. Has familiarity with all the agencies which assist residents.
10b. Determines the need for new programs.
10c. Knows of planning and organizing new programs.
10d. Is familiar with old and existing programs to determine the needs for new programs.
10e. Gains knowledge from interaction with residents and other agencies for input into the new program.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate the general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. Ability to meet and get along with people.
2. Capable of supervising Management Aides I and II.
3. Ability to work with organized residents' groups.
4. Ability to exercise democratic leadership skills to allow subordinates to:

- a. Participate in management.
- b. Develop programs which respond to residents' needs.
- c. Coordinate their activities with other housing authority staff.
5. Ability to supervise the development of programs to meet the needs of residents.
6. Ability to understand the needs of residents and to develop management techniques which meet their needs and the needs of the Public Housing Authority.
7. Ability to understand the organizational structure, functions and purpose of the Public Housing Authority and to make administrative decisions which are consistent with these general principles.
8. Ability to relate to the broad community and to coordinate agencies which are serving residents.
9. Ability to work with organized residents' groups.
10. Possession of good reading and writing skills.
11. Ability to present ideas effectively, both orally and in writing.
12. Ability to learn new skills quickly and to utilize those skills to improve housing management.

6. Proficiency Evaluation

1. Performance of the Management Trainee is assessed on an ongoing basis by the immediate supervisor, the Project Director.
2. Periodic assessment is achieved through communication with resident councils, housing manager and community agencies. This evaluation is transmitted from comments of satisfaction or dissatisfaction from the above-mentioned sources.

7. Qualifications

Requirements for entrance and advancement within the position in terms of experience, attitudes, skills or any special attributes.

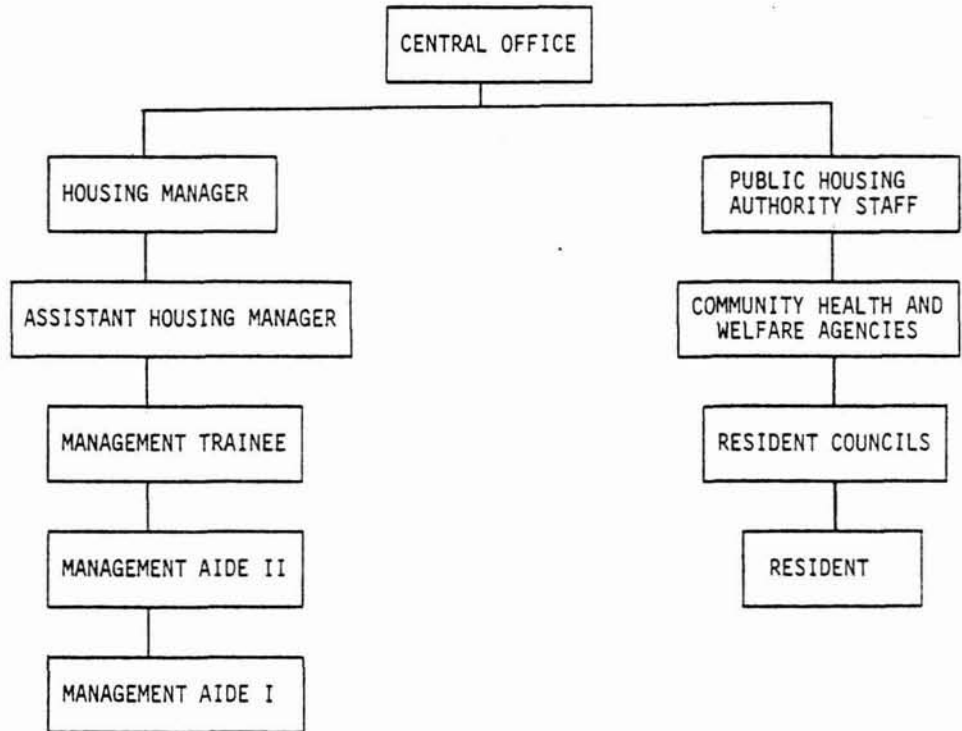
1. Must be a resident of the city in which the public housing is located.
2. Preference will be given to residents of public housing.
3. Experience as a Management Aide II or Human Service Aide II is desirable but not mandatory.
4. Work or volunteer activity in human services in a supervisory or leadership capacity is preferable but not mandatory.
5. Indication of assisting individuals and groups in problem-solving situations.
6. Interest in coordinating other service agencies which are providing services to residents.
7. Interest in supervising staff which is engaged in planning and implementation of community programs.
8. Respect for individual residents' rights.
9. Respect for the purpose of the Public Housing Authority and interest in directly serving that purpose.
10. Interest in assisting the Housing Manager in the overall management of the project.
11. Ability to read and write correspondence, reports, budget statements, regulations and procedures.
12. Ability to communicate verbally.
13. Ability to develop programs to solve individual and group problems and to organize residents to participate in and plan these programs.
14. Ability to recommend solutions to maintenance problems is preferable.
15. Formal education beyond high school is preferable, but related experience will be acceptable in lieu of education.
16. Fifty hours of competency-based training is mandatory for entrance to the position of management trainee.

JOB ANALYSIS - ASSISTANT HOUSING MANAGER

1. Title of Job - Assistant Housing Manager
2. Organizational Relationships

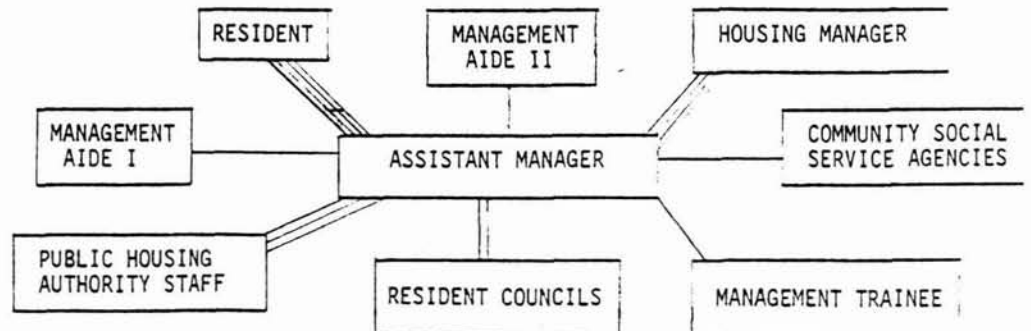
Lines of Authority

The following diagram represents the lines of authority of the Assistant Housing Manager. It indicates which persons and organizational units interact with the Assistant Housing Manager.



Lines of Communication

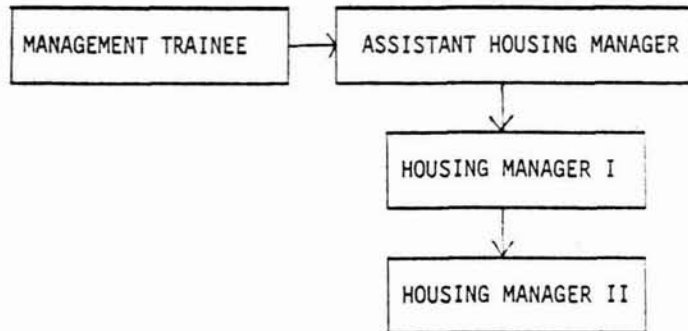
The following diagram depicts the lines of communication of the Assistant Housing Manager. It indicates which persons and organizational units interact with the Assistant Housing Manager. The number of lines represent the importance and frequency of communication:



Housing Management Career Ladder

Sequence II

Entrance Level Position



3. Job Summary

The Assistant Housing Manager assists the housing manager in the management of the Housing Authority's large developments or a number of scattered properties within a specific geographical area. Relating to residents and assisting in the resolution of community problems are significant aspects of that work.

Work is performed under the supervision of a housing manager. Assignments are stable in nature and are carried out in accordance with instructions and established routines. Employees in this class perform facilitating tasks which free a housing manager for more complex managerial functions.

4. Duties and Tasks of the Assistant Housing Manager

Duty 1. Interviews prospective residents to determine their housing needs and preferences.

- Tasks
- 1a. Is capable of developing a rapport with people.
 - 1b. Is cognizant of basic housing needs.
 - 1c. Has the expertise to describe the advantages of the housing project.
 - 1d. Discusses the availability of units and realistic approaches to satisfying the resident needs.
 - 1e. Uses the appropriate form to maintain the data collected during the interview.

Duty 2. Shows available units to prospective residents for their inspection.

- Tasks
- 2a. Explains the rights and responsibilities of the resident.
 - 2b. Develops awareness of current and future vacancies.
 - 2c. Describes maintenance facilities available to the resident.
 - 2d. Discusses security measures provided by the complex.
 - 2e. Has a complete comprehension and description of the items included in all units.

Duty 3. Completes the necessary rental forms when units have been accepted for occupancy.

- Tasks
- 3a. Explains the details of the forms.
 - 3b. Assists if necessary in completion of the forms.
 - 3c. Distributes the application.

- 3d. Completes the eligibility worksheet.
- 3e. Prepares a rental schedule.
- 3f. Executes a dwelling lease.

Duty 4. Explains pertinent rules and regulations to residents.

- Tasks
- 4a. Explains when rent is due and the issue of late charges.
 - 4b. Discusses responsibility of major and minor repairs and maintenance of the unit.
 - 4c. Details required upkeep of the unit.
 - 4d. Describes the responsibilities of the resident in outdoor building maintenance.
 - 4e. Sensitizes the resident to his/her responsibility for personal security.
 - 4f. Explains expected behavior with reference to disturbing others (i.e., noise, cleanliness).
 - 4g. Discusses the fire code.

Duty 5. Answers questions which residents may have concerning the rental of housing authority properties.

- Tasks
- 5a. Is aware of resident eligibility procedures.
 - 5b. Understands rent supplement.
 - 5c. Knows all the new Housing Authority developments.
 - 5d. Acquires all the expertise necessary in renting units.

Duty 6. Makes analyses of rent delinquency unit turnover rates and other related subjects as directed by the manager.

- Tasks
- 6a. Keeps records of rent delinquencies.
 - 6b. Retains data which depicts the number of turnover rates.
 - 6c. Attempts to reduce rent delinquency by explaining the advantages of prompt payment to the residents.
 - 6d. Uses other residents as examples of expedient remuneration.

Duty 7. Gathers preliminary data for use by the manager in the preparation of required reports.

- Tasks
- 7a. Discusses tasks and responsibilities necessary to collect pertinent data for the housing manager.
 - 7b. Expedites action necessary in obtaining data.
 - 7c. Understands the rationale of the data to the required reports.

Duty 8. Visits residents to resolve complaints.

- Tasks
- 8a. Keeps records of complaints.
 - 8b. Determines if complaints are realistic.
 - 8c. Discovers if the resident or housing manager is responsible for solving the problem.
 - 8d. Remains in contact with the resident periodically in order to assist in resolving the complaint.

Duty 9. Inspects units to determine maintenance needs.

- Tasks
- 9a. Periodically inspects all units.
 - 9b. Inspects other units when requested to do so by the resident.
 - 9c. Maintains appropriate records of inspection.
 - 9d. Contacts the appropriate party to comply with the maintenance needs.
 - 9e. Reinspects when work is completed.

Duty 10. Prepares and processes necessary work orders.

- Tasks
- 10a. Utilizes the proper forms to facilitate the work orders.
 - 10b. Delivers the work orders to the proper party.
 - 10c. Contacts worker to determine progress being made.
 - 10d. Finalizes contract with worker and resident.
 - 10e. Examines work completed to satisfy the requirements of the contract.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate the general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. Ability to meet and get along with people.
2. Ability to work under supervision.
3. Knowledge of the principles, practices, methods and techniques of housing management.
4. Knowledge of local, state and federal rules and regulations applicable to public housing and public housing residents.
5. Knowledge of the problems encountered in the placement and maintenance of low income individuals and families in public housing.
6. Some knowledge of inspectional methods and techniques as applicable to the conduct of inspections and residential properties to insure their adequacy.
7. Ability to present ideas effectively, both orally and in writing.
8. Ability to establish and maintain effective working relationships with associates and residents.

6. Proficiency Evaluation

1. Performance of the Assistant Housing Manager is assessed on an on-going basis by the Housing Manager.
2. Periodic assessment is achieved through communication with resident councils, housing manager and community agencies. This evaluation is transmitted from comments of satisfaction or dissatisfaction on the part of the above-mentioned sources.

7. Qualifications

Requirements for entrance and advancement within the position in terms of experience, attitudes, skills or additional attributes.

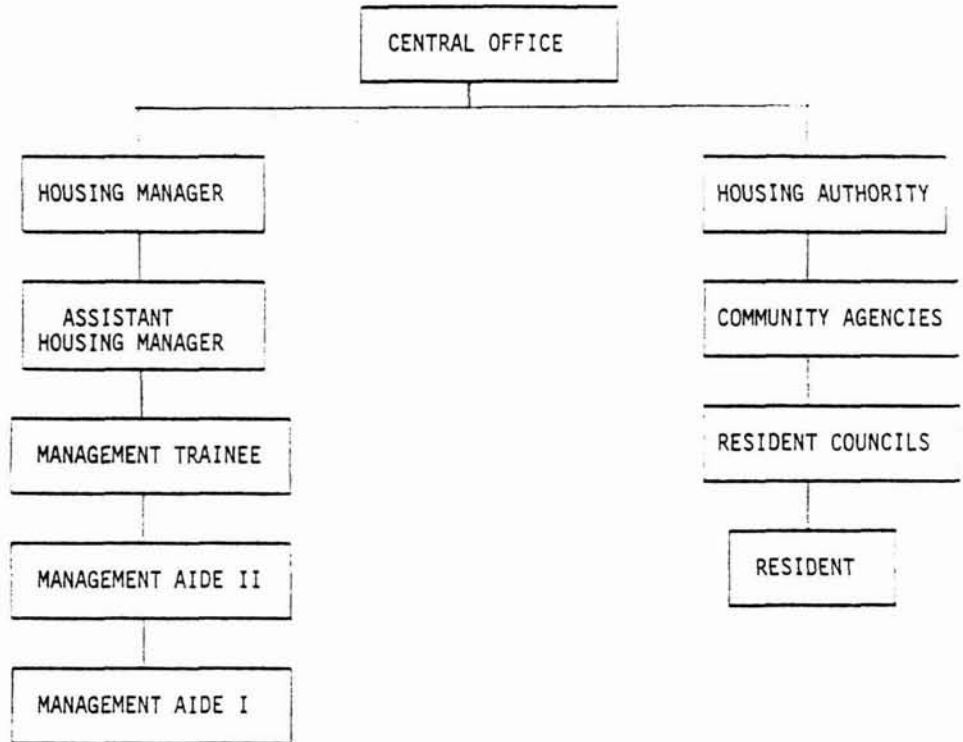
1. Must be a resident of the city in which the public housing is located.
2. Preference will be given to residents of public housing.
3. Two years of education above the high school level at an accredited college or university.
4. Two years of experience in management, administrative, supervisory or leadership capacity, one year of which shall have been in either real estate management, human services or community work.
5. Two years of experience may be waived in exchange for six months of experience as a management trainee in a housing authority during which time a superior performance rating has been earned.
6. Any equivalent combination of acceptable training and experience may be utilized.
7. Related experience may be substituted for the education requirement on a year-for-year basis.
8. Must meet approved minimal physical and medical standards.
9. Possession of a valid driver's license if required by work assignment.
10. Possession of or ability to obtain an automobile in good operating condition if required by work assignment.

JOB ANALYSIS - HOUSING MANAGER I

1. Title of Job - Housing Manager I
2. Organizational Relationships

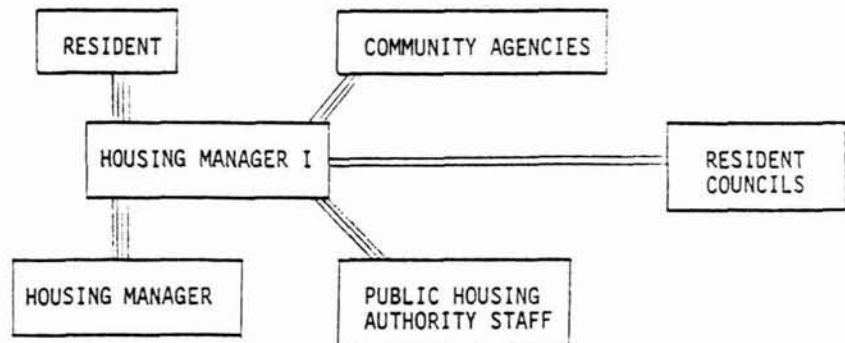
Lines of Authority

The following diagram represents the lines of authority of the Housing Manager I. It indicates which persons and organizational units interact with the Housing Manager I.



Lines of Communication

The following diagram depicts the lines of communication of the Housing Manager I. It indicates which persons and organizational units interact with the Housing Manager I. The number of lines represent the importance and frequency of communication.

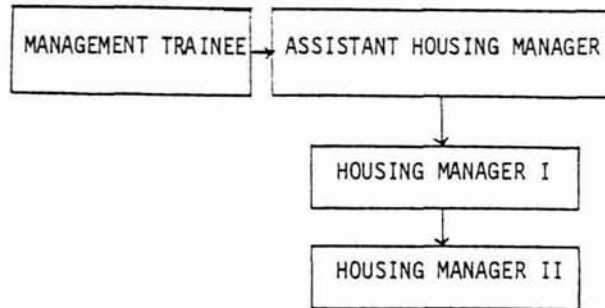


Housing Management Career Ladder System

Sequence I

Sequence II

Entrance Level Position



3. Job Summary

The Housing Manager I directs all the management activities at one of the LHA's smallest developments or manages a number of scattered properties within a specific geographical area. The Housing Manager I working in scattered sites will be subject to closer supervision than an employee in conventional management. Relating to residents and assisting in the resolution of community problems are significant aspects of the work.

Work is performed under the general supervision of a higher level manager. Assignments require evaluative thinking and are carried out in accordance with standard practices and general work instructions. The Housing Manager I has controlling responsibility for the management of assigned units.

4. Duties and Tasks of the Housing Manager I

Duty 1. Plans, assigns and reviews the work of a group of employees engaged in the management and maintenance of PHA properties.

- Tasks 1a. Maintains appropriate records.
1b. Organizes the work load.
1c. Delegates the work to be accomplished to the appropriate parties.
1d. Evaluates the completed task.
1e. Demonstrates expertise in maintenance and management and imparts this knowledge to workers in those designated areas.

Duty 2. Trains new employees in their duties and responsibilities.

- Tasks 2a. Orients new employees to the overall conception of housing management.
2b. Establishes a rapport with the new employee.
2c. Utilizes an explicit, indepth training program which benefits the organization as well as the employee.
2d. Itemizes duties and responsibilities in order of importance and specifies completion dates.
2e. Assists in organizing and developing a work schedule for the employee.

Duty 3. Conducts periodic staff meetings to discuss and resolve problems.

- Tasks 3a. Develops a format to follow at the meetings.
3b. Allots each worker a specific time slot to reiterate his problems.

- 3c. Discusses problems with other workers in order to receive their feedback before rendering a decision.
- 3d. Follows up periodically to determine the progress being made in solving problems.
- 3e. Maintains a record of problems and ascertains progress in resolving situations.

Duty 4. Interviews prospective residents to determine their housing needs and preferences.

- Tasks 4a. Has all pertinent data available which will enable the resident to determine if the units available are adequate to satisfy his needs.
- 4b. Utilizes communication skills in order to determine whether the resident needs are clearly understood.
- 4c. Recognizes if the needs and preferences can be satisfied.

Duty 5. Shows available units to prospective resident.

- Tasks 5a. If the unit is not vacant, contacts the occupant for his approval to show the unit.
- 5b. Is aware of the condition of the unit before showing it.
- 5c. Checks to determine if proper security is utilized when leaving the apartment., i.e., doors locked, water turned off and windows closed.

Duty 6. Completes necessary rental forms; explains pertinent rules, regulations, rights and responsibilities to new residents.

- Tasks 6a. Completes a dwelling lease agreement.
- 6b. Discusses schedule of rent payments and duration of lease.
- 6c. Reports eviction procedures.

Duty 7. Speaks with residents daily concerning housing related problems such as rent delinquency, rental charges, and maintenance needs.

- Tasks 7a. Contacts residents when rent is late to discuss a payment date.
- 7b. Late charges will be imposed if check is not received within five days.
- 7c. Maintains appropriate records.
- 7d. Inspects unit for damage caused by resident and indicates which repairs must be made to comply with regulations/codes/policy in order to identify and inform the resident of damage for which he is liable.

Duty 8. Inspects project daily to determine maintenance needs and overall condition.

- Tasks 8a. Tours project to assess condition of grounds, equipment and operation of equipment in relation to regulations and organizational policy.
- 8b. Looks for differences between present and former condition of property and for conditions which do not meet regulatory or organizational standards.

Duty 9. Prepares necessary reports, answers correspondence, furnishes information to superiors as requested.

- Tasks 9a. Reports data on appropriate form.
- 9b. Attempts to facilitate maintenance problems.
- 9c. Talks with resident and listens to other complaints.
- 9d. Assists the resident to realistically cope with his complaint.
- 9e. Follows-up each dilemma and works up plan of adjustment.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate the general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. Considerable knowledge of the principles, practices, methods and techniques of housing management.
2. Considerable knowledge of local, state and federal rules and regulations applicable to public housing and public housing residents.
3. Considerable knowledge of the problems encountered in the placement and maintenance of low income individuals and families in public housing.
4. Knowledge of supervisory methods and techniques.
5. Knowledge of inspectional methods and techniques as applicable to the conduct of inspections of residential properties to insure their adequacy.
6. Some knowledge of administrative principles and practices.
7. Ability to present ideas effectively, both orally and in writing.
8. Ability to prepare narrative and statistical reports.
9. Ability to establish and maintain effective working relationships with associates and residents.

6. Proficiency Evaluation

1. Performance of the Housing Manager I is assessed on an on-going basis by the Housing Manager.
2. Periodic assessment is achieved through communication with resident councils, community agencies and the housing authority. This evaluation is transmitted from comments of satisfaction or dissatisfaction on the part of the above-mentioned sources.

7. Qualifications

Requirements for entrance and advancement within the position in terms of experience, attitudes, skills and additional attributes.

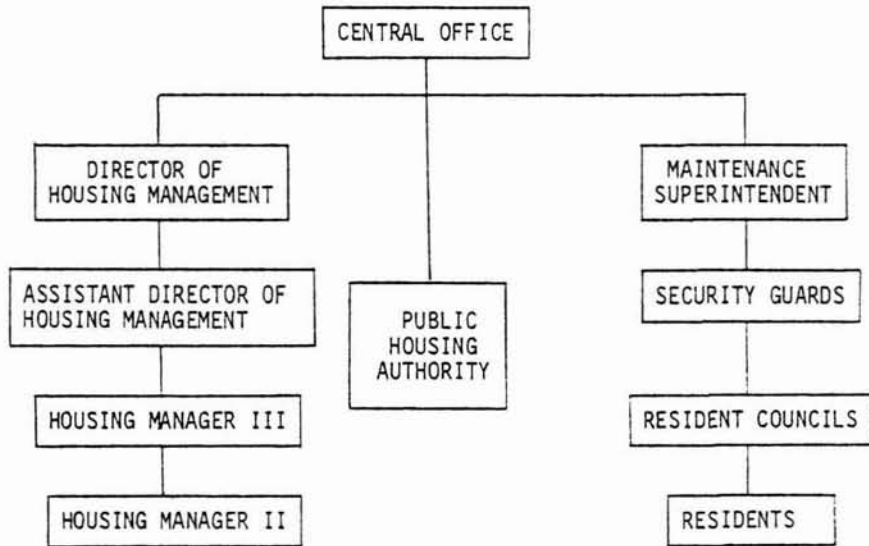
1. Two years of education above the high school level at an accredited college or university.
2. Three years of experience in a management, administrative, supervisory or leadership capacity, two years of which shall have been in either real estate management, human services or community work.
3. An equivalent combination of acceptable training and experience.
4. Related experience may be substituted for the education requirement on a year-for-year basis.
5. Ability to meet approved minimal physical and medical standards.
6. Possession of a valid motor vehicle operator's license is necessary if so required by the work assignment.
7. Possession of or ability to obtain an automobile in good operating condition if so required by work assignment.
8. Ability to meet approved minimal physical and medical standards.

JOB ANALYSIS - HOUSING MANAGER II

1. Title of Job - Housing Manager II
2. Organizational Relationships

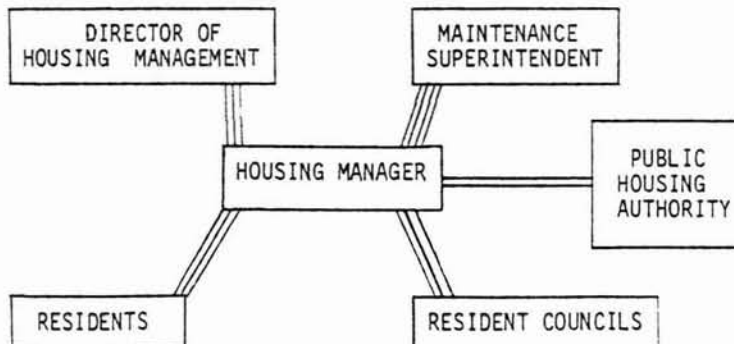
Lines of Authority

The following diagram represents the lines of authority of the Housing Manager II. It indicates which persons and organizational units interact with the Housing Manager II.

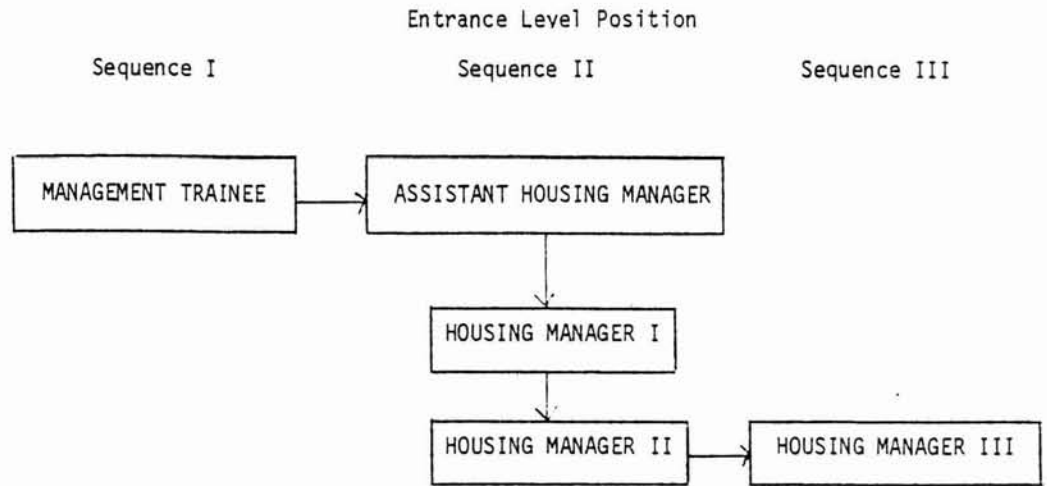


Lines of Communication

The following diagram depicts lines of communication. It indicates which persons and organizational units interact with the Housing Manager II. The number of lines represent the importance and frequency of communication.



Housing Management Career Ladder



3. Job Summary

The Housing Manager II directs all of the management activities at one of LHA's medium sized developments or manages a number of scattered properties within a specific geographical area. Work differs from that of the next lower level in conventional management by the number of units managed, and in scattered sites management, by the independence and lessened supervision which characterize the employee's operations. Relating to residents and assisting in the resolution of community problems are significant aspects of the work.

Work is performed under the direction of the Director of Housing Management. Assignments require evaluative thinking and are carried out in accordance with standard practices and general work instructions. An employee in this class has controlling responsibility for the management of assigned units.

4. Duties and Tasks of the Housing Manager II

Duty 1. Plans, assigns and reviews the work of a group of employees engaged in a variety of management and maintenance tasks.

- Tasks 1a. Develops an awareness of the tasks necessary for management and maintenance.
- 1b. Utilizes the proper form in order to assess the progress of assigned tasks.
- 1c. Plans work load and assesses approximate time for completion of job.
- 1d. Facilitates movement of the task by being available to respond to queries and exhibiting expertise in the areas questioned by the worker.

Duty 2. Oversees the collection of rent from residents and insures that the receipt of all monies is properly recorded.

- Tasks 2a. Demonstrates administrative ability in processing the rent collection and record keeping.
- 2b. Discusses with resident any difficulties which he may encounter that could delay his payment.

Duty 3. Trains new employees in their duties and responsibilities.

- Tasks 3a. Exhibits an awareness of training techniques.
- 3b. Develops a schedule of all the tasks which pertain specifically to new employees.

- 3c. Evaluates the skill requirements of work to be done in relation to the tasks assigned and determines what additional skills, if any, are necessary in order to get the work done.
- 3d. Talks to new employee and explains the work to be done and procedures to be followed in accomplishing specific tasks.

Duty 4. Confers with maintenance superintendent to set priorities and establish work schedules.

- Tasks 4a. Utilizes the appropriate form to designate work tasks when conferring with the maintenance superintendent.
- 4b. Evaluates maintenance operations (cleaning and sanitation, repair, and operation of building equipment and systems) in relation to guidelines and codes and personal knowledge.

Duty 5. Reviews security guards' daily reports.

- Tasks 5a. Is familiar with the specific tasks assigned to the security guards.
- 5b. Follows-up on problems the security guards have identified.
- 5c. Suggests alternatives to existing problems.

Duty 6. Resolves problems which any of the staff might present.

- Tasks 6a. Listens to the problems of staff individually and collectively.
- 6b. Evaluates evidence of quality of relations between self and staff.
- 6c. Assesses staff capability in solving their own problems.

Duty 7. Meets with residents and resident council to discuss and resolve problems.

- Tasks 7a. Maintains appropriate records of specific problems.
- 7b. Arranges periodic meetings to discuss the progress and eventual resolution of the problems.
- 7c. Posts, for residents' convenience, a notice about changes in services provided within the development, explaining the reasons, and instructs on how to gain new services.
- 7d. Asks questions, listens to notes/responses of residents on specified economic and social needs, in order to obtain information needed to write a report on needs and problems of residents/project.
- 7e. Talks with residents about their experience with development services, asking questions about problems, listening to and noting answers, and encouraging/eliciting suggestions for solutions in order to obtain information to evaluate/improve services.

Duty 8. Answers residents' questions concerning maintenance needs, rent discrepancies, and requests for transfers, which are presented.

- Tasks 8a. Has familiarity with maintenance of the building and individual units.
- 8b. Maintains accurate records of rent payments in order to discuss any dilemma which may arise.
- 8c. Explains maintenance requirements of the resident and authority responsibilities.
- 8d. Discusses the importance of the authority and the resident in keeping records of rental payments.

Duty 9. Attempts to develop an effective relationship between the residents and PHA management.

- Tasks 9a. Meets with residents to explain the role of the PHA.
- 9b. Reveals the names of key personnel who are available to service the resident needs.
- 9c. Explains the importance of communication skills and details specific instances in which these skills can be utilized.

Duty 10. Prepares periodic reports concerning turnovers, rent delinquency budget expenditures, annual budget request; answers correspondence.

- Tasks 10a. Maintains appropriate reporting procedures.
10b. Develops familiarity and expertise in budget requirements.
10c. Attempts to determine the correlation between unit turnover and rent delinquency.
10d. Adds/totals amount spent for repairs during budget period, and checks/compares total spent with amount budgeted for repair, in order to determine balance of repair budget.
10e. Talks with other authorities, answers questions, explaining present budget and spending trends based on previous analysis and knowledge of standard operating procedure, in order to inform and help them understand the current fiscal status.

5. Skill and Knowledge Requirements

The nature of each duty and task specifically determines the particular skills it requires. The following items indicate the general skills necessary in order to fulfill a duty or complete a task. Each item is applicable in certain situations.

1. Thorough knowledge of the principles, practices, methods and techniques of housing management.
2. Thorough knowledge of local, state and federal rules and regulations applicable to public housing and public housing residents.
3. Thorough knowledge of the problems encountered in the placement and maintenance of low income individuals and families in public housing.
4. Considerable knowledge of supervisory methods and techniques.
5. Knowledge of administrative principles and practices.
6. Knowledge of inspectional methods and techniques as applicable to the conduct of inspections of residential properties to insure their adequacy.
7. Ability to present ideas effectively, both orally and in writing.
8. Ability to prepare both narrative and statistical reports.
9. Ability to establish and maintain effective working relationships with associates and residents.

6. Proficiency Evaluations

1. Performance of the Housing Manager II is assessed on an on-going basis by the Housing Manager.
2. Periodic evaluation is achieved through communication with resident councils, housing manager and community agencies. The assessment is transmitted from comments of satisfaction or dissatisfaction on the part of the above-mentioned sources.

7. Qualifications

Requirements for entrance and advancement within the position in terms of experience, skills or additional attitudes follows:

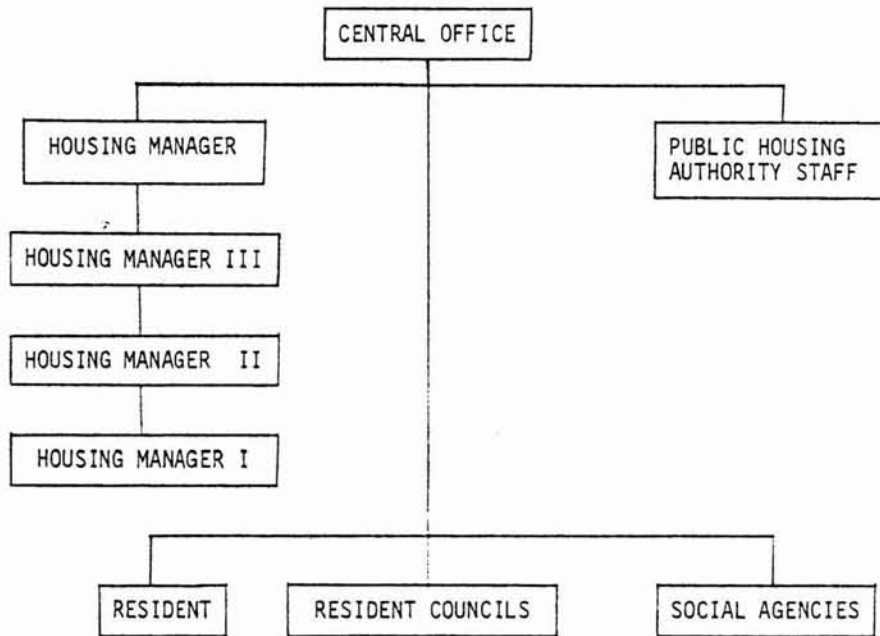
1. Two years of education above the high school level at an accredited college or university.
2. Three years of experience in a management, administrative, supervisory or leadership capacity which shall have been in real estate management, human services or community work.
3. Eighteen months of experience in housing management in a Housing Authority, six months of which shall have been as a Housing Manager I during which time a superior performance rating has been earned.
4. Any equivalent combination of acceptable training and experience.
5. Related experience may be substituted for the educational requirement on a year-for-year basis.
6. Ability to meet approved minimal physical/medical standards.
7. Possession of a valid motor vehicle operator's license if required by work assignment.
8. Possession of, or ability to obtain, an automobile in good operating condition if required by work assignment.

JOB ANALYSIS - HOUSING MANAGER III

1. Title of Job - Housing Manager III
2. Organization Relationships

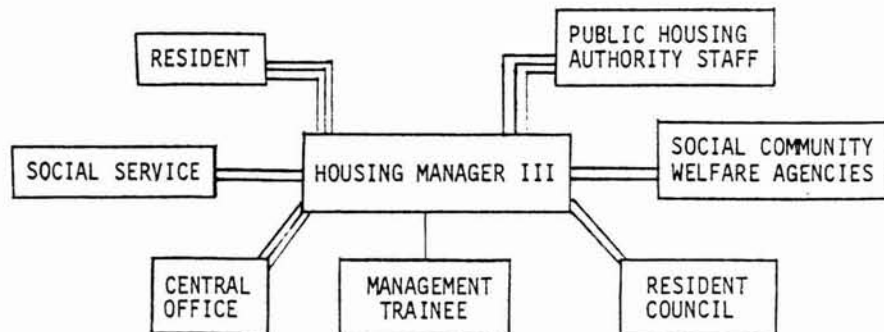
Lines of Authority

The following diagram represents the lines of authority of the Housing Manager III. It indicates which persons and organizational units interact with the Housing Manager III.

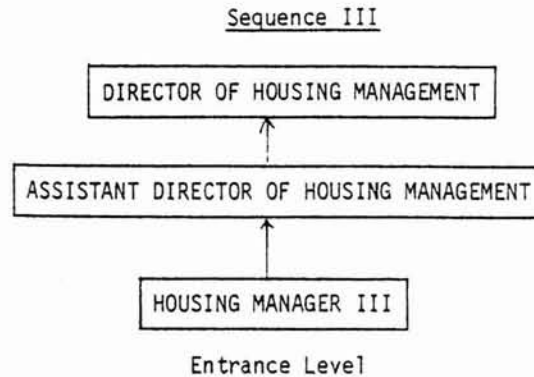


Lines of Communication

The following diagram depicts the lines of communication. It indicates which persons and organizational units interact with the Housing Manager III. The number of lines represents the importance and frequency of communication.



Housing Manager Career Ladder



3. Job Summary

The Housing Manager III directs all the management activities at the housing development. Work differs from that of the next lower level in the number of units managed, the size of staff supervised, and the complexity of problems encountered. Relating to residents and assisting in the resolution of community problems are significant aspects of the work. Work is performed under the general direction of the Director of Housing Management. Assignments require evaluative thinking and are carried out in accordance with precedents and well-defined policies.

4. Duties and Tasks of the Housing Manager III

Duty 1. Plans, assigns, and reviews the work of a staff of clerical, maintenance, and management personnel.

- Tasks 1a. Evaluates/assesses skill requirements of work to be done in relation to existing staff capabilities, training, experience, and education in order to determine what additional skills are needed to get the work done.
- 1b. Likens/contrasts specification of costs, time, and worker skills required for specified work to be done against lists of staff capabilities, work loads, and funds budgeted for work in order to identify what work can be done within budget and schedule, and by available staff and what will require additional resources.
- 1c. Reviews schedule of work to be done in specific time period (day or week), considering work loads and capabilities of staff in order to decide upon assignments of tasks to workers.
- 1d. Evaluates/assesses work to be done in relation to available work loads, staff capabilities, and budget considering urgency of tasks, and writes/lists tasks in order of day/time they are to be performed, according to standard operating procedure, in order to plan and record work schedule.
- 1e. Writes statement/explanation of organizational objectives and work to be done to achieve them, stating/explaining pre-planned areas of individual staff member's responsibilities (tasks each is to perform, standards, and resources allocated), in order to prepare statement of work assignments for distribution to staff.

Duty 2. Analyzes unit turnover date and supervises the collection and recording of rents.

- Tasks 2a. Discusses schedule of rent payments, duration of lease and areas of development and resident responsibility.

- 2b. Schedules rent payments according to standard operating procedures.
- 2c. Adds/totals figures of resident resources according to standard operating procedure upon receipt of new/changed information on resources and compares to criteria for determining change in eligibility status, in order to determine whether or not resident is still eligible for housing.
- 2d. Reviews rent figures to determine amount of delinquency.

Duty 3. Prepares periodic reports as required and prepares annual budget requests and supervises the maintenance of budget records.

- Tasks
- 3a. Examines/evaluates prepared reports and financial statements with respect to anticipated monetary needs, budget allotments, and regulations, using own knowledge of statistical analysis and accounting procedures, and writes/composes report illustrating spending patterns, budget restrictions, and recommends changes required to enable needed work to be done in order to prepare report for presentation to persons in charge of resources.
 - 3b. Writes/enters/posts amounts of expenditures and rents collected in records and adds/totals according to standard operating procedure, in order to figure development income and expenditures.
 - 3c. Gathers/collects figures on expenditures from development, classifies according to type of operation involved (maintenance, resident services) and add/totals amount for separate and overall operations, in order to obtain information on costs of operating development.
 - 3d. Compares/contrasts amounts of development income and expenditures from current and previous reports, in order to identify changes in financial status.
 - 3e. Talks with owner/other authority/answers questions explaining present budget, and spending trends, based on previous knowledge in order to inform and help them understand current fiscal status.

Duty 4. Inspects the development on a periodic basis to determine maintenance needs; coordinates with maintenance superintendent to set priorities and insure maintenance is completed.

- Tasks
- 4a. Tours/walks through property/project/building/development, comparing record of former condition (photographs, written descriptions) with present condition of property, in order to identify damage/deterioration in condition of property.
 - 4b. Examines/inspects unit for damage caused by resident and points out/indicates repairs which must be made to comply with regulations/codes/policies: referring to record of previous condition of unit as needed, in order to identify and inform resident of damage for which he is liable.
 - 4c. Observes/inspects condition of property and operation of systems/equipment (reading gauges, dials).
 - 4d. Monitors operation and output of building equipment (heating/air conditioning, alarm and warning systems) in order to identify any need for repair of equipment.
 - 4e. Evaluates/assesses information from worker about malfunctioning office machines in order to identify repairs needed.

Duty 5. Meets with residents to discuss and resolve complaints and answer questions; attends meetings of resident councils; explains policies of authority to residents and resident council groups.

- Tasks
- 5a. Talks about/discusses changes in development regulations/procedures/policies with residents, explaining effect of change on them and answering questions referring to sources as needed, in order to inform residents of changes and consequences.
 - 5b. Talks with residents about their experiences with development services, asking questions about problems, listening to and noting answers, and encouraging/eliciting suggestions for solutions in order to obtain information needed to evaluate/improve services.

- 5c. Listens to/observes discussion among residents at meetings, asking questions about problems, and requesting/eliciting suggestions for possible solutions, and moderates and serves as a source of information to residents in discussion.

5. Skills and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. An extensive knowledge of the principles, practices, methods, and techniques of housing management.
2. An extensive knowledge of local, state and federal rules and regulations applicable to public housing and public housing residents.
3. An extensive knowledge of programs encountered in the placement and the maintenance of low income individuals and families in public housing.
4. A thorough knowledge of supervising methods and techniques.
5. Considerable knowledge of administrative principles and practices.
6. Knowledge of inspectional methods and techniques as applicable to the conduct of inspections of residential properties to insure their adequacy.
7. An ability to present ideas effectively, both orally and writing.
8. An ability to prepare narrative and statistical reports.
9. An ability to establish and maintain effective working relationships with associates and resident groups.

6. Proficiency Evaluation

1. Performance of the Housing Manager III is assessed on an ongoing basis by the immediate supervisor, the Assistant Director of Housing Management.
2. Periodic assessment is achieved through communication with resident councils, Director of Housing Management, and community agencies. This evaluation is transmitted from comments of satisfaction and dissatisfaction from the above-mentioned sources.

7. Qualifications

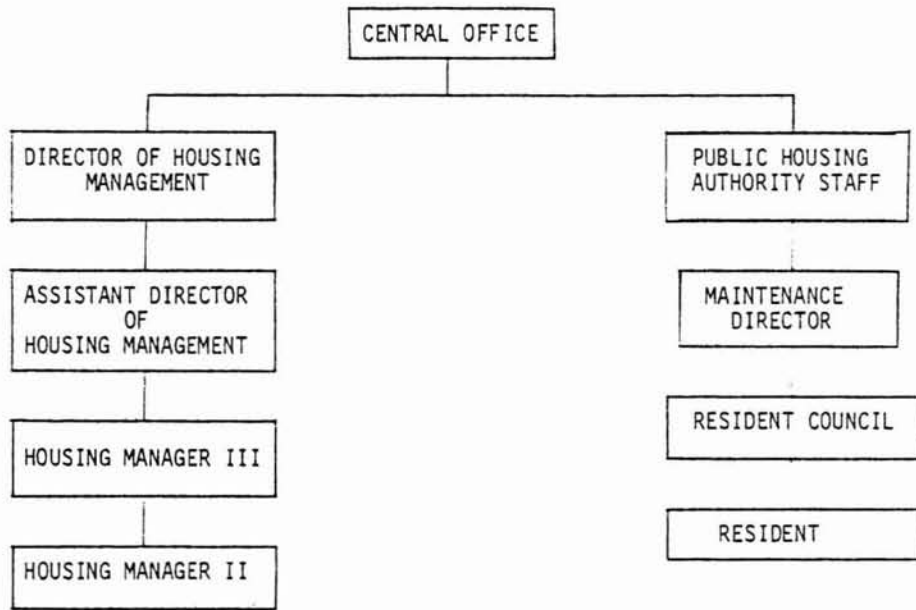
1. Two years of education above the high school level at an accredited college or university.
2. Four years of experience in a management, administrative, supervisory or leadership capacity, one year of which shall have been as a Housing Manager II directing all of the management activities at a LHA development or independently managing a number of scattered properties in a specific geographical area or:
3. Any equivalent combination of acceptable training and experience which has included the one year of specific experience as a minimum requirement.
4. Related experience may be substituted for the education requirement on a year-for-year basis.
5. Ability to meet approved minimal physical and medical standards.
6. Possession of a valid motor vehicle operator's license prior to appointment and during tenure of employment as a Housing Manager III, if required by work assignment.

JOB ANALYSIS - ASSISTANT DIRECTOR OF HOUSING MANAGEMENT

1. Title of Job - Assistant Director of Housing Management
2. Organizational Relationship

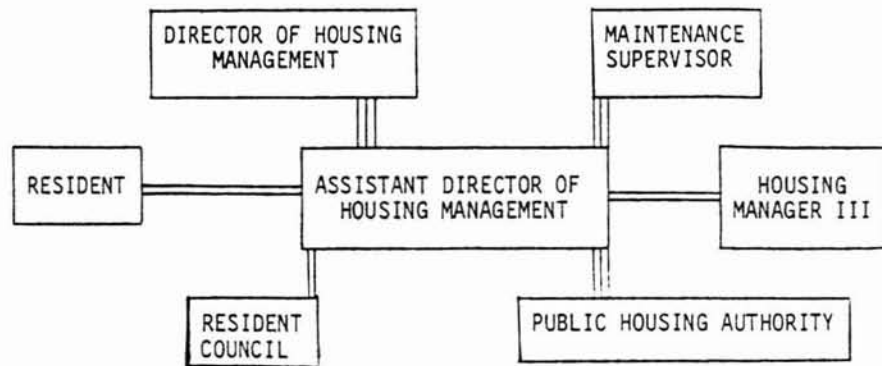
Lines of Authority

The following diagram represents the lines of authority of the Assistant Director of Housing Management. It indicates which persons and organizational units interact with the Assistant Director of Housing Management.



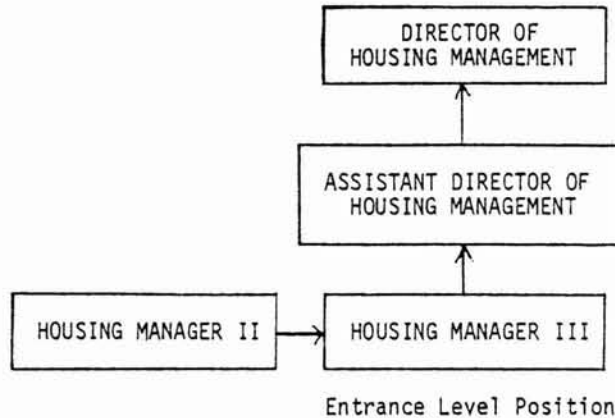
Lines of Communication

The following diagram depicts the lines of communication. It indicates which persons and organizational units interact with the Assistant Director of Housing Management. The number of lines represent the importance and frequency of communication.



Housing Management Career Ladder

Sequence III



3. Job Summary

The Assistant Director of Housing Management accomplishes administrative and supervisory work assisting in the overall management and operation of the Public Housing Authority's conventional sites.

4. Duties and Tasks of the Assistant Director of Housing Management

Duty 1. Periodically inspects developments to evaluate physical condition and determine maintenance needs.

- Tasks
- 1a. Tours/walks through building/unit, comparing/contrasting present condition with records/descriptions of former condition, and noting/listing changes according to standard operating procedure, in order to obtain information on changes in condition needed to decide whether damage/deterioration has occurred.
 - 1b. Observes/monitors operation and output of building equipment/systems (heating/air conditioning, alarm and warning systems) reading dials/gauges/other indications of operating characteristics and outputs of specific equipment, regulations, instructions from owner/agency, in order to identify any need for repair/expert inspection of equipment.
 - 1c. Observes/inspects general condition of property and operation of systems/equipment, reading gauges/dials as needed to obtain information on operating characteristics of equipment/systems, and reviews/compares to specifications/standards in regulations, in order to determine whether maintenance and operation of property and equipment comply with regulations/standards.
 - 1d. Tours/walks through project/building/development, comparing record of former condition (photographs, written descriptions) with present condition of property, using own knowledge and experience, in order to identify damage/deterioration in condition of property.
 - 1e. Gathers/collects information on costs of type of maintenance work to be done if performed by on-site staff, contractors, repairmen, asking questions as needed to elicit information/estimates, compares costs/prices with amount of funds budgeted for specified type of work, performing necessary computations and evaluates in relation to records and own knowledge of relative advantages/disadvantages of alternatives (quality of such work performed by staff, reliability of various contractors and repairmen) in order to identify/select means of completing specified work which can be carried out with funds budgeted.

- Duty 2. Arranges for transfer of maintenance personnel on a temporary basis to solve particular maintenance needs.
- Tasks 2a. Evaluates/assesses skill requirements of work to be done in relation to existing staff capabilities, training, experience, and education in order to determine what additional skills are needed to get the work done.
- 2b. Reviews/assesses maintenance work required or needed in relation to time, money, and manpower available to get work done, sets priorities and divides/distributes available resources as needed, performing necessary computations, in order to allocate available time, money, and manpower to carry out work.
- 2c. Reviews maintenance staff responsibility, as reflected in the purpose, goals, and objectives of the development and company, the organizational structure, considering the capabilities of individual staff members, in order to decide on assignment of responsibilities to staff members.
- Duty 3. Reviews the work of subordinates to insure adherence to the Authority's operational guidelines and standard procedures.
- Tasks 3a. Evaluates/assesses funds and skills needed for work required to solicit and process applications in relation to staff capabilities and work loads, and funds budgeted for such operations, sets priorities, and divides/distributes funds, and writes/lists work responsibilities of staff, performing necessary computations in order to allocate resources to carry out required work.
- 3b. Evaluates/assesses work to be done in relation to available staff capabilities and work loads and budget, considering relative urgency of tasks in order of day/time they are to be performed, according to standard operating procedure, in order to plan and record work schedule.
- 3c. Looks for/identifies tripped circuit breaker/blown fuse caused by temporary circuit overload, removes and replaces blown fuse, or closes circuit breaker, observing safety precautions and regulations, in order to restore electrical services to circuit unit.
- 3d. Evaluates/assesses kind and amount of work to be done in relation to staff capabilities, and questions/consults with staff as needed, in order to decide whether more workers are needed to get the work done.
- 3e. Tours/walks through project/building/development, evaluating/assessing overall condition of buildings, grounds and equipment, and operation of equipment in relation to regulations and organizational policy in order to determine degree to which overall condition of property and operation of equipment complies with regulations and policy.
- 3f. Evaluates/assesses problems with procedures/methods of handling complaints from residents in relation to guidelines or criteria in regulations, directives from authority, manuals, standard operating procedures, and own knowledge of factors affecting residents satisfaction with handling of complaints (behavior/manner of staff, speed, effectiveness of response) in order to identify any changes needed in procedures/methods of handling complaints.
- Duty 4. Handles specific problems which cannot be resolved by subordinates.
- Tasks 4a. Checks/compares actual tasks performed with tasks assigned for specific day/week, identifying tasks not performed and questions worker about reasons for failure to perform as expected, in order to identify tasks not performed according to schedule and obtain information needed to determine whether performance is necessary and possible.
- 4b. Evaluates/assesses nature and source of recurring complaints from residents in relation to own knowledge and experience with potential effects of continued resident dissatisfaction on

- conditions of property and occupancy levels, considering resources available to resolve complaints and their relative seriousness, in order to set priorities for resolving complaints.
- 4c. Answers questions about eligibility requirements, procedures, or means of obtaining information asked by staff, using own knowledge and experience, but referring to sources as needed, in order to provide information needed to perform tasks.
 - 4d. Talks with staff about problems they are having in their work, answering questions about procedures or methods and/or referring them to sources of information they need upon request, using own knowledge and experience, in order to help staff carry out their work.
 - 4e. Talks with staff about new or changed eligibility criteria rules/regulations, explaining/describing/demonstrating procedures necessary to comply, answers questions, restating/rephrasing explanations as needed, in order to insure ability of staff to perform to standards.

Duty 5. Reviews various reports to ascertain operating efficiency of developments.

- Tasks 5a. Reads/reviews resident requests for repairs and building records of repairs made, identifies/notes areas where problems recur, evaluating/assessing urgency of repair in relation to funds/resources available, in order to decide whether to have repair done.
- 5b. Reviews schedule of work to be done in specific time period (day or week), considering work loads and capabilities of staff, in order to decide on assignments of tasks to workers.
 - 5c. Reads/reviews resident complaints/comments about staff's performance in relation to performance standards/criteria for specific tasks in order to identify tasks not performed to standards.
 - 5d. Reads/scans applications and reports from references, noting any missing or unclear information, and delivers/returns to staff member for correction/completion, answering questions and suggesting means of clarifying or obtaining additional information needed, in order to enable staff member to correct errors in completing forms/obtaining information.
 - 5e. Examines/evaluates prepared reports and financial statements with respect to anticipated monetary needs, budget allotments, and regulations, using own knowledge of statistical analysis and accounting procedures, and writes/composes report illustrating spending patterns, budget restrictions, and recommending changes required to enable needed work to be done, in order to prepare report for presentation to persons in charge of resources.

Duty 6. Develops recommendations to improve operating procedures.

- Tasks 6a. Talks about/discusses organizational objectives and work to be done to achieve them with staff, explaining/describing pre-planned areas of individual responsibility (tasks each is to perform, standards for performance, and resources allocated), and answering questions as needed, in order to assign/delegate work responsibilities to staff and provide information they will need, and insure their understanding.
- 6b. Questions/elicits information about reasons for sub-standard performance from worker, listens to/observes responses and suggests/explains/demonstrates methods/techniques of achieving performance standards, answering questions/checking performance as needed to insure understanding, in order to identify reasons for and enable worker to improve substandard performance.
 - 6c. Adds/totals expenditures for specific shelter/non-shelter services during budgeting period using calculator/adding machine, and writes/composes report to owner/manager/other authority in charge of allocating funds on amount of expenditures for each, pointing out/indicating/explaining specific services for which sufficient funds were not budgeted during present period, in

order to prepare recommendation of amounts to be budgeted for services during next budgeting period.

- 6d. Evaluates/assesses requests for resources to carry out changes/improvements in development conditions from staff, in relation to budget for specific type of work required and staff to carry it out, to development/organizational policy, and to possible future demands on staff and budgets, considering relative urgency of needs, in order to select which requests will be given priority.
- 6e. Evaluates/assesses qualifications/skill requirements of work to be done to achieve organizational objectives in relation to organizational manpower resources, in order to decide upon assignment of work to staff members.

Duty 7. Participates in the development of new plans and procedures designed to improve operations.

- Tasks 7a. Checks/reviews list/record of resources available against specifications of resources required, as identified in objectives list, in order to identify which required resources are available and which are needed.
- 7b. Writes/fills in schedule of tasks to be performed and staff to whom assigned according to standard operating procedure, considering capabilities and work loads of staff and relative urgency of tasks, in order to schedule work assignments.
- 7c. Writes/composes statement/explanation of organizational objectives and work to be done to achieve them, stating/explaining pre-planned areas of individual staff member's responsibilities (tasks each is to perform, standards, and resources allocated), in order to prepare statement of work assignments for distribution to staff.
- 7d. Likens/contrasts specifications of costs of planned services to residents against funds budgeted for such services, performing necessary computations, and evaluates/assesses in relation to present and possible future needs for such funds, changing/adjusting plans needed to comply with limitations, in order to plan allocation of funds for services to residents.
- 7e. Gathers/collects figures on expenditures from developments, classifies according to type of operation (maintenance, resident services) involved, and adds/totals amounts for separate and overall operations, using adding machine or calculator as needed, in order to obtain information on costs of operating developments.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

- 1. Extensive knowledge of administrative principles and practices.
- 2. Extensive knowledge of the principles, practices, methods and techniques of housing management.
- 3. Extensive knowledge of supervisory methods and techniques.
- 4. Knowledge of budget preparation procedures.
- 5. Ability to present ideas effectively, both orally and in writing.
- 6. Ability to establish and maintain effective working relationships with associates, residents and the public.

6. Proficiency Evaluations

1. Performance of the Assistant Director of Housing Management is assessed on an ongoing basis by the Director of Housing Management.
2. Periodic evaluation is achieved through communication with the Director of Housing Management and the Public Housing Authority Staff. The assessment is transmitted from comments of satisfaction or dissatisfaction on the part of the above-mentioned sources.

7. Qualifications

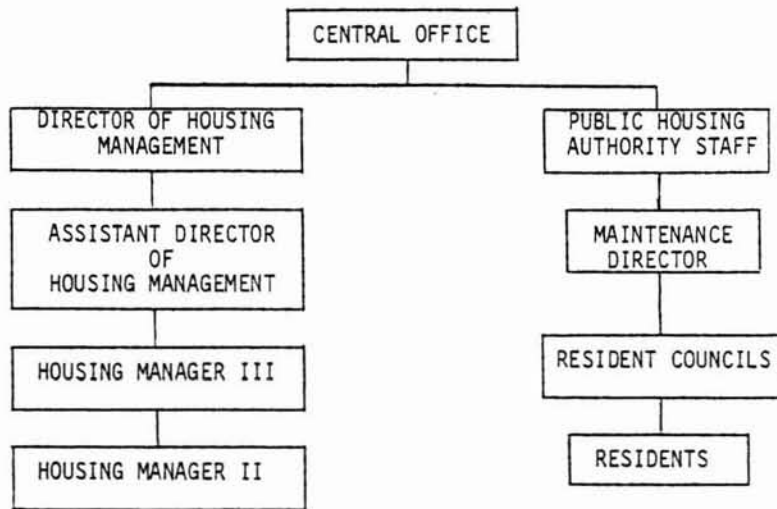
Requirements for entrance and advancement within the position in terms of experience and minimum educational background follow:

1. Completion of a bachelor's degree program at an accredited college or university. The B.A. degree should be in Housing Management.
2. Three years of real estate experience, one year of which shall have been directing and coordinating, through subordinate managers, the operation of a group of residential developments.
3. The Assistant Director of Housing Management must be a Certified Property Manager. A portion of certification requirements consists of three hundred hours of job-related training. These credentials are necessary for a person entering the field of housing management.

JOB ANALYSIS - DIRECTOR OF HOUSING MANAGEMENT

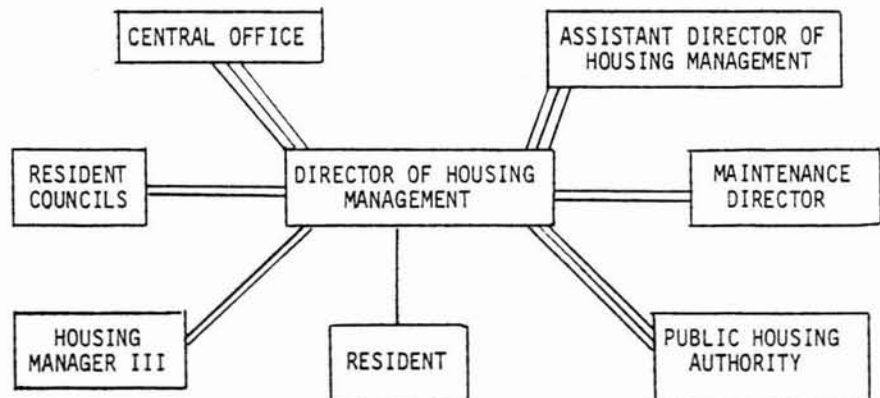
1. Title of Job - Director of Housing Management
2. Organization Relationship

The following diagram represents the lines of authority of the Director of Housing Management. It indicates which persons and organizational units interact with the Director of Housing Management.



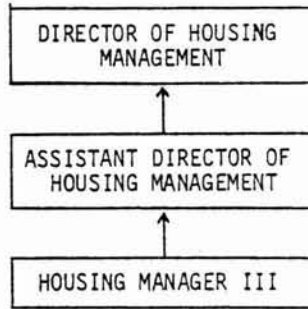
Lines of Communication

The following diagram depicts the lines of communication of the Director of Housing Management. It indicates which persons and organizational units interact with the Director of Housing Management. The number of lines represent the importance and frequency of communication:



Housing Management Career Ladder

Sequence III



Entrance Level Position

3. Job Summary

The Director of Housing Management supervises, plans, coordinates and evaluates a program for project management, leasing and occupancy, including management of site properties as acquired, removal and relocation of site occupants, security force, resident community activities and relations.

Under the direct supervision of the Executive Director, work differs from that of the next lower level in the number of units managed, the size of staff supervised, and the complexity of problems encountered. The Director of Housing Management confers with Executive Director and other staff members, plans for policies and determines organizational structure, budgets and objectives of management programs.

Reviews the work of subordinates for adherence to policy objectives and manual definitions, evaluating efficacy and productiveness and modifies operations and changes practices and procedures in the interest of good operations and management and Housing Authority policies and goals.

Conducts training and coordination meetings of Managers and other subordinate supervisors to improve their techniques of supervision in the management of Authority property, maintenance of good resident-community relations, supervision of maintenance of the physical plant, rent determinations and money handling, and all such other activities as may be required in the achievement of management objectives.

Performs such other related duties as may be assigned by the Executive Director.

4. Duties and Tasks of Director of Housing Management

Duty 1. Plans, supervises, reviews the work of management personnel.

Tasks 1a. Evaluates/assesses requests for resources to carry out changes/improvements in development conditions from staff, in relation to budget for specific type of work required and staff to carry it out, to development/organizational policy, and to possible future demands on staff and budgets, considering relative urgency of needs, in order to select which requests will be given priority.

1b. Talks with owner/other authority/answers questions, explaining present budget and spending trends, based on previous analysis

- and knowledge of standard operating procedure, in order to inform and help them understand the current fiscal status.
- 1c. Gathers/collects information from development(s) regarding residents, occupancy levels, and/or finances, and writes/composes narrative report presenting/summarizing information upon request or according to schedule, in order to prepare report for supervisor on status of development(s).
 - 1d. Reviews/assesses procedures of development(s) in relation to standards specified in regulations, directives from authority, and procedures required to comply with specified standards.

Duty 2. Confers with Executive Director and other staff members, resident councils, public and private agencies.

- Tasks 2a. Talks about/explains work to be done, skill requirements, schedules and performance standards to staff, asking questions/eliciting choice/selection by each of tasks for which he has the necessary skills and which he is willing to undertake, and distributes/delegates responsibility for unselected tasks among staff, answering questions/defending delegation/countering arguments as needed, in order to work out task assignments with staff, insure their understanding, and provide information they will need to perform.
- 2b. Listens to/observes discussion among residents at meeting, asking questions about problems and requesting/eliciting suggestions for possible solutions, encouraging responses from all residents, and answers questions/explains policy/procedures, or gives opinion as requested, in order to moderate and serve as a source of information to residents in discussion.
 - 2c. Talks with representative of community services or other agency providing appropriate services, about need of residents for services/care/facilities, bargaining over terms within policy and budget limitations, in order to obtain agreement to provide services/care/facilities for residents.
 - 2d. Writes/composes letters in answer to inquiries from residents, applicants, members of the community, government, and agency representatives, using references as necessary, in order to explain or clarify development policy or procedures.
 - 2e. Questions/elicits information about reasons for sub-standard performance from worker, listens to/observes responses and suggests/explains/demonstrates methods/techniques of achieving performance standards, answering questions/checking performance as needed to insure understanding, in order to identify reasons for and enable worker to improve substandard performance.

Duty 3. Evaluates the work of subordinates for adherence to policy objectives and manual definitions.

- Tasks 3a. Observes/inspects general condition of property and operation of systems/equipment, reading gauges/dials as needed to obtain information on operating characteristics of equipment/systems, and reviews/compares to specifications/standards in regulations in order to determine whether maintenance and operation of property and equipment comply with regulations/standards.
- 3b. Evaluates/assesses additional resources (time, money, manpower) needed to provide additional services requested by residents, and various possible ways of obtaining resources needed (using resources allocated to other operations, soliciting from agencies), considering relative advantages/disadvantages of each (costs, manpower requirements, time requirements) and of possible alternative sources, in order to identify/select source from which needed additional resources may be obtained.
 - 3c. Likens/contrasts specifications of costs, time, and worker skills required for specified work to be done against list of staff capabilities, work loads, and funds budgeted for such work, in order to identify what work can be done within budget and schedule, and by available staff, and what will require additional resources for completion.

- 3d. Questions staff about unplanned or unforeseen increases in expenditures or decreases in income, requesting/eliciting explanations of reasons for change and suggestions of ways to solve problems, discusses advantages/disadvantages and feasibility of various possible solutions, working out selection of solution and individual responsibilities in carrying it out, in order to plan means of solving problems with staff.
- 3e. Discusses need for improvement in condition of development with staff, pointing out or explaining reasons for need, and asking questions about resources needed to get the work done, restating/rephrasing questions and answers as needed to clarify in order to obtain information needed to allocate resources.

Duty 4. Conducts training and coordination of meetings of managers and other subordinate supervisors, modifies practices or procedures where appropriate.

- Tasks
- 4a. Tours/drives to and through property, looking/searching for differences between present and former condition of property, and for conditions which do not meet regulatory or organizational standards, referring to descriptions/specifications of former condition as needed, but relying on own knowledge and experience, and leaving car as necessary to check details of condition of property or conditions which do not meet standards.
 - 4b. Evaluates/assesses resident complaints in relation to organizational programs/standards for services, in order to determine whether programs are adequate for resident's needs.
 - 4c. Evaluates/assesses skill requirements of work to be done in relation to existing staff capabilities, training, experience, and education in order to determine what additional skills are needed to get the work done.
 - 4d. Checks/reviews list/record of resources available against specifications of resources required, as identified in objectives list, in order to identify which required resources are available and which are needed.
 - 4e. Evaluates/assesses kind and amount of work to be done in relation to staff capabilities, and questions/consults with staff as needed, in order to decide whether more workers are needed to get the work done.
 - 4f. Evaluates/assesses funds and skills needed for work required to solicit and process applications in relation to staff capabilities and work loads, and funds budgeted for such operations, sets priorities, and divides/distributes funds, and writes/lists work responsibilities of staff, performing necessary computations, in order to allocate resources to carry out required work.
 - 4g. Talks about/discusses organizational objectives and work to be done to achieve them with staff, explaining/describing pre-planned areas of individual responsibility (tasks each is to perform, standards for performance, and resources allocated), and answering questions as needed, in order to assign/delegate work responsibilities to staff and provide information they will need, and insure their understanding.
 - 4h. Evaluates/assesses maintenance operations (cleaning and sanitation, repair, and operation of building equipment and systems) in relation to guidelines and criteria for such operations in regulations and codes and own knowledge of staff capabilities, training education, and experience, in order to determine if change in staff work assignments, or additional training is needed to enable staff to work to standards.
 - 4i. Talks about/explains/demonstrates tasks to be performed to staff performance standards, and methods/techniques to be used, observes/monitors staff performance, evaluating in relation to stated standards and rephrasing explanation/redemonstrating/answering questions as needed to correct errors in performance, in order to teach staff how to perform tasks to standards.
 - 4j. Talks with staff about new or changed eligibility criteria rules/regulations, explaining/describing/demonstrating procedures necessary to comply, answers questions, restating/rephrasing

explanations as needed, in order to insure ability of staff to perform to standards.

- 4k. Gathers/collects information from records on nature and sources of complaints, evaluates/assesses in relation to development resources and policy, identifying/noting possible solutions, and organizes/classifies, and outlines complaints according to common possible solutions, in order to prepare/provide information for presentation in meeting or writing report.

5. Skill and Knowledge Requirements

The nature of each duty and task determines the particular skills it requires. The following items indicate general skills necessary to fulfill a duty or complete a task. Each item is applicable in a specific situation.

1. An extensive knowledge of the principles, practices, methods, and techniques of housing management.
2. An extensive knowledge of local, state and federal rules and regulations applicable to public housing and public housing residents.
3. An extensive knowledge of programs encountered in the placement and the maintenance of low income individuals and families in public housing.
4. A thorough knowledge of supervisory methods and techniques.
5. Considerable knowledge of administrative principles and practices.
6. Knowledge of inspectional methods and techniques as applicable to the conduct of inspections of residential properties to insure their adequacy.
7. An ability to present ideas effectively, both orally and writing.
8. An ability to prepare narrative and statistical reports.
9. An ability to establish and maintain effective working relationships with associates and resident groups.

6. Proficiency Evaluation

1. Performance of the Director of Housing Management is assessed on an on-going basis by the Executive Director and/or Board of the Public Housing Authority.
2. Periodic assessment is achieved through review and evaluation of management programs, objectives and goals.

7. Qualifications

1. The Director of Housing Management must be a Certified Property Manager. Part of the certification will include three hundred (300) hours and a B.A. degree in Housing Management.
2. At least six years of experience in a management, administrative, supervisory or leadership position, two years of which shall have been as an Assistant Director of Housing Management.
3. Directly related experience may not be substituted for the education requirement.
4. Ability to meet approved minimal physical and medical standards.
5. Possession of a valid motor vehicle operator's license prior to appointment.