

---

---

A Course for  
Tenant Management Organisations

Tutor Notes

Introduction to  
**MANAGEMENT**

---

---

---

---

# Contents

<b>Tutor briefing .....</b>	<b>3</b>
<b>Introduction to the course .....</b>	<b>9</b>
<b>1. Getting started .....</b>	<b>11</b>
1.1 Issues for new organisations .....	11
1.2 Promoting the organisation .....	11
1.3 Designing and equipping the office .....	12
1.4 Making relationships with other bodies .....	14
1.5 Getting advice .....	15
<b>2. Financial management.....</b>	<b>17</b>
2.1 How the finances work .....	17
2.2 Managing the finances .....	20
2.3 Accounting terms .....	22
<b>3. Monitoring performance .....</b>	<b>23</b>
3.1 Financial monitoring .....	23
3.2 Service monitoring .....	27
<b>4. Human resources: Recruitment.....</b>	<b>31</b>
4.1 Recruitment process .....	31
4.2 Job descriptions and person specifications .....	31
4.3 Recruitment advertising .....	34
4.4 Short listing/interviewing/selecting .....	35
4.5 Summary: Who are you looking for and how do you get them? .....	37
<b>5. Human resources: Employing people .....</b>	<b>39</b>
5.1 Employment rights .....	39
5.2 The induction process .....	41
5.3 Staff supervision and development .....	42
5.4 Discrimination .....	43
5.5 Termination of employment .....	43
5.6 Disciplinary/dismissal procedures .....	44
5.7 Grievance procedures .....	45
5.8 Case studies .....	46
<b>6. Effective presentation skills .....</b>	<b>49</b>
6.1 Before the presentation .....	49
6.2 During the presentation .....	50
6.3 Visual aids and equipment.....	51
6.4 Managing public speaking .....	52

<b>7. Leading and managing teams .....</b>	<b>55</b>
7.1 Leadership qualities .....	55
7.2 Management style .....	56
7.3 Effective and ineffective teams .....	60
7.4 Case studies .....	60
<b>8. Managing meetings .....</b>	<b>61</b>
8.1 Committee administration .....	61
8.2 Committee duties .....	62
8.3 Conducting the business of the meeting .....	63
8.4 Handling the group .....	64
8.5 Getting your point across .....	66
8.6 Committee exercise .....	66
<b>9. Health and safety .....</b>	<b>69</b>
9.1 The basics of health and safety .....	69
9.2 Risk assessment .....	69
9.3 Legislation .....	71
9.4 Handling aggression .....	73
<b>10. Meeting customer expectations .....</b>	<b>75</b>
10.1 Why care about customers? .....	75
10.2 Customer expectations .....	76
10.3 Motivating your team .....	77
10.4 Customer satisfaction .....	78
10.5 Dealing with customer difficulties .....	80
10.6 Customer charter .....	84
<b>11. Governance .....</b>	<b>85</b>
11.1 Principles of good governance .....	85
11.2 Risk management .....	88
11.3 Your Business Plan .....	92
11.4 Summary .....	92

# Tutor Briefing

## **THE RIGHT TO MANAGE**

In April 1994, council tenants (including leaseholders) in England and Wales were given the legal right to take over the running of their own estates by setting up a tenant management organisation to take on responsibility for some or all of the management of their estate. Under the 1994 Right to Manage regulations, tenants are able to establish a Board made up of tenants and to employ their own staff. Previously, estate management boards (EMBs) had joint council and tenant Boards and mainly used staff seconded from the council.

*Note that in all the following discussion, tenant refers to both council tenant and council leaseholder.*

### **What's in it for tenants?**

Experience from the first 200 or so TMOs set up under the Right to Manage suggests that tenant management can lead to better services and better run estates, although this can prove more difficult on larger estates with more serious problems.

### **Can all tenants do it?**

In theory, yes, but they will have to form a democratically constituted tenants' organisation that has at least 20% membership among tenants in their area. They will also have to convince the Government that they are competent to manage their estate. This involves training and development work over a long period.

### **What if there is no tenants association?**

The Government provides pre-feasibility grants that can be used to help set one up.

### **Who pays?**

The Office of the Deputy Prime Minister (ODPM) will pay for most of the training and development work through its Section 16 grant programme. But the local authority will be expected to provide practical help, such as training and office accommodation and, in the final stage, 25% of the funding needed to develop the TMO.

### **How long will it take?**

Even if most tenants on the estate support the idea, it could take two to three years from start to finish. But if things go well it might be much quicker. Some groups have completed the task in under two years.

There are three stages:

- Pre-feasibility — lasting about three months (funded by the ODPM)
- Feasibility — lasting about six months (funded by the ODPM)
- Development — lasting about 15 months (75% funded by the ODPM)

## Who does the training?

Approved agencies can be appointed to help to promote and examine the options available for tenant management. These agencies can apply for Section 16 grants to carry out the pre-feasibility and feasibility work. At the end of the process they will prepare a report saying whether they consider that the development of tenant management should go ahead.

## TENANT MANAGEMENT ORGANISATIONS

### What is a TMO?

A Tenant Management Organisation (TMO) is a legally constituted body formed by residents to manage the housing services for their estate or area on behalf of their landlord. The landlord is most commonly the local council. This is mostly because councils remain the biggest landlords of rented dwellings but also because, since 1994, council tenants (but not other RSL tenants) have been given the statutory right to manage the services for which they pay rent or service charges.

TMOs vary considerably in size. Some may be responsible for less than 100 dwellings whilst, at the other end of the spectrum, they may cover several thousand dwellings (for example, Kensington & Chelsea TMO covers all council properties in the borough). It also follows that their operating budgets and staffing arrangements vary widely.

### Developing a TMO

The development of a TMO is regulated by the Tenant Participation Branch of the Office of the Deputy Prime Minister (ODPM). The ODPM licenses and pays suitably qualified organisations to help residents' associations look at the different options for managing their estate. Residents can obtain a list of these 'approved agencies' from the ODPM or their local authority and select the one they prefer to work with.

The 'approved agency' is responsible for guiding the residents' association through the different stages of the development, providing committee members with training, negotiating the Agreement and Allowance and helping the management committee or Board appoint the TMO's staff.

The whole process may take a number of years. The main factors affecting the time taken are the resolve and unity of the residents' committee, the support they have in their area and the willingness of the local authority to co-operate.

The biggest hurdle is the final residents' ballot. The TMO must persuade a majority of all eligible tenants to vote for the TMO. This means that at least 50% plus one of the electorate must register a Yes vote and means, in effect, that those who do not register a vote at all are counted as being against the TMO being established. Securing the required Yes vote is often a hard task and is, perversely, much more difficult to achieve than a vote in favour of stock transfer (where a simple majority is required on a 50% turnout).

### Registration

Only properly constituted residents' groups can undertake the development of a TMO. The constitutions of most Tenants and Residents Associations are usually adequate. However, these constitutions do not provide protection for committee members who become responsible for large amounts of money. The Right to Manage regulations require TMOs to register as a society under the Industrial and Provident Societies Act or as a Company Limited by Guarantee under the Companies Act. Registration provides protection for committee members from being sued as individuals because of some action by the TMO.

The new society or company is set up during the final stage of development and members are recruited. Model constitutions tend to extend membership beyond tenants and leaseholders to any resident aged at least 16.

The new constitution only comes into effect once the TMO 'goes live'.

Registration is very important for TMOs. The society or company rules set out the procedures governing the democracy of the TMO and the legal requirements to ensure public accountability (for example, annual financial returns to the Registry or Companies House). Much of the business of a TMO is dictated by its need to meet these legal requirements.

## **The Management Agreement**

The 1994 regulations introduced a statutory Modular Management Agreement. The purpose of this standard agreement was to simplify the drawing up of agreements and prevent unreasonable terms and conditions being introduced. The wording of the Agreement cannot be changed but the Agreement is designed to allow residents to pick out the functions they want to manage and leave others with the local authority. The TMO and the council can agree procedures for particular functions and these are included in the Agreement as appendices.

Residents may choose as many (or as few) functions as they wish.

The Management Agreement deals with the following main areas:

- The general provisions of the Agreement as a legal document
- Repairs, maintenance and services
- Rent and service charges
- Financial management
- Tenancy management
- The relationship between the TMO and the local authority
- The monitoring of the Agreement

The TMO undertakes to meet target levels of service. These are usually based on the council's own targets or performance standards.

An important requirement of the Agreement is that a resolution to continue the Agreement must be passed at each Annual General Meeting (after the second anniversary of the starting date).

Every five years a ballot of all tenants must be undertaken to obtain their agreement to the continuation of the Agreement.

## **The Management and Maintenance Allowance**

The method for calculating the allowance given by the council to the TMO is set out in the ODPM publication 'Calculating Allowances For Tenant Management Organisations'.

The council is responsible for making the calculation. The 'approved agent' ensures that the local authority provides evidence for its conclusions. The calculation, and a discussion of the assumptions on which it is based, are included in the Agreement.

The allowance is meant to reflect the actual running costs of the estate. This means the cost of day to day or response repairs, and the cost of staff such as caretakers and housing officers. A TMO is also entitled to a proportion of the council's 'overhead' costs such as legal, personnel, training and IT.

The size of the allowance depends on the number of council dwellings in the area and the number of functions the TMO decides to take on.

TMOs choose from the range of local housing services for their estate:

- tenancy management
- rent collection
- day to day repairs
- cleaning
- caretaking
- grounds maintenance

The TMO may also negotiate to take over services which the council is not obliged to hand over such as leasehold services.

The allowance does not include capital expenditure, although the council can opt to contribute to a special sinking fund for cyclical repairs.

TMOs are generally provided with an office during the final development phase and the council is obliged to pay for the establishment of an appropriately equipped local office once the TMO is established. This includes all the necessary technology for handling tenancy records, rent payments and repair processing.

Where the TMO is dissatisfied with the amount the council is offering as an allowance, it can ask for an independent arbitrator to make the calculation.

### **TMO staffing**

Most TMOs employ a manager. On very small estates, however, the allowance may only enable the TMO to employ an administrator or caretaker, and this appointment may only be part-time. On larger estates, there will invariably be a manager and additional staff such as housing officers, administrative officers, caretakers, cleaners, handypersons, concierges etc. Some of the functions may have previously been contracted out by the council but the TMO may decide to employ people directly rather than use contractors. For example, the TMO may employ its own cleaners rather than using a cleaning contractor or employ a handyperson to carry out some of the day to day repairs (leaving the more difficult repairs to specialist contractors).

### **Relationship with the local authority**

Although a TMO may be said to be acting as the local authority's agent, a TMO has considerable freedom of action as long as it meets the conditions imposed by the Management Agreement. A TMO may appoint its own staff; design its own job descriptions or, if it chooses, contract work out to another agency. It may also contract work back to the council.

A TMO may spend its allowances as it chooses, provided that it fulfils its obligations in the Management Agreement and acts within its constitution. For example, although the allowance may have a repairs element, the TMO can spend what it likes on repairs.

A TMO is also free to spend its surplus as it sees fit. As long as the surplus is used to benefit residents living in the TMO area, it can be used to fund or help fund community activities. It can also be saved or used to improve services.

The council has two main roles. Firstly, the council is there to help and a TMO has the right to ask for help. A TMO, after all, is just another form of devolved council housing management.

Secondly, the council needs to ensure that the TMO is comprehensively monitored. This is not a licence to interfere. However, by helping to ensure that the TMO is implementing its obligations, the council is helping to sustain the democracy and accountability of the organisation.

## How a Tenant Management Organisation works

The main features of a TMO are as follows:

- Its decision-making processes are uncomplicated. It has a Board which has the authority to make decisions quickly without reference to third parties.
- It has its own budget which can be used flexibly and 'pro-actively'.
- The Board employs its own staff. The Board can develop job descriptions that suit the needs of the TMO.
- The actions of the TMO are directly accountable to the consumers of the service. TMOs are run by residents for residents.
- TMOs have a commitment to Equal Opportunities.
- TMOs are monitored and supported by the council/social landlord.

The majority of TMOs work very simply and flexibly and do so with the support of their residents.

The simplicity, flexibility and accountability of TMOs are key to their effectiveness.

### The role of the Board

The Board is the main decision-making body of the TMO and the manager (or equivalent staff member) is responsible for carrying out its decisions. The Board has responsibilities, not only to residents, but also to the council, TMO staff, and to Companies House or the Financial Services Authority (formerly the Registrar of Friendly Societies).

The main task of the Board is to ensure the following:

- That all the services it undertakes as managing agent for the council are performed to the standard agreed, and in the way described in the Management Agreement. This will mean, for example, ensuring compliance with the Equal Opportunities Policy.
- That the TMO performs its obligations as a 'good' employer.
- That its constitutional and financial obligations (contained within the Management Agreement and constitution or articles) are carried out.
- That the Board and its plans have the support of residents.

Fulfilling these obligations requires careful planning of Board agendas so that the manager can provide it with appropriate information and reports.

A key event in the TMO's calendar is the Annual General Meeting. Apart from elections for the Board, the AGM approves the annual budget. The budget is a statement of the TMOs plans for the forthcoming year. Its preparation, including consultation with residents and subsequent monitoring and revision, are central in defining the role of the Board.

### The role of the manager

The role of the manager is to:

- advise the Board on managing its budget.
- Implement the decisions of the Board.
- provide the Board with the information and advice it requires to perform all its duties
- manage the work of other staff including contractors.

This apparently simple relationship between the manager and the Board can be problematic. Sometimes managers act as if the main function of a Board is to 'rubber stamp' their decisions. Factors contributing to this situation are:

- The Board may share the manager's view of their role. Board members may simply be unaware of their responsibilities. Training in the role of the Board is therefore very important.
- The Board (and particularly its officers) may see their role as defending the performance of their staff. Managers often present their failure to perform as due to problems caused by 'them' (the residents). There can be pressure on Board members to accept this kind of 'group think' and to 'freeze out' those who might be more critical.
- The manager may be trying to conceal failure to deal with the TMO's affairs in a competent manner.

The Chair, Secretary and Treasurer have an important role in ensuring that there is a proper relationship between the Board and its manager.

Managers must be given support in performing their duties (such as the supervision of other staff) without interference. At the same time, they must be able to show to the Board's satisfaction that they are fulfilling their obligations to the Board.

An important way of helping to prevent the above problems is for the Board to ensure that it is accountable to residents.

### **The importance of resident involvement**

Although achieving resident involvement is an important activity in itself, it is not in reality given the same prominence in the Management Agreement as other management functions. The allowance available for this important function reflects its continuing low status.

Apart from a fraction of some small central council budget, the TMO is entitled to only £20 per year for each tenanted and leasehold dwelling.

There are very practical reasons for ensuring that residents participate as fully as possible in the TMO's affairs.

- It is a requirement of the Management Agreement that residents are balloted every 5 years about continuing the Management Agreement.  
At each Annual General Meeting (after the TMO's second anniversary) the TMO must vote on whether or not to continue the Agreement. It is therefore important that residents actively support the TMO and believe that it broadly represents their views.
- For many TMOs, there is a problem recruiting residents to serve as Board members. Some Boards become over-reliant on one or two individuals whose eventual departure may leave the TMO without its governing body. Ensuring a steady supply of new people for the Board is essential to the continuation of the TMO and vital to its health as an accountable and dynamic organisation.

## **THE TRAINING PARTICIPANTS**

The training participants are council tenants (and leaseholders if there are leaseholders) from the estate concerned and most likely will comprise members of the residents' association committee or TMO Board plus others with an interest in the training. Freeholders, if there are any, need not be excluded and may even be on the association committee or the TMO Board (but without voting rights on tenancy and leasehold issues).

The group will either be in process of establishing a TMO or members of an already established TMO who require a refresher course. Their knowledge of TMO issues will vary considerably, as will their previous experience of education and training. Where the TMO is still in development, the group will not necessarily have agreed which functions they want to take or know what the allowance is going to be and the staffing arrangements for their TMO.

An attempt has been made to tailor all the exercises and case studies in this training programme to the TMO context and the issues which are likely to arise in TMOs.

# Introduction to the Course

## PURPOSE OF COURSE

*The course is intended to give participants a general overview of the responsibilities and tasks associated with being a member of a TMO Board. It is not intended to equip participants with the skills required to manage the day to day operation of the TMO, as this will be the responsibility of the manager or chief officer who will have the necessary training and experience to carry out the required housing management tasks. **This message may have to be reiterated throughout the course.***

HANDOUT/SLIDE 1:

### INTRODUCTION TO MANAGEMENT

#### Purpose of course

- To provide an overview of TMO Board responsibilities
- To provide information on the main tasks for individual Board members and the Board itself
- To equip participants with the skills and knowledge required to be an effective member of a TMO Board
- To enable participants to progress to more advanced management training if they are interested in doing so

## COURSE CONTENTS

*Handout/slide 2 shows the course contents (the order of which may vary according to local circumstances).*

HANDOUT/SLIDE 2:

### INTRODUCTION TO MANAGEMENT

#### Course contents

1. Getting started
2. Financial management
3. Monitoring performance
4. Human resources: Recruitment
5. Human resources: Employing people
6. Effective presentation skills
7. Leading and managing team
8. Managing meetings
9. Health and safety
10. Meeting customer expectations
11. Governance



# 1. Getting Started

*This section is principally designed to get participants to start thinking about getting a new organisation under way. However, it will also be useful for circumstances in which an organisation is already in place but the Board wishes to review its situation and, in some respects, start again.*

*There are Government 'start up' guidelines for TMOs in terms of office and equipment requirements ("Guidance on start-up costs for Tenant Management Organisations" (1995), available from ODPM) and these are referred to in the discussion.*

## 1.1 ISSUES FOR NEW ORGANISATIONS

The first few months of a new organisation's life are an important time in terms of establishing itself as a credible entity.

HANDOUT/SLIDE 1.1:

### **NEW ORGANISATIONS — WHAT'S MISSING?** (Exercise)

What things do established organisations have which new organisations do not?

*Checklist of possible answers:*

- *public profile (residents, council etc)*
- *track record*
- *trust*
- *record of credit worthiness (difficult to set up supplier accounts)*
- *established policies*
- *working relationships with council and others*

## 1.2 PROMOTING THE ORGANISATION

The organisation needs to communicate its ethos and the particular characteristics of the service it offers (residents' control, estate based, committed to quality etc).

HANDOUT/SLIDE 1.2:

### **KEY PROMOTIONAL TOOLS**

#### **Branding**

- logo (professionally produced/conveying the right message)
- mission statement

#### **Communicating with residents**

- organising public launch for TMO
- circulating newsletters
- issuing membership certificates
- publishing residents' handbook

#### **Communicating with others**

- preparing and circulating promotional literature
- organising briefings for council staff/councillors and others
- contacting local media

### 1.3 DESIGNING AND EQUIPPING THE OFFICE

The council is required to provide a local office for the TMO to accommodate staff and meetings.

#### Designing an office

*The office needs to have enough room for staff and equipment, for meetings and for residents to wait and be seen. Participants are asked to design an office, thinking about what must be included and what could be done to make it user friendly. The participants need to consider how the layout and design of an office can distinguish the TMO from the council's, often impersonal, style of operation (Handout 1.3a opposite).*

Issues to be covered in exercise:

- *Entrance: signage, disabled access*
- *Basic office: for staff desks, equipment*
- *Meeting room: for Board and any other meetings*
- *Interview room: for private interviews with residents*
- *Toilet: for staff (perhaps additional one for residents)*
- *Changing/washing facilities if manual staff*
- *Kitchen: for staff*
- *Waiting area: for residents (consider comfort/play area for children)*
- *Reception: is a counter really necessary, why not open plan?*
- *Storage: for equipment, files etc*
- *Secure room/cupboard: for confidential information*
- *General security (windows, doors, panic alarms, CCTV?)*

#### Equipping the office

The office needs to be equipped properly if it is going to run an effective service.

HANDOUT/SLIDE 1.3B:

#### **EQUIPPING THE OFFICE**

To function effectively, the office needs to:

- Communicate with residents and other organisations
  - word processors/printers
  - phones/fax
  - email
- Record and analyse data on computer
  - financial accounting
  - tenancy records
  - repair processing
  - performance indicators
- Establish pro-formas/templates
  - repairs schedules
  - contract specifications
  - job specifications
- Provide written information to residents
  - through advice leaflets
  - through newsletters
  - through website
- Provide safety for staff/visitors
  - panic alarms
  - fire/smoke alarms
  - CCTV surveillance

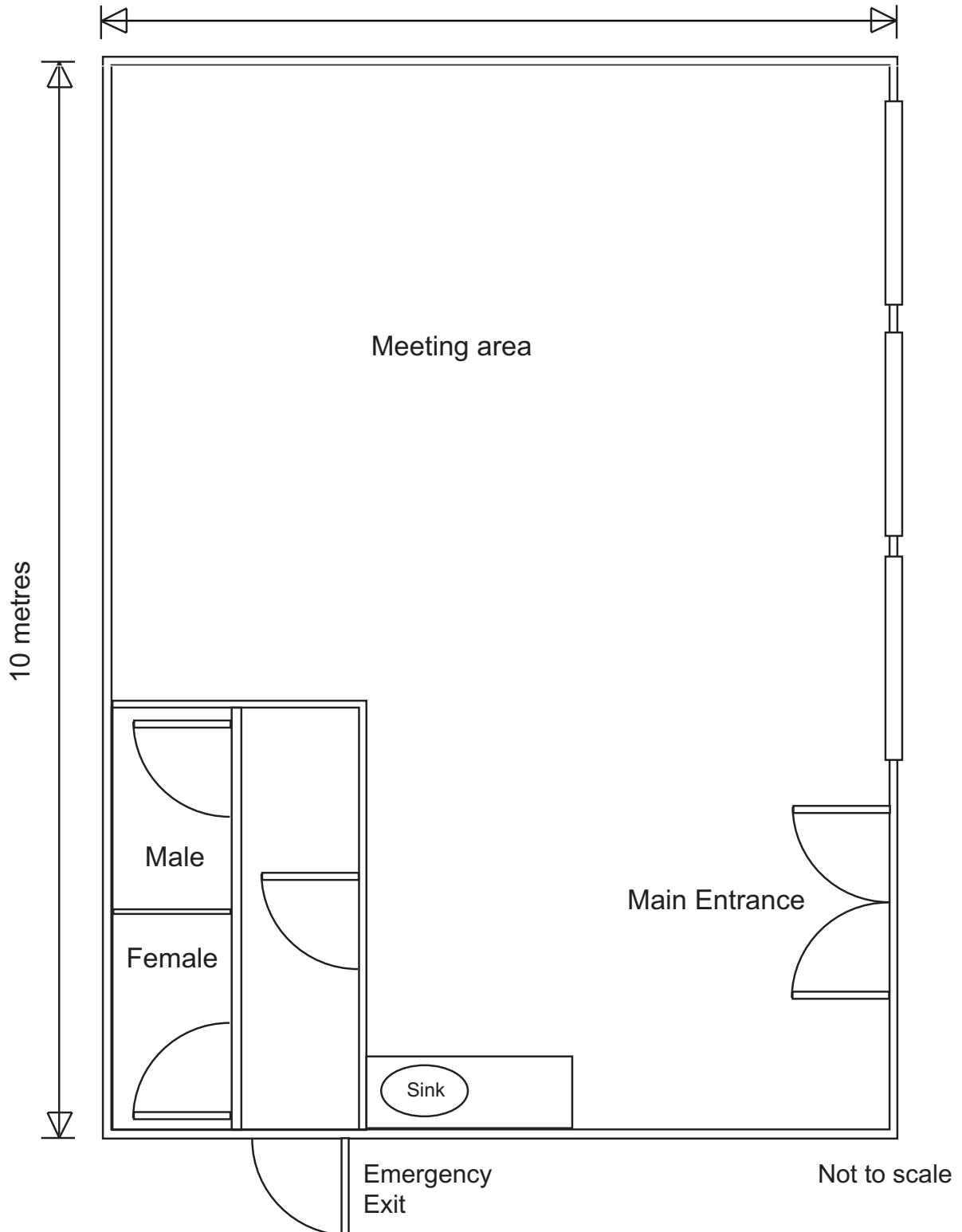
HANDOUT 1.3A:

**DESIGNING AN OFFICE** (Exercise)

Design an office for five staff using the plan below. The ODPM guidelines say that around 70 square metres are needed for this size of TMO. Apart from the basics, what would you do to make it user friendly?

**Potential TMO office**

7 metres



### Is e-government for you?

*A brief discussion could also be held on the potential for TMOs to develop versions of the 'e-government' services being developed in local authorities' websites (Handout/slide 1.3c).*

HANDOUT/SLIDE 1.3c:

#### **IS E-GOVERNMENT FOR YOU?** (Exercise)

Have you used the local authority website, what was on the website, how useful did you find it and what they think could be offered by a TMO?

*Checklist of possible answers:*

- *Loading key documents onto a TMO website (eg Board meeting agendas/minutes, business plans)*
- *Enabling repairs to be reported by e-mail*
- *Encouraging resident feedback by e-mail*
- *(IT training for residents?)*

### 1.4 MAKING RELATIONSHIPS WITH OTHER BODIES

Organisations need to form relationships with a range of outside bodies in order to operate effectively. A good starting point is to undertake a 'needs analysis' — working out which organisations and which people you need to establish relationships with to meet your objectives and run your organisation.

The following exercise is intended to get participants to start thinking about the issue.

HANDOUT/SLIDE 1.4A:

#### **WHO DO YOU NEED?** (Exercise)

Which outside bodies and people do you need to establish relationships with in order to run an efficient and effective organisation?

***Checklist of possible answers:***

*Council — The most important relationships will be with housing management staff, the tenant participation/management section, the person responsible for paying over the allowance (within housing or central finance) and any departments which retain some responsibility for service delivery for the TMO site.*

*Other agencies — Establishing a productive relationship with the police will be particularly important, not only to deal with crime problems but also because police involvement will be required to deal with some housing management issues such as taking action against antisocial residents. There may be others such as local regeneration schemes.*

*Suppliers — A range of suppliers (eg stationers) will be needed and it may be difficult to set up accounts in the absence of credit ratings. The organisation's bankers will need to facilitate this in many cases.*

It is important to behave in an appropriate manner when dealing with outside bodies. This may be difficult because of a history of antagonism with some bodies, such as the council housing department, but a new attitude is necessary to deal with a new situation.

HANDOUT/SLIDE 1.4B:

### **MIND YOUR Ps**

#### **Professional**

- adopt a businesslike manner and expect the same from others

#### **Punctual**

- never be late for meetings and rarely postpone

#### **Prepared**

- go to meetings well prepared, knowing what you are going to say, having read all necessary documents and having sent out any of your own documents in advance

#### **Positive**

- be positive about the relationship and about your organisation, for who you have a PR responsibility

#### **Polite**

- being liked is probably the most important thing of all

## **1.5 GETTING ADVICE**

New organisations are particularly in need of advice. There are a number of sources for TMOs.

HANDOUT/SLIDE 1.5:

### **WHERE TO GET ADVICE**

#### **Council**

The council has a responsibility to support the TMO and has a wealth of experience on many topics — financial, employment, contractors, dealing with nuisance etc.

#### **Accredited agencies**

ODPM accredited S16 agencies can continue to provide advice and support after a TMO is established.

#### **Networking (other TMOs)**

Other TMOs in your area have invaluable experience of the range of issues which you may have to deal with and can supply pro-formas, templates, computer system advice etc.

---

## 1. Getting Started

Introduction to Management — Tutor Notes

---

# 2. Financial Management

*TMO Boards are required to exercise financial control of the organisation. This does not mean that they have to be trained as bookkeepers or have a detailed knowledge of financial systems — this task will be undertaken by the TMO's staff. This section is intended to give participants a brief introduction to the purpose and nature of some of the financial systems and important financial documents which need to be used by organisations such as TMOs.*

## 2.1 HOW THE FINANCES WORK

*This first session is intended to give participants an idea of the kind of decisions they are able to make when planning the organisation's finances.*

### Where the money comes from

The TMO receives an allowance from the council in order to deliver the services it has agreed to take over. The allowance is calculated on the basis of guidance provided by the ODPM but the method used varies between councils. Typically these are calculated as follows.

HANDOUT/SLIDE 2.1A:

#### **BASIS FOR TMO ALLOWANCE**

##### **Actual costs**

These are usually used for the allowances for functions not delivered by the council's housing office, typically, repairs and maintenance, grounds maintenance and cleaning — for example, the council may provide an average of the last 4 years expenditure on the estate;

##### **Proportionate costs**

These are usually used for tenancy management and leasehold management — for example, the total costs on these items are calculated on the basis of the number of properties on the estate as a proportion of the total number of such properties covered by the neighbourhood or district housing office.

The council and TMO will invariably review the allowances on a yearly basis to take account of changes in circumstances.

In addition, the TMO is able to negotiate its share of the council's budget for capital improvements and other funds available for environmental or other improvements.

### Where the money goes

The TMO's income needs to be spent on delivering the services it has agreed to take over from the council. However, the TMO does not need to spend the money in the same way as the council. The housing management staff structure does not need to mirror the council's structure for the estate. Also, the council may have used a contractor to carry out repairs and the TMO may decide to employ its own repair staff and only contract out more difficult jobs. And, of course, unlike the council, the TMO can use any surpluses for the direct benefit of residents.

### Economies and diseconomies of scale

Many organisations such as councils operate on the basis of what they see as the economies of scale — centralising as much as possible, letting big contracts and so on.

HANDOUT/SLIDE 2.1B:

#### **DISECONOMIES OF SCALE** (Exercise)

Councils often argue that it is cheaper to let big contracts, say for repairs services, and argue against local offices because they are too expensive to run.

What do you think might be wrong with this thinking?

*The following slide/handout is used to amplify on participant responses.*

HANDOUT/SLIDE 2.1C:

#### **SOME ECONOMIES AND DISECONOMIES OF SCALE**

##### **Economies of scale**

- Technical economies — being able to afford expensive, labour-saving, more efficient equipment
- Managerial economies — being able to employ specialists, spread out administration costs
- Commercial economies — obtaining discounted goods and services because of size of order/contract
- External economies — access to specialist back up (eg from other council departments)

##### **Diseconomies of scale**

- Managerial diseconomies — management gets out of touch, poor staff relationships, managers being pulled into wider organisational duties, increase in red-tape
- Commercial diseconomies — inability to properly monitor and supervise work carried by contractors (leading to poor value for money and, on occasion, higher costs)

### Contractors or staff?

TMOs have a choice between employing staff and taking on contractors for aspects of their work.

HANDOUT/SLIDE 2.1D:

#### **CONTRACTORS OR STAFF** (Exercise)

What are the respective advantages and disadvantages of using contractors or staff to carry out repairs?

### **Tutor feedback:**

#### **Contractors**

- **Potential advantages:**
  - *Sickness/holiday cover for operatives*
  - *Can be penalised for under-performance*
  - *Relatively easy to dismiss*
- **Potential disadvantages**
  - *Lack of personal interest in estate*
  - *Sometimes difficult to monitor performance*

### Staff

- **Potential advantages**
  - Loyalty
  - Flexibility
  - Can carry out additional tasks (eg reception/patrolling)
  - No incentive to 'invent' work
- **Potential disadvantages**
  - Relatively expensive to recruit
  - Relatively difficult/expensive to dismiss
  - Sometimes difficult to cover sickness/holidays

### What kind of staff?

Staff costs are a significant element of the budget and decisions about staffing can have a profound impact on the organisation's finances. Flexibility over staffing obviously depends on the size of the TMO but the following exercise explores one aspect of the issue.

HANDOUT/SLIDE 2.1E:

#### **STAFFING** (Exercise)

Two of the TMO's functions are caretaking and day to day repairs. Work out how you might maximise the use of the budget available for the two functions.

*The following handout/slide is used to illustrate how one staff member can perform a range of different tasks, using the Warden Supercaretaker approach used by the Peabody Trust (taken from the ODPM's Neighbourhood and Street Wardens' Programme, Factsheet 1: Wardens' Good Practice Guidance Notes, November 2001). The multi-skilled and multi-tasked supercaretaker may be more expensive to employ than a standard caretaker but is likely to reduce costs overall.*

HANDOUT/SLIDE 2.1F:

#### **PEABODY TRUST SUPERCARETAKER TASKS**

- minor repairs, reducing the need to contractors
- preventative maintenance, to reduce repair costs in long run
- lock fitting for vulnerable residents
- cleaning communal areas
- patrolling and providing a reassuring presence
- preparing empty properties for re-letting
- undertaking accompanied viewings for prospective tenants

### What should you do with surpluses?

Many TMOs make a surplus at the end of each year. This surplus is not handed back to the council and can be used by the TMO for a variety of purposes.

HANDOUT/SLIDE 2.1G:

#### **USING SURPLUSES** (Exercise)

You have a surplus of £50,000 at the end of the year from your annual allowance of £300,000.

How would you go about deciding what to do with this surplus?

### **Tutor feedback**

#### *Stage 1: Investigate reason for surplus*

- *efficiency savings?*
- *inappropriate under-spending? (eg savings on maintenance may lead to higher repair costs in future)*

#### *Stage 2: Investigate whether reserves needed*

- *It may be a good idea to keep all or some of the surplus as a reserve in case anything goes wrong in the future.*

#### *Stage 3: Consider improvements*

- *It could be used to make physical/environmental improvements to the estate or to fund social/community activities.*
- *It can be used to lever in additional funds for the above purposes*
- *Residents need to be consulted on potential improvements*

## **2.2 MANAGING THE FINANCES**

### **Keeping the books**

The starting point is to keep a detailed record of money transactions. Books of accounts are called ledgers which, these days, are normally held on computer.

Ledgers commonly found in organisations are shown in the handout/slide.

HANDOUT/SLIDE 2.2A:

#### **BOOKS OF ACCOUNTS/LEDGERS**

- |                               |   |
|-------------------------------|---|
| • Sales ledger                | - contains accounts for customers (debtors)   |
| • Purchase ledger             | - contains accounts for suppliers (creditors) |
| • Cash book                   | - contains bank accounts and cash accounts    |
| • General or 'nominal ledger' | - contains all other accounts                 |

### **Financial accounting**

This follows on from the bookkeeping system and provides summarised information on money transactions. These financial summaries are mostly concerned with reporting past activities and are usually produced half yearly or annually.

Some summaries are required by law for a limited company or Industrial & Provident Society:

- Profit and loss account
- Balance sheet

### **Profit and Loss Account**

A business can measure its operation through a profit and loss account.

A profit and loss account shows what a business has earned (revenue), against what it has spent (operating expenses), usually over a period of a trading year.

In broad terms, the profit and loss account consists of a calculation:

HANDOUT/SLIDE 2.2B:

**CALCULATING PROFIT AND LOSS**

Revenue - Expenses (overheads) = Profit or Loss

*The following example of a Profit and Loss Statement is taken from a TMO in London.*

HANDOUT/SLIDE 2.2C:

**EXAMPLE OF PROFIT AND LOSS STATEMENT**

**Profit and Loss statement**  
**For the year ended 31 March 200X**

**Sales**

Management Allowance	237,400.00	
Interest received	288.21	237,688.21

**Purchases**

Subcontracting	83,452.02	83,452.02
----------------	-----------	-----------

**Gross Profit/(Loss):**

**154,236.19**

**Overheads**

Staff	84,711.81	
Rent, rates and insurance	6,147.48	
Telephone	4,963.19	
Maintenance	2,169.79	
Legal and professional	10,200.00	
Other	5,905.40	114,097.67

**Net Profit/(Loss):**

**40,138.52**

**Balance Sheet**

The balance sheet is a 'snapshot' of a company at the close of business on a specific day, often produced at the end of the financial year.

It is a financial statement which shows the assets, liabilities and capital of a business at a particular date

The difference between a balance sheet and a profit and loss account is that the profit and loss account is a statement of what has happened **over a period of time**.

The balance sheet shows on a precise date what a business owns, known as assets, and how these assets are paid for or financed.

*The following example of a Balance Sheet is taken from a TMO in London.*

HANDOUT/SLIDE 2.2D:

### EXAMPLE OF A BALANCE SHEET

Balance Sheet as at 31 March 200X

#### Fixed assets

Plant and machinery	1,999.99	
Office equipment	1,655.23	
Furniture and fittings	3,616.67	7,271.89

#### Current assets

Deposit account	18,924.11	
Petty cash	144.97	
Prepayments	983.95	
Reserve account	5,233.15	
Bank account	51,807.54	77,093.72

#### Current liabilities

Creditors	22,436.50	
Inland Revenue	6,682.13	
Accruals	6,314.00	
VAT liability	8,794.46	44,227.59

<b>Current assets less current liabilities:</b>		32,866.63
<b>Total assets less current liabilities:</b>		40,138.52

#### Represented by:

#### Capital and reserves

Share capital	53.80	
Unrestricted funds	40,084.72	40,138.52

## 2.3 ACCOUNTING TERMS

HANDOUT/SLIDE 2.3:

### EXAMPLES OF ACCOUNTING TERMS

<b>Fixed asset</b>	An item bought for use in the business which is not normally resold.
<b>Profit and loss account</b>	A statement of what has been happening over the whole year. All items of expenditure are deducted from all items of income. The result is either a profit or a loss.
<b>Balance sheet</b>	A 'snapshot' of the company at the close of business on a particular day. It is a record of all the company's assets and liabilities balanced against each other.
<b>Petty cash</b>	Small amounts of money kept at the office to pay for minor items.
<b>Creditors</b>	People to whom the organisation owes money, eg goods bought on invoice.
<b>Overheads</b>	The general expenses of running a business.
<b>Cash budget</b>	A budget projecting the flow of money in and out of the bank account and forecasting the bank balance at the end of each month, also known as the 'cashflow forecast'.
<b>Cashflow</b>	The recording of the actual amount of money flowing in and out of the bank account and the bank balance at the end of each month.

# 3. Monitoring Performance

## INTRODUCTION

The TMO Board needs monitoring information from its staff to make sure that the TMO is doing a good job. There are two basic types of monitoring information required.

- Information on financial performance
- Information on service delivery performance

## 3.1 FINANCIAL MONITORING

Budgets and budgetary control

*A brief background is given to these essential topics and participants are encouraged to see budgeting as an essential tool for monitoring the performance of their organisation.*

*Variations in budgets against actual figures are explained and at the end of this section participants are asked to write down their ideas of how variations could occur in budgeted figures with which they might be working.*

*These ideas are then shared in a brainstorming session and written up on a flipchart. (Ideas not thought of can be added from the tutor's list — which is not meant to be exhaustive.)*

### Preparing budgets

No organisation can continue to operate successfully unless its managers have a firm control of its finances.

A budget is a method of **planning and keeping control of finances** and is therefore an important management tool. Most budgets are prepared for the next financial year.

### Using budgetary control

Planning and control are the two main advantages of budgeting. For the budget to be of value, the actual outcome is regularly compared with the planned outcome. If the two do not match up, then action needs to be taken.

Budgets give managers and supervisors targets to aim for and cost limits to work within.

HANDOUT/SLIDE 3.1A:

### **WHAT IS NEEDED FOR BUDGETARY CONTROL**

#### **Budgetary control reports**

These should be produced on a regular basis to show the incoming and outgoing funds.

#### **Identification of variances**

A variance in a budget is the difference between the budgeted figures and the actual figures. These variances can be favourable or unfavourable.

#### **Investigation of variances**

The variances identified should be investigated further to determine their causes and potential remedies, particularly if they are unfavourable (adverse) variances.

### 3. Monitoring Performance

#### Cash budgets/cashflow

*An example of a simple cashflow forecast is provided so that participants can be familiar with its basic structure. A series of questions are set based on this forecast so that they can start to think about the consequences of certain actions and decisions and the effect on the 'bottom line', ie the bank balance. Participants can either work in pairs or small groups to come up with answers to the questions which can then be shared with the whole group. Suggested answers for the tutor (not an exhaustive list) are given.*

To stay in business and make a profit a business organisation must make sure that money is available in the right quantity and at the right time to meet payments. The availability of cash to meet payments is the lifeblood of all companies but some costs are controllable and others are not.

Small or large businesses plan their use of cash through **cashflow forecasts** so that they can check them against actual cash coming in and going out.

HANDOUT/SLIDE 3.1B:

#### **WHAT A CASHFLOW FORECAST SHOWS**

- what cash will be received and paid out during the budget period
- the timing of receipts and payments
- the bank balance or overdraft for each month

*An example of a cashflow forecast is given to participants, who are then asked a series of questions.*

HANDOUT/SLIDE 3.1C:

#### **EXAMPLE OF CASHFLOW FORECAST**

	January £	February £	March £	April £
<b>Receipts (inflows)</b>				
Allowance from council	13,500	13,500	13,500	13,500
<b>Total receipts</b>	<b>13,500</b>	<b>13,500</b>	<b>13,500</b>	<b>13,500</b>
<b>Payments (outflows)</b>				
Repairs/maintenance	9,800	12,700	9,300	10,100
Staff salaries/wages	2,500	2,500	3,500	2,500
Property costs	800	800	800	800
Other expenditure		1,000		
<b>Total payments</b>	<b>13,100</b>	<b>17,000</b>	<b>13,600</b>	<b>13,400</b>
Opening bank balance	2,700	3,100	(400)	(500)
Total receipts	13,500	13,500	13,500	13,500
Total payments	13,100	17,000	13,600	13,400
Closing bank balance	3,100	(400)	(500)	600

HANDOUT/SLIDE 3.1D:

**QUESTIONS ABOUT CASHFLOW FORECAST**

1. What is likely to increase the repairs/maintenance costs in February?
2. What might have caused staff wages to increase in March?
3. What would you do about the negative bank balances in February and March?
4. Are you optimistic about this TMO's management of its finances?  
Give your reasons why.

**Tutor's examples of answers to questions:**

1. *What is likely to increase the repairs/maintenance costs in February?*
  - *bad weather could cause burst pipes and flooding*
2. *What can cause staff wages to increase in March*
  - *absence due to sickness, hence temporary staff costs*
3. *What would you do about the negative bank balances in February and March*
  - *arrange overdraft facilities with bank manager in advance — explaining that finances will be in surplus in April*
4. *Are you optimistic about this TMO's management of its finances?*  
*Give your reasons why.*
  - *Yes, if income is monitored regularly and costs are now kept to forecast £13,000. There is very little room for emergency or exceptional costs.*

**Preparing a cashflow statement**

*Handout 3.1e (on the next page)*

*Prior to participants carrying out this exercise, it is explained that, apart from being a target to keep the organisation's finances on course, budgets should be compared with what is really happening. Questions can then be asked and decisions taken by comparing budgeted with actual figures.*

*Participants are given very basic information about a medium sized estate so that they can work in pairs and prepare an 'actual' cashflow statement.*

*Many participants often confess to having a 'mental block' about working with figures. They should be paired with someone more confident, if possible, so that they can tackle the problem together.*

**Tutor's Feedback**

*Participants are given feedback on their cashflow statement using Handout/slide 3.1f on the next page.*

### 3. Monitoring Performance

HANDOUT 3.1E:

#### **PREPARING A CASHFLOW STATEMENT (Exercise)**

Prepare the Valley Estate TMO Cashflow for the four months to 30 April 200X.

- Valley Estate has 600 rented properties.
- The monthly allowance from the council is £72,000.
- In January only £56,000 was received on time. Half the amount outstanding was received by April but the rest of this money was not received by the end of the period in question.
- For the months of February to April all allowances were received as expected
- The TMO rents a building from the council for £12,000 pa. This amount is paid quarterly in advance and the last payment was made on 1st April.
- Staff wages for running the services currently cost £38,000 per month.
- In March a member of staff was off sick and a temporary replacement for that month cost an extra £1,500.
- The amount of money estimated to be spent on maintenance and repairs per month is £24,000.
- Extra work in January for maintenance and repairs (burst pipes, flooding damage) has put the maintenance costs for the month up by an extra £19,000.
- Half of this extra amount was paid by cheque in January and the other half was paid in February on receipt of invoice.
- Property-related costs (eg caretaking/cleaning) and other administrative costs came to £2000 per month

HANDOUT/SLIDE 3.1F:

#### **VALLEY ESTATE TMO CASHFLOW**

	January £	February £	March £	April £
<b>Receipts (inflows)</b>				
Allowance from council	56,000	72,000	72,000	80,000
<b>Total receipts</b>	<b>56,000</b>	<b>72,000</b>	<b>72,000</b>	<b>80,000</b>
<b>Payments (outflows)</b>				
Repairs/maintenance	33,500	33,500	24,000	24,000
Staff wages	38,000	38,000	39,500	38,000
Property costs	2,000	2,000	2,000	2,000
Rent	3,000			3,000
<b>Total payments</b>	<b>76,500</b>	<b>73,500</b>	<b>65,500</b>	<b>67,000</b>
Opening bank balance	6,500	(14,000)	(15,500)	(9,000)
Total receipts	56,000	72,000	72,000	80,000
Total payments	76,500	73,500	65,500	67,000
Closing bank balance	(14,000)	(15,500)	(9,000)	4,000

**Tutor's notes for handout/slide: Some possible reasons for variances**

**Staff:**

- Wage increase
- Cost of sickness cover
- Holiday cover

**Maintenance**

- Cost of materials
- Adverse weather conditions

**Training**

- Travel
- Hotel
- Unplanned course/conference

**Miscellaneous**

- Effect of government legislation (eg increases National Insurance)
- Equipment repairs
- Increased insurance premiums
- Theft
- Large telephone bill

### **3.2 SERVICE MONITORING**

Monitoring how well services are being delivered is an essential requirement for all service delivery organisations. In the social housing field there is also a Government Best Value framework for performance monitoring which housing providers need to comply with. Although TMOs are not strictly covered by this framework, there would be an expectation from councils that TMOs would comply.

#### **Best value**

Best Value is a duty which means that councils must review all the services they provide for local people and improve them by the best means available. This must be done in consultation with the people who use the services and the wider local community.

Which housing services are covered by Best Value?

All of them. All local councils have certain housing responsibilities even if they have transferred their council housing to a different landlord.

HANDOUT/SLIDE 3.2A:

#### **HOUSING SERVICES COVERED BY BEST VALUE**

- how action on housing can contribute towards important things like the environment in which local people live and getting safer and sustainable communities;
- investment in other housing in the area, such as through renovation grants for privately owned houses in poor condition; home adaptations for disabled people and advice to help improve the energy efficiency of properties;
- responsibilities for homeless people;
- assessing housing needs
- housing advice
- landlord services
  - repairs and maintenance
  - setting and collecting the rent
  - managing the tenancy
  - consulting and involving tenants
  - allocating and re-letting houses

### 3. Monitoring Performance

Councils have to agree a programme for reviewing all council services, including housing, within a five year cycle and publish the programme in a Best Value performance plan. The plans are published every year.

#### Performance indicators

Councils' Best Value performance plans have to show their performance against nationally set (that is set by the Government) and locally set (that is set by the council) performance indicators and targets for improvement. These plans are monitored by the Government.

Participants are encouraged to share what they know about the council's performance standards and whether they are being achieved.

*Each person is then encouraged to write down a few standards which they think the TMO and its staff should achieve in providing a good service.*

HANDOUT/SLIDE 3.2B:

#### **ESTABLISHING SERVICE STANDARDS** (Exercise)

Do you know what the council's current performance standards are for housing?

Are they being achieved?

What would you like to change?

Write down some ideas about the sort of standards you feel you and your staff should meet in providing good customer service.

The following handout/slide highlights most of the main service areas and gives examples of council minimum performance indicators and minimum standards set for each service area. The TMO manager would be expected to produce reports on how far the TMO had performed on these kinds of measures on a monthly basis.

HANDOUT/SLIDE 3.2C:

#### **MINIMUM PERFORMANCE STANDARDS — EXAMPLES**

Service area	Indicator	Minimum standard
Rent recovery	Rent collected	99.75%
Repairs	Repairs undertaken within target	95%
	Satisfaction rate with repairs	95%
	Repair of damage with security implications on same working day	90%
Voids	Re-let within 35 days	80%
Customer service	Correspondence answered within 10 working days	95%
	Office open 9 - 5 weekdays	100%
	Phone calls answered within 15 seconds	90%
Tenancy service	Number of accompanied viewings	100%
	Number of acceptances from accompanied viewings	75%
Neighbour relations	Complaints processed within 5 days	95%
Cleaning	Graffiti removal within 24 hours	90%
	Communal areas cleaned twice a week	90%
Grounds maintenance	Pathway pot holes repaired within 10 working days	90%
Health & safety	Monthly communal inspections	100%

## Resident satisfaction

There is also an expectation that residents will be asked on a regular basis what they think of the housing service. Ideally, this should be done once a year through a questionnaire survey.

There are two standard questions which all housing service providers are expected to include in their surveys.

HANDOUT/SLIDE 3.2D:

### **RESIDENTS' SATISFACTION QUESTIONS**

Taking everything into account, how satisfied or dissatisfied are you with the overall service provided by your landlord?

Thinking about the housing services your landlord provides, how satisfied or dissatisfied are you with the opportunities for participation in management and decision-making?

The idea of standard questions is to allow comparisons to be made between councils and between different neighbourhoods in each area. Obviously a TMO will be able to compare its performance with the council's performance in its area (and other TMOs).

## What would you monitor and how?

*The idea of this final session is to get participants to think critically about the service monitoring performance indicators. The participants are asked to consider what they have already heard and to come up with other ways of monitoring performance. This can be a brainstorming or group session.*

HANDOUT/SLIDE 3.2E:

### **WHAT WOULD YOU MONITOR AND HOW?**

Are all the performance indicators you've seen meaningful?

What would you monitor, and how would you do it?

---

### 3. Monitoring Performance

Introduction to Management — Tutor Notes

---

# 4. Human Resources: Recruitment

*Participants are introduced to the process of filling a vacancy and a sample of documents that are likely to be used if the TMO was to recruit staff.*

## 4.1 RECRUITMENT PROCESS

*The session starts with an overview of the recruitment and selection process, inviting participants' comments as the checklist is explained.*

An organisation's most valuable resource is its workforce. Managers must give careful thought to the needs of employees and to the organisation of effective recruitment.

HANDOUT/SLIDE 4.1:

### **SELECTION: A CHECKLIST FOR EMPLOYERS**

1. Agreement obtained on need to fill vacancy
2. New job description set out or existing one updated
3. Personnel specification written or revised
4. Advertisement designed and placed in appropriate media
5. Vacancy details and application forms sent to applicants
6. Applications analysed and shortlist produced
7. Interview invitations sent to short listed applicants
8. Assessments/Interviews take place
9. References investigated
10. If references satisfactory, written job offer sent
11. The offer is accepted
12. Written terms and conditions of employment sent

The chart illustrates a number of steps involved in a typical staff recruitment process. Of course, not all jobs need this amount of activity. For example, the recruitment of a **part time cleaner** may just involve a simple job description, brief description of the person needed to fill the job, followed by an advertisement and a fairly short informal interview process.

However, whatever the vacancy, the laws applying to recruitment remain the same and require:

- an advertisement which does not discriminate
- binding letters of job offer and acceptance
- a legally satisfactory contract of employment

## 4.2 JOB DESCRIPTIONS AND PERSON SPECIFICATIONS

*A sample job description is provided for the post of TMO manager — the post for which a TMO Board is most likely to have to organise and manage the recruitment. Thereafter, the TMO manager is likely to take responsibility for recruiting other staff members, involving the TMO Board throughout the process. Participants are encouraged to recognise the value of a job description and this particular sample job description is then used for a subsequent activity in preparing a person specification.*

HANDOUT 4.2A:

## **SAMPLE JOB DESCRIPTION**

**Post:** TMO manager  
**Responsible to:** The Management Committee (Board)  
**Salary:** £ - £ per annum (depending on experience)

### **Job Purpose**

- To be the senior member of staff of the TMO, including managing staff and contracts, and reporting to the Management Committee.
- To be responsible for ensuring that the TMO fulfils its responsibilities under the Management Agreement with the council.
- To have overall responsibility for the provision of a housing management service, including rent arrears and tenancy management, repairs and maintenance, caretaking, cleaning and grounds maintenance for the properties managed by the TMO.
- To be responsible for overall administration of finances and responsibilities as an Industrial and Provident Society/Company Limited by Guarantee.
- To manage, support and supervise the TMO's staff.

### **Main duties and responsibilities**

#### **1. Management Committee**

- 1.1 To review operational efficiency and effectiveness and make recommendations to the Committee.
- 1.2 To ensure that the decisions of the Committee are implemented.
- 1.3 To co-ordinate the TMO's information and statistical requirements in respect of income, expenditure, and the services it manages as an agent to the council. To present reports to the Management Committee on financial matters and other areas of the TMO's work.
- 1.4 To advise the Management Committee concerning best practice in respect of the services it provides.
- 1.5 To advise the Management Committee on changes in relevant legislation, codes of practice, procedures and policies, and to recommend changes as necessary.
- 1.6 To have overall responsibility to the Management Committee for dealing with councillors' and MP's enquiries and Ombudsman cases.

#### **2. Housing management**

- 2.1 To have overall responsibility for the housing management service, and to ensure that a high quality service is provided for the TMO's residents.
- 2.2 To have overall responsibility for all aspects of tenancy management, including creation and determination of tenancies, assignment and action for breach of tenancy, removal of squatters, tenancy checks, racial harassment and domestic violence cases.
- 2.3 To have overall responsibility for the allocations and lettings function — including viewings, post offer administration, transfer visits and reports, data entry and liaison with the council's allocation staff.
- 2.4 To have overall responsibility for voids management, including ensuring that the property is secure, monitoring the progress of maintenance work, and arranging decoration allowances.
- 2.5 To have overall responsibility for rent arrears work, including attending Court hearings on behalf of the TMO, to give evidence, present cases and to carry out evictions in conjunction with court bailiffs.

#### **3. Financial information**

- 3.1 To liaise with the Treasurer to ensure effective control of the TMO's income and expenditure and take responsibility for the production of quarterly accounts, annual estimates, the budget and final accounts.
- 3.2 To advise the TMO on maximising revenue and value for money.
- 3.3 To liaise with the TMO's auditors and ensure that all necessary information is supplied to them.
- 3.4 To meet the requirements of the Financial Services Agency/Companies House.

#### **4. Repairs and maintenance service**

- 4.1 To have overall responsibility for the repairs and maintenance service for the TMO, ensuring that it is run reliably and efficiently.
- 4.2 To have overall responsibility for day to day repairs and planned maintenance.
- 4.3 To write specifications for repairs, and carry out inspections of work. To liaise with surveyors and other professional specialists that the TMO uses in repairs and maintenance work.
- 4.4 To be responsible for the provision of an out of hours emergency service, including providing back-up to the caretaking service if required.
- 4.5 To compile the TMO's list of approved contractors, and ensure that it is reviewed on a regular basis.
- 4.6 To prepare bids to the council for additional repairs funding as required.
- 4.7 To ensure that an effective caretaking, cleaning and grounds maintenance service is provided. To ensure that staff employed by the TMO have adequate stores and supplies to ensure that their work can be carried out. To arrange rotas as necessary.

*(continued opposite)*

HANDOUT 4.2A (CONTINUED):

### **SAMPLE JOB DESCRIPTION**

#### **5. Staff management and personnel**

- 5.1 To be responsible for the management of the staff team, including supervision and support, appraisal, training and career development.
- 5.2 To advise the Management Committee on all aspects of recruitment, pay, conditions, training, and discipline.
- 5.3 To ensure that personnel records are maintained, and that reports are supplied to the Management Committee.
- 5.4 To ensure that the TMO's health and safety policy is up to date, reviewed regularly, and that quarterly inspections are carried out.

#### **6 Equal Opportunities**

- 6.1 To ensure that the equal opportunities policy is implemented, and applied to all aspects of the TMO's work.

#### **7. Administration**

- 7.1 To ensure the Management Committee and the staff have the administrative support required.
- 7.2 To ensure that office administrative systems are functioning, and reviewed regularly.

#### **8. Other duties**

- 8.1 To take on other duties appropriate to the grade, as agreed from time to time with the Management Committee

*Participants are then guided through a typical layout of a person specification and the kind of questions that could be asked under each heading in order to compile the document.*

A person specification is written to identify the qualities, experience and qualifications candidates should have to match the job description. It is most likely to contain the following headings, but can vary from one organisation to another.

HANDOUT 4.2B

### **PERSON SPECIFICATION — MAIN ELEMENTS AND EXAMPLES**

#### **1. Physical demands of job**

general health, physical strength, stamina, eyesight, hearing, speech, appearance

#### **2. Qualifications/education required**

general education, professional qualifications, technical knowledge, specialised training

#### **3. Experience required**

direct experience, transferable experience

#### **4. Skills required**

numeracy, literacy, mechanical aptitude, technical aptitude

#### **5. Interests relevant to job success**

construction, repair, physical/outdoor activities, artistic expression, social/community work

#### **6. Personality requirements**

gets on with people, uses initiative, can work alone, accepts responsibility, can work under pressure, can influence others

#### **7. Circumstances**

prepared to work overtime, has driving licence

*Using this layout as a guide, participants are asked to write a person specification for the post of TMO manager, using the job description already provided. The group is split at this point and sent to the far corners of the room with some flipchart paper to work either in pairs or small groups to write a person specification. The products of their efforts are then compared and a consensus reached.*

*The following sample job description can also be used for comparison purposes.*

HANDOUT/SLIDE 4.2C:

### **SAMPLE PERSON SPECIFICATION FOR TMO MANAGER**

#### **Knowledge and skills required**

- A proven track record in either housing management or maintenance management is essential.
- A good knowledge of arrears control and other tenancy management policies is essential
- A working knowledge of financial operating statements and experience of managing budgets is essential.
- A good knowledge of managing a response repairs service is essential
- An ability to work effectively to a Management Committee, and liaise with the council and other agencies is essential.
- An aptitude for IT and working knowledge of Microsoft Office products is essential.
- Ability to prepare and present reports is essential.
- A knowledge of the objectives of a Tenant Management Organisation is essential.
- A commitment to Equal Opportunities in service delivery and personnel matters is essential.

## **4.3 RECRUITMENT ADVERTISING**

*The aim of this session is to introduce participants to the content and layout of an effective advertisement.*

An effective advertisement should provide candidates with helpful information. It should also be sufficiently detailed to discourage people from applying who would not be suitable for the job.

HANDOUT/SLIDE 4.3A:

### **WRITING JOB ADVERTISEMENTS**

A job advertisement should contain all or most of the following

- An eye-catching headline
- Location
- Job title
- Salary
- Organisation name/brief details/logo
- Brief description of duties
- List of abilities/experience/qualifications required
- Benefits — holidays, pension scheme
- How to apply — application form, CV, letter
- Application details — where to write, telephone, closing date

*A selection of local/national advertisements is provided and participants are asked to evaluate the quality of each using the checklist as a guide.*

HANDOUT 4.3B:

## **SELECTION OF ADVERTS FROM NEWSPAPERS**

### **4.4 SHORTLISTING/INTERVIEWING/SELECTING**

The selection interview

*Participants are guided through the process of preparing for and carrying out an interview and the types of questions that can be used to gain further information about candidates.*

Having sifted the application forms, and identified those who, on paper, might be able to do the job, you need to invite them to interview.

HANDOUT/SLIDE 4.4A:

#### **THE SELECTION INTERVIEW**

##### **Purpose:**

- To learn about the applicant.
- To give applicant information about the job.
- Public relations — applicants should feel they have been interviewed fairly and should leave with a good impression.

##### **Preparation:**

- Make arrangements for reception and waiting area
- Provide privacy and no interruptions.
- Prepare room and seating arrangements
- Be familiar with application form
- Choose interview panel and chair
- Prepare and allocate interview questions to panel
- Devise scoring system

##### **Stages of interview:**

###### **1. Initial stage**

- Introduce panel
- Put applicant at ease/explain process

###### **2. Acquire information**

- Questions must be clear, brief and relevant.
- Ask open questions
- Avoid 'leading' questions
- Do not ask questions too quickly

###### **3. Supply information**

- About the TMO
- About the job

##### **Conduct of interview:**

- Let applicant do majority of talking
- Listen to answers
- Show interest
- Provide opportunity for questions
- Guide interview to conclusion
- Explain when/how decision will be made

##### **Select candidate**

- Compare scoring
- Discuss merits of candidates
- Ensure fair and equal treatment
- Offer feedback to unsuccessful candidates

*(continued overleaf)*

HANDOUT/SLIDE 4.4A (CONTINUED):

### **THE SELECTION INTERVIEW**

#### **Making an offer:**

- Check references before making an offer.
- Send successful candidate an offer letter.
- When accepted it is binding on both sides
- Inform the unsuccessful candidates

*The following handout shows the kind of questions candidates can be asked at interview.*

HANDOUT 4.4B:

### **EXAMPLES OF QUESTIONS TO ASK CANDIDATES AT INTERVIEW**

*(These questions can be used to explore aspects such as personality, use of initiative, attitude to previous employment, team work — characteristics which are unlikely to be obvious from an application form)*

1. Can you tell me about your career and how it relates to this job?
2. What do you think is special about a TMO and makes it different from a council housing department or housing association?
3. Some TMOs make a surplus at the end of the year. How would you go about deciding what to spend the surplus on?
4. Part of the job is dealing with contractors. How would you go about making sure we are getting value for money and quality from contractors?
5. What does an Equal Opportunities Policy mean to you and how would you go about making sure that the Policy is achieved in practice?
6. If you got the job, what would you hope to have achieved in the first three months?
7. If the TMO Board asked you to do something which you did not feel was the right thing to do professionally, how would you deal with?
8. Can you tell me about your experience of information technology, including the kind of software used by housing departments and housing associations for repairs and allocations?
9. Can you tell us about your sickness record in the last year. How many days off have you had because of illness?
10. How much experience have you had in managing staff? What are the key principles of staff management?
11. Hypothetically, how would you handle a dispute with a resident or another member of staff?
12. What personal attributes can you bring to the job?
13. Do you have any questions?

### **The offer letter**

*An example offer letter is provided just to give the participants an idea of the type of standard documents that need to be drawn up for a new employee.*

*They are encouraged to contact the council for advice on other formal documents such as contracts of employment.*

HANDOUT 4.4C:

**EXAMPLE OF AN OFFER LETTER**

Dear

Further to your recent interview, I have pleasure in offering you employment as a [job title].

Your salary will be [£.....] per week/annum payable weekly/monthly in arrears. This will be reviewed on satisfactory completion of a probationary period of [.....] months.

Your holiday entitlement is [...] days taken in accordance with the attached Statement of Main Terms and Conditions, your first years entitlement being [.....] days calculated on a pro rata basis.

Your hours of work are [... to ...] Monday to Friday but you will be required to work any additional hours necessary to carry out your responsibilities. Overtime is/not paid.

All other conditions of service are contained in our Statement of Main Terms and Conditions of Employment, two copies of which are enclosed. Would you please sign and return one of them and give the date you can join us if you wish to accept our offer.

Please let me know if you require any further details. I look forward to hearing from you.

Yours sincerely

**4.5 SUMMARY — WHO ARE YOU LOOKING FOR AND HOW DO YOU GET THEM?**

Finding the right person for the job is not a simple matter. No recruitment process can guarantee that you make the right decision and you need to be prepared to re-interview or re-advertise if your are not sure and, if you do select someone, to closely monitor their progress once in post.

To stand a chance of finding the right person for the job, you need to:

- be clear about who you are looking for;
- design a recruitment process to achieve this.

*The following exercise is an attempt to get participants to think about the kind of person they might want to employ as a manager for their estate/neighbourhood, using the knowledge they have absorbed earlier in the session. The feedback after the exercise deals specifically with the housing and TMO context.*

HANDOUT/SLIDE 4.5A:

**WHO ARE YOU LOOKING FOR AS THE MANAGER? (Exercise)**

You are recruiting the manager to run your housing services. What are you looking for in terms of:

- qualifications and experience
- skills and personality

## Notes

*Recruiting a manager for a small organisation such as A TMO is not as clear cut as it would be for a big organisation as the range of skills wanted (ideally) are less likely to be available at the salary available.*

- *Qualifications and experience*

*If the manager is going to have direct responsibility for housing management, you might be looking for professional housing qualifications (although a surprising number of housing managers don't have them) but the person will certainly have housing management experience. This experience is most likely to have been gained in council housing departments or housing associations — it is less likely to have been gained from TMOs because of there are relatively few in existence. The person is likely to have been a middle manager.*

*If the manager is going to have a large team which includes designated housing officers, you might broaden the scope of what you are looking for.*

- *Skills and personality*

*People skills — the person will need to be able to handle a variety of personalities on the Board, to get on with residents generally and establish productive relationships with the council (and others).*

*Committee skills — the person will need to organise effective Board meetings.*

*Flexibility — the person is likely to have to handle a wide range of issues, to be flexible in terms of working arrangements (attending meetings in the evening and perhaps at weekends) and will not always have experienced staff to delegate unfamiliar tasks to.*

*Report writing — the person will need to be able to prepare reports for the Board and the council and these will need to professionally produced.*

*Ability to work without supervision — the person will not have a professional line manager and this will be unusual experience for the majority of candidates.*

Once you have decided what type of person you want, you need to work out how to get them. The recruitment process has been covered earlier in the session but you will need help and support to carry this through.

HANDOUT/SLIDE 4.5B:

### **HOW DO YOU GET THE RIGHT PERSON?**

- Establish an effective recruitment process
- Get advice on job descriptions and advertising
  - from council (housing and personnel departments)
  - from other agencies (eg ODPM registered agencies)
- Get professional involvement in shortlisting, interviewing and selection
  - from council (housing and personnel departments)
  - from other agencies (eg ODPM registered agencies)
- Check references thoroughly
- Re-interview or re-advertise if necessary
- Review performance once in post

# 5. Human Resources: Employing people

*TMOs vary widely in terms of the number of properties they manage. The more properties they manage, and the more management functions they take on, the more staff they are likely to employ. At one end of the spectrum, a small TMO may only be able to employ a manager (sometimes just part-time) but, at the other end of spectrum, large TMOs may have the equivalent of a local council housing office with a manager, housing officers, administrative staff, caretakers, cleaners handypersons, concierges etc. The training will need to take account of this and the tutor will need to be familiar with the likely staff structure before the training begins.*

*Participants are introduced to the idea of their responsibilities as employers if they were to become a TMO and employ staff. It is emphasised at the beginning that in 2.5 hours they can receive only a very brief introduction to employment law with some of the more common and essential responsibilities highlighted.*

## 5.1 EMPLOYMENT RIGHTS

*Very little discussion takes place on this topic. It is given as a checklist of some of the more recent and important pieces of employment legislation with special mention of the role of ACAS and how it can help small employers like some TMOs and also some information on the implications of TUPE regulations.*

*Participants are also introduced to the DTI publication “Individual Rights of Employees” and the DTI website.*

HANDOUT 5.1A:

### **EMPLOYMENT RIGHTS**

Individual employment rights were consolidated into the Employment Rights Act 1996. A number of amendments have been made to the 1996 Act, principally by the Employment Relations Act 1999.

The main areas of employment legislation covered by the Employment Rights Act 1996 are:

- written particulars of employment;
- deductions from wages;
- guarantee payments;
- Sunday working for shop and betting workers;
- time off work for public duties and other matters;
- time off for dependants;
- suspension from work on health and safety grounds;
- maternity rights;
- termination of employment;
- unfair dismissal;
- redundancy;
- insolvency rights for employees.

Some individual rights are contained in other legislation, in particular in the:

- Equal Pay Act 1970;
- Rehabilitation of Offenders Act 1974;
- Sex Discrimination Act 1975;

*(continued overleaf)*

HANDOUT 5.1A (CONTINUED):

### **EMPLOYMENT RIGHTS**

- Race Relations Act 1976;
- Safety Representatives and Safety Committees Regulations 1977;
- Transfer of Undertakings (Protection of Employment) Regulations 1981;
- Trade Union and Labour Relations (Consolidation) Act 1992;
- Disability Discrimination Act 1995;
- Working Time Regulations 1998;
- Public Interest Disclosure Act 1998;
- National Minimum Wage Act 1998;
- Maternity and Parental Leave etc Regulations 1999;
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000.

More information and advice on the legislation is available from the regional offices of the Advisory, Conciliation and Arbitration Service (ACAS). ACAS has a general duty to promote the improvement of industrial relations and is independent of Government.

More detailed information on these rights can be found in other employment legislation publications. Most of these are available free of charge from Employment Service Job Centres and local offices. They are also available by post from the DTI Publications Orderline: (0870 1502 500).

TUPE regulations are particularly important for TMOs. They were introduced in 1981 to protect employees of public services where those services were being privatised or contracted out. TUPE applies to all TMOs and may involve taking over responsibility for employing existing council staff responsible for local housing services and maintaining their previous terms and conditions. Invariably, the TMO manager is not subject to TUPE because the job is essentially different to that being carried out by the local council housing manager. However, TUPE is likely for caretakers and cleaners on all but the smallest estates. On larger estates, of course, the TMO may inherit all the council staff responsible for local housing services. Whether TUPE regulations are applied is in the hands of the council. The council may decide not to invoke TUPE and re-deploy its local staff elsewhere. The implications of TUPE need to be understood eg when and how can job descriptions be changed.

*Note: TUPE may also be an ongoing issue for TMOs as the regulations may apply if the TMO is planning to take on additional functions or expand the area covered by the TMO.*

TMOs may also be offered seconded staff from the council, which means that the council continues to act as the official employer but transfers salary payments and employee management and supervision to the TMO.

## **Contracts of employment**

Employers must give employees a written statement of the particulars of employment within eight weeks of the beginning of the employment

*The slide/handout gives details of the main elements which need to be included in a contract of employment.*

SLIDE/HANDOUT 5.1B

### **CONTRACTS OF EMPLOYMENT — CONTENTS**

- Job title
- Supervisor
- Pay
- Method of payment
- Hours of work
- Holidays
- Notice period
- Disciplinary/grievance procedures

Where the employee is transferred to the TMO under TUPE regulations or on secondment, the particulars of employment will need to take account of the employees existing contract of employment with the council.

## 5.2 THE INDUCTION PROCESS

*Discussion is encouraged about the importance of induction and how much time and effort should be invested in the new employee at this stage.*

Those who have worked in an organisation for some time forget what it feels like to be new.

Induction is a process or training activity which employees go through when they first start to work for an organisation.

The aims of the induction process are:

- to make a new employee efficient as quickly as possible;
- to encourage the new employee to develop a sense of commitment to the organisation;
- to make the new employee familiar with the job and not feel out of place.

It is important for new employees to get to know as soon as possible how to deal with other employees, supervisors/managers, clients and customers so that they can confidently go about their work and not get involved in situations which could lead to embarrassment.

*A small individual task is set to get participants thinking about new employees and the TMO.*

HANDOUT/HANDOUT 5.2A:

### **INDUCTION PROCESS** (Task)

Imagine you are a new employee starting work with the TMO. Write down as many questions as you can think of that you would like to ask your supervisor on your first day.

The induction process is very likely to involve council officers as the TMO will be implementing council policies and procedures and employees will have regular liaison with council officers.

## Staff Handbook

It is quite often the case that employees remember very little of the information explained to during induction. It is important to provide vital information in a written document.

Some organisations produce a staff handbook. This can contain some or all of the following information.

HANDOUT/SLIDE 5.2B:

### **STAFF HANDBOOK — POSSIBLE CONTENTS**

- Brief description of the organisation
- Basic conditions of employment — pay scales, pension arrangements
- Sickness arrangements — notification, pay, certification
- Disciplinary/dismissal and grievance procedures
- Trade union membership
- Health and safety arrangements
- Equal opportunities policies
- Medical and welfare facilities
- Training policies

### 5.3 STAFF SUPERVISION AND DEVELOPMENT

Procedures need to be put in place for staff supervision and development. The TMO's manager or chief officer will be responsible for supervising the rest of the staff but the TMO Board will be responsible for supervising the manager/chief officer.

#### Supervising the manager/chief officer

It is likely that one member of the TMO Board (invariably the Chair) will take responsibility for meeting regularly with the manager/chief officer. These meetings will be particularly important in the early days of the person's appointment when misunderstandings about the respective roles of the manager/chief officer and Board can easily arise.

HANDOUT/SLIDE 5.3A:

#### **WHY SUPERVISE?**

- Personal support
  - helps to develop productive working relationship
  - identifies any training needs
  - provides encouragement/positive stroking
- Clarification of roles/tasks
  - clarifies respective roles of staff members/Board
  - allows Board and staff to develop understanding of work together (many staff will not have worked in TMOs before)
- Early intervention
  - helps to prevent problems/discontents becoming crises

HANDOUT/SLIDE 5.3B:

#### **POSSIBLE ITEMS FOR SUPERVISION MEETINGS**

- Review of work undertaken by manager/chief officer
- Review of performance of the TMO
- Any concerns about work from manager/chief officer's point of view
- Any concerns about work from Board's point of view
- Staff relations
- Relationship between manager/chief officer and Board members
- Manager/chief officer's training/personal development needs
- Upcoming items for Board meetings

#### Non-managerial staff supervision

Managers/chief officers of TMOs are in a relatively unusual position because their line managers are Board members and are unlikely to be housing professionals. They may need a source of support and advice from elsewhere on professional issues.

HANDOUT/SLIDE 5.3C:

#### **SOURCES OF NON-MANAGERIAL STAFF SUPERVISION**

- The council
- Experienced managers from other TMOs
- Housing consultants (available through National Housing Federation)

## 5.4 DISCRIMINATION

*This topic and the five relevant pieces of legislation are discussed in detail to explore the nature of discrimination and how employees are protected. Participants are challenged on issues such as employment of people from different racial backgrounds and married women with children to gauge degree of prejudice within the participant group.*

*The main laws protecting people at work against discrimination are shown in the following handout.*

HANDOUT 5.4A:

### **MAIN ANTI-DISCRIMINATION LAWS**

#### **Equal Pay Act**

Where a man and a woman are employed on the same or broadly similar work or on work of equal value, they have the right to receive equal pay and conditions

#### **Sex Discrimination Act**

It is unlawful to discriminate on grounds of sex or marital status in such areas as recruitment, training, promotion and dismissal. (There are some exceptions to this rule).

#### **Race Relations Act**

This is concerned with discrimination on grounds of colour, race, nationality or ethnic or national origin and covers the same areas as the Sex Discrimination Act. (There are some exceptions to this rule).

#### **Disability Discrimination Act**

It is unlawful for employers with 15 or more employees to discriminate against current or prospective employees with disabilities. Discrimination occurs when an employer treats a disabled person less favourably than other employees or fails to comply with a duty to make a reasonable adjustment.

#### **Rehabilitation of Offenders Act**

The aim of the Act is to allow ex-criminals to 'wipe the slate clean'. At the end of a set time after the sentence has been passed (the 'rehabilitation period') the offence becomes spent. A conviction resulting in a prison sentence of more than 30 months can never become spent. Exceptions apply, broadly applying to work with children, the sick, the disabled and the administration of justice, where all convictions, including spent ones, must be disclosed.

*To explore how these might work in practice, the following task is given to participants in relation to the Equal Pay Act.*

HANDOUT/SLIDE 5.4B:

### **EQUAL PAY ACT IN OPERATION (Task)**

The office manager of a tenant management organisation employs 4 female cleaners and one male cleaner. The female cleaners receive lower wages than the male cleaner, so they demand an increase to bring their pay up to the same level. The manager responds by promoting the male cleaner to cleaning supervisor and giving him a pay rise. In an Employment Tribunal what do you think would be the decision of the Tribunal Panel?

## 5.5 TERMINATION OF EMPLOYMENT

*This is explored in detail to highlight the importance of reasons for fair/unfair dismissal and definitions of serious offences.*

All provisions relating to individual employment rights are now consolidated into the Employment Rights Act 1996. It lists five reasons for dismissal that are considered fair.

SLIDE/HANDOUT 5.5A:

### **ACCEPTED REASONS FOR DISMISSAL**

- Gross misconduct  
Dishonesty, negligence, wilful disobedience or any other serious offence or a repeated disciplinary offence which represents a breach of contract.
- Redundancy  
Where workers are surplus to requirements, possibly due to reorganisation or, a decline in business.
- Incompetence  
Unsatisfactory work demonstrating an incapacity to do the job. To be fair, the employer must be able to show that suitable written warnings have been given.
- Continued employment would break the law  
eg a chauffeur who has lost a driving licence could not continue working.
- Some other substantial reason  
eg refusal to accept a change in duties, particularly if this makes a worker surplus to requirements.

### **Definitions of serious offences**

*The following slide/handout gives examples of serious offences (not to be taken as a comprehensive list).*

SLIDE/HANDOUT 5.5B:

### **EXAMPLES OF SERIOUS OFFENCES (GROSS MISCONDUCT)**

- Fighting on company premises.
- Wilful destruction of company property and sabotage of products.
- Refusal to obey a reasonable instruction concerning the job and given by a recognised supervisor or manager.
- Acceptance of bribes given in return for a business favour.
- Unauthorised possession of company property.
- Falsification of company records.
- Theft from fellow employees.
- Incapacity at work due to drink or drugs.

## **5.6 DISCIPLINARY/DISMISSAL PROCEDURES**

*Discussion is held on the importance of proper procedures for the disciplinary process and dismissal. The consequences of not following procedure (ie referral to an Employment Tribunal and possible compensation) are highlighted. Three scenarios are introduced and participants are given time to think these out for themselves before a large group discussion is held on the answers.*

The ACAS Code of Practice on dismissal states:

- that all firms should have a clear dismissal procedure including the opportunity to appeal;
- all employees should be made aware of it;
- It is important to keep accurate records of disciplinary action. They help ensure consistency of action and they will be useful if dismissed individuals go to an Industrial Tribunal.

HANDOUT/SLIDE 5.6A:

**STAGES OF DISCIPLINARY/DISMISSAL PROCEDURE**

Stage 1	verbal warning	general offences for first time
Stage 2	written warning	repeated general offences
Stage 3	final written warning	repeated general offences; serious offences
Stage 4	dismissal	repeated general offences; serious offences

If adequate warning is not given, the employee can sue for being dismissed in an unfair way.

SLIDE/HANDOUT 5.6B:

**FAIR OR UNFAIR DISMISSAL (Exercises)**

The law gives an employee protection in four particular ways:

- The right to receive adequate warning
- The right to receive notice
- The right to natural justice
- The right to be protected from constructive dismissal

Look at the following examples, then decide in each case whether the dismissal was carried out in a fair way.

**Example 1**

Sean, the administrator, was an hour late for work. Office staff were unable to start their work that morning because Sean had taken the keys to the filing cabinets and things were generally chaotic until Sean arrived. The manager was furious with his behaviour and sacked him on the spot.

Do you think the dismissal was fair?

**Example 2**

Rick works as a handyman. His work has recently become sloppy and a number of complaints have been received from residents. When a resident comes into the office and threatens to sue the TMO for damage to her home, the manager dismissed Rick on the spot.

Do you think the dismissal was fair?

**Example 3**

Sayeh, a bookkeeper, has been suspected for some time of making false expense claims and keeping the money herself. Nothing is said about it until one day the manager catches her out by checking the books while she is away on holiday. When she comes back her supervisor tells her to leave and not to come back.

Was this dismissal fair or not?

## 5.7 GRIEVANCE PROCEDURES

*Discussion is held on how a grievance procedure could be implemented in a TMO according to the number of staff/layers of management involved.*

Just as employers sometimes feel they must take action against an employee, individual employees may sometimes feel that there is a need to complain about the way your actions affect them.

A grievance procedure should:

- be in writing
- be known and understood by all employees

The slide/handout gives an example of the stages a grievance could take.

SLIDE/HANDOUT 5.7:

### **STAGES IN GRIEVANCE PROCEDURE**

- |         |  |
|---------|--|
| Stage 1 | employee raises matter with immediate supervisor<br>attempt to resolve within five working days      |
| Stage 2 | if not resolved, refer to manager or TMO Board member<br>attempt to resolve within five working days |
| Stage 3 | employee meets with manager or TMO Board member<br>decision reached is final                         |

Note: At stage 2 and 3 the employee may be accompanied by a colleague

The grievance process will depend on the staff structure and the employee's position in the staff structure. For example:

- If an employee has a grievance against a supervisor other than the manager, then the manager will be brought into Stages 2 and 3.
- If an employee has a grievance against the manager, then the Chair of the Board or any designated Board member with a personnel function will be brought into Stages 2 and 3.
- If the manager has a grievance against the Board, then the local authority or any other external body such as a S16 Agency may be brought into Stages 2 and 3.

## **5.8 CASE STUDIES**

*The session finishes with two case studies involving disciplinary and redundancy issues for participants to consider.*

HANDOUT 5.8:

## **DISCIPLINARY/REDUNDANCY CASE STUDIES**

### **Scenario 1**

Six months ago you appointed a manager to run the services which you have taken over from the council. The manager is responsible for a housing officer, an administrative officer and four cleaners.

In a recent meeting to discuss finances it was proposed by the manager that increases in salaries would be necessary to bring them in line with recent pay awards given to council staff.

Money has been allocated in the budget for essential spending and it has already been decided that the small surplus predicted for the year should be kept only for emergencies. No allowance has been made for a pay award at this time.

The manager is convinced that one of the cleaners should be made redundant to release money to pay for the salary increases otherwise the staff may decide to leave and this would create a lot of problems.

There is a general feeling in the TMO that losing any staff at this stage would not be a good outcome as it would not give a good impression to the residents.

#### **Question**

*What would you do and why?*

### **Scenario 2**

The Chairperson of the TMO Board is in the office and receives a 'phone call from a tenant who has recently been discharged from hospital. A part of the property needs to be adapted and the Chairperson decides to pay a visit to the tenant to find out the nature of the problem.

A promise is made to the tenant that the premises will be adapted and the Chairperson asks the manager to get the work started as a matter of urgency. The manager refuses because other work needs to be completed, they both get angry and in the heat of the argument the Chairperson threatens the manager with dismissal.

#### **Questions**

*Analyse the situation and decide what the problems are.*

*Were the decisions taken the right ones?*

*What would you have done in the situation?*



# 6. Effective Presentation Skills

## INTRODUCTION

*The first part of the session is introduced with an OHT showing the results of a survey in the USA and stimulating discussion among the participants about their own experience/fears of presentations and public speaking.*

SLIDE/HANDOUT 6:

### **WHY IS PUBLIC SPEAKING SUCH A TERRIBLE EXPERIENCE?**

3000 people in the USA were surveyed  
they were asked to list their ten worst fears

**top** of the list was

PUBLIC SPEAKING

*Way above spiders, snakes and even financial ruin*

## 6.1 BEFORE THE PRESENTATION

*Handouts/slides are used to lead a discussion amongst participants about preparing for presentations.*

*Participants can also be encouraged to add any good ideas they have come across in listening to or giving presentations. This session should emphasise that the majority of people will gain considerable confidence from being well prepared beforehand.*

SLIDE/HANDOUT 6.1A:

### **THINK ABOUT YOUR AUDIENCE**

- How many people?
- Why are they there?
- What do they already know about the subject?
- What do you particularly want them to remember (3 or 4 points)?
- Do you want to have any particular effect on them?

SLIDE/HANDOUT 6.1B:

### **HOW WILL YOU COLLECT AND ORGANISE YOUR INFORMATION?**

- Make a list
- Brainstorm
- Research/consult others
- What structure will your presentation have?

SLIDE/HANDOUT 6.1C:

### **USING AIDS AND EQUIPMENT**

- Room/equipment/administration
- Power points
- Room arrangement
- Water
- Agenda
- Handouts/prepared material

**Before you start remember to check equipment and facilities**

Having a 'bag' packed with a range of equipment can save embarrassment if it turns out that the venue does not have proper equipment and stationery!

SLIDE/HANDOUT 6.1D:

### **WHAT TO TAKE WITH YOU**

Large felt marker pens  
Pens and pencils  
Ruler  
A4 paper  
Spare overhead transparency sheets  
Blu-tack  
Sellotape  
Drawing pins  
Paper clips  
Screwdriver  
Extension lead  
Spare bulb for overhead projector  
Index cards\*  
Stapler

\*\* It is a good idea to summarise the main points of the presentation in the form of headings and key words on index cards. They should be numbered in the order that the topics of the presentation are to be delivered.

## **6.2 DURING THE PRESENTATION**

A list of suggestions is given on delivering a successful presentation. The list is by no means exhaustive, and participants can be asked to suggest their own.

SLIDE/HANDOUT 6.2:

### **DOS AND DON'TS**

#### **DO**

Breathe deeply before you start

Use index cards to jog memory

Keep to time agreed

Keep to a structure

#### **Attract attention at beginning**

Use visual aids

Make eye contact

Be prepared to answer questions (you decide when)

Use your voice (vary tone and pitch)

Remember to smile at times

**End with something memorable**

#### **DON'T**

Read from a script

Stay rooted to the spot

Leave things to the last minute

Pace up and down

Use excessive mannerisms

Panic

Worry if you miss anything out

After the presentation, try to get feedback from someone about how it went. It will help to improve the next presentation

### **6.3 VISUAL AIDS AND EQUIPMENT**

The list of possible visual aids and equipment is the focus for a discussion and explanation of what they can do. Participants are encouraged to judge how useful or effective any of them have been in presentations they have delivered or seen. A more detailed account of the advantages and disadvantages of flipcharts and overhead projectors is discussed since these two pieces of equipment are probably more accessible to most participants. Other methods or equipment can be substituted here if it is felt that they would be more likely to be accessible and meet the needs of the group.

The overhead projector slide is included so that the trainer can actually demonstrate the advantages and disadvantages outlined on it. At this point participants could prepare their own OHP slides or be shown how to print one out from a computer, or have an opportunity to use or demonstrate any other visual aid.

SLIDE 6.3A:

### **WHAT ARE THE POSSIBILITIES?**

Whiteboards

Flipcharts

Overhead projectors

Handouts

Slides

Film

Video

Posters, charts

Physical objects

Recorded sound

Powerpoint computer presentation

---

## 6. Effective Presentation Skills

Introduction to Management — Tutor Notes

---

HANDOUT/SLIDE 6.3B:

### **FLIPCHARTS**

#### **Advantages**

Prepare beforehand  
Write while you speak  
Information can be stored  
Can be moved around the room  
Doesn't need power point

#### **Disadvantages**

Sometimes awkward to use  
Easy to trip over  
Difficult to read from back of room

HANDOUT/SLIDE 6.3C:

### **OVERHEAD PROJECTORS**

#### **Advantages**

Clear image in a large room  
Prepared beforehand  
Enlarge by moving projector  
Looks professional  
Can be used to write during session  
Can be arranged in any order  
Cheap and easy to prepare  
Overlaid transparencies can build up a picture  
Don't have to turn back on audience

#### **Disadvantages**

Can be bulky to carry around  
Bulb may 'go'  
Power can be a problem

## **6.4 MANAGING PUBLIC SPEAKING**

*This session centres around the issue of handling questions from the audience and dealing with difficult issues in a public meeting.*

There are likely to be a number of difficulties to deal with as the main speaker at a presentation or as the chair at a public meeting. The final outcome will be more successful if you prepare yourself as much as possible beforehand

*The questions in the following handout/slide are thrown open for general discussion and the answers summarised on a flipchart.*

HANDOUT/SLIDE 6.4A:

### **DEALING WITH DIFFICULTIES**

- Do you tell people to wait until the end of your presentation before you deal with questions or do you deal with them as they emerge?
- What are the consequences of choosing either course of action?
- How do you handle problem questions or difficult members of the audience?

*A chart with difficult issues to handle can:*

- *either be given as a handout with spaces to add further issues identified by the participants and a solutions column left blank;*
- *or it can be prepared in advance on flipchart paper and participants divided into groups to come up with some practical suggestions for dealing with the issues.*

*The choice largely depends on the size of the group.*

HANDOUT 6.4B: <b>SOME DIFFICULT ISSUES TO HANDLE</b>	
<b>Issues</b>	<b>Possible solution</b>
Disruptive member of the audience	
Questions for which you don't have a clear answer	
Question not relevant to many people	
The same person asking a number of questions	
Sensitive question you don't want to answer	

If participants find it difficult to come up with some answers the following could be suggested for discussion.

HANDOUT/SLIDE 6.4c: <b>SOME SOLUTIONS TO DIFFICULT ISSUES</b>	
<b>Issues</b>	<b>Possible solution</b>
Disruptive member of the audience	Encourage participation in some way. If too disruptive encourage discussion individually at the end. If continues, ask to leave
Questions for which you don't have a clear answer	Don't give vague pointless answers. Don't bluff your way through. Refer to someone else who can answer. Promise to find out and contact the person later.
Question not relevant to many people	Question not relevant to many people — see them at the end
The same person asking a number of questions	Limit to one question per person because of time factor
Sensitive question you don't want to answer	That's a very interesting question, would anyone else like to make a comment



# 7. Leading and Managing Teams

*This session is designed to give participants an overview of the importance of working as a team in the development of the tenant management organisation and the influence of different styles of leadership and management.*

## INTRODUCTION

*This introductory exercise encourages participants to recognise the difference between groups and teams.*

*They are asked in a brainstorming session to contribute their ideas on what they think a team is, for example, the difference between a group of people waiting at a bus stop and a team of football players.*

*The handout/slide 'What is a Team' is included to compare with the ideas produced from the brainstorming exercise.*

HANDOUT/SLIDE 7:

### **WHAT IS A TEAM?**

A team is more than a group. Effective teams consist of people who can:

- **Work together**
- Are loyal to each other
- Feel committed and are motivated to achieve a high level of output
- Care how other members of the team feel
- Are open with each other and listen to each other
- Have common goals
- Are prepared to work conflict through

**Collaboration is an important ingredient in team activity**

## 7.1 LEADERSHIP QUALITIES

*This topic is introduced with a brainstorming session asking participants to decide on one or two recent leaders from any part of society they admire and why. This can help to identify their characteristics of a good leader.*

*These are then compared with the Qualities of a Good Leader checklist and discussion is encouraged about issues of agreement/disagreement with the checklist.*

*Participants should be discouraged from making this into a personal analysis of members of the group. However, it can provide a useful discussion point if the Chair, Treasurer or Secretary volunteer information about aspects of the checklist which they personally find difficult to achieve.*

HANDOUT/SLIDE 7.1:

### QUALITIES OF A GOOD LEADER

Drive and enthusiasm	The desire and energy to get on with the job. Enthusiasm rubs off on the whole team
Honesty and integrity	Sticking to your values. Without integrity you are not likely to be successful. Integrity is essential to gain the trust and confidence of your team
Reliability and dependability	Never letting the team down
Fairness	A good team leader is fair minded and impartial at all times. It is about not taking sides and dealing with everyone fairly
Communication skills	The ability to communicate is an essential skill which you must develop if you are to be a good leader. It is essential to understand people and be understood. It is important to be a good listener
People skills	Having a genuine interest in people and wanting to help and develop them
Decision making skills	Before making any decision get all the facts and discuss with the people concerned. When you have the facts and taken advice, make the decision. A good leader has good judgement
Confidence	In yourself and your team

## 7.2 MANAGEMENT STYLE

*This is introduced with participants completing a quiz. Their scores from the quiz will give a rough indication of their preferred management style. There are a number of reasons for introducing the quiz.*

- 1. It has a high degree of participation and gets people involved.*
- 2. It can identify people who are highly authoritarian in their views and, if so, feedback to these people must be carefully handled.*
- 3. It introduces some theory of management style without being too theoretical.*

HANDOUT 7.2A:

### WHAT IS YOUR MANAGEMENT STYLE?

For the purpose of this exercise, place yourself in the position of the manager of your TMO.

**Read each question and then tick the letter which best fits your response.**

- You've recently taken over as TMO manager and one member of staff, David, who is nearing retirement, cannot use the computer. Should you:
  - Tell him to go on a computer training course and make the arrangements immediately?
  - Have a talk with him and ask his opinion on the matter?
  - Take no action as he is getting close to retiring?
- The staff car park is far too small and, as manager, do you feel that you should:
  - Call a meeting with staff to hear what they feel would be the best course of action?
  - Suggest to the Chair of the board that it could go on the agenda of the next board of meeting?
  - Go to the Chair of the Board and demand that something be done about it?
- You have a number of cleaners on your staff. Productivity is poor and not all the communal areas are getting cleaned on time. Should you:
  - Set the cleaners a target number of areas to clean per day and give them a small bonus if they achieve it?
  - Arrange the cleaners into groups so that they can organise tasks as they see fit?
  - Wait for a few more weeks to see how things go?

*(continued)*

HANDOUT 7.2A (CONTINUED):

### **WHAT IS YOUR MANAGEMENT STYLE**

4. The personnel officer on the Board tells you to implement a staff appraisal scheme straightaway. Should you:
  - (a) Wait and see what type of scheme the personnel officer suggests?
  - (b) Send round a memo to let everyone know that the appraisal scheme will be started immediately?
  - (c) Call a staff meeting to discuss the proposal with the staff?
5. The board has decided that you should organise the staff into teams which should meet every morning to discuss problems and how to improve quality. Do you:
  - (a) Tell the staff about the teams required by the board and leave them to sort it out?
  - (b) Arrange times so that you can attend and chair all team meetings?
  - (c) Put team leaders in charge of the teams and let them organise the meetings?
6. You have to organise rotas for staffing the office reception. Do you:
  - (a) Give the rotas you have decided to each staff member?
  - (b) Call the staff together to discuss the allocation of rotas?
  - (c) Pin the rotas on a notice board and let the staff choose their own?
7. You have heard that another TMO is introducing worker participation by allowing a caretaker to sit on your management team. Do you think:
  - (a) Caretakers should be allowed to contribute to decision making at senior management level?
  - (b) It will be interesting to know how the other TMO finds the experiment?
  - (c) Caretakers have their own areas of responsibility and they have no place on the senior management team?
8. You are working with a staff team on the design of a new website for the TMO and you have a very good idea you think the TMO should use. Do you:
  - (a) Call a special meeting of the team so that you can show them your plans?
  - (b) Go to the Board and get your idea approved officially?
  - (c) See what ideas the other team members come up with before you reveal yours?
9. You need to organise a crèche for parents to leave children while they attend public meetings on the estate. Do you:
  - (a) Ask the manager of the local nursery to come and organise it for you?
  - (b) Decide how it should be organised and call a meeting of staff you've selected to run it in to explain what they should do?
  - (c) Ask for interested staff to organise it as they see appropriate?
10. You find that, because of reductions in the TMO budget, there need to be redundancies among the staff. Should you:
  - (a) Select those staff to be made redundant whom you feel are the least competent workers?
  - (b) Tell the staff that a number of people must go and leave them to decide for themselves who it should be?
  - (c) Explain the position to the staff and ask for their ideas for reducing staffing levels?
11. One of your staff has been late almost every day for the past two weeks. The Chair of the board has informed you that something must be done about it. Should you:
  - (a) Give it another few days to see whether things improve?
  - (b) Give the staff member a verbal warning and say that he or she will receive a written warning and then dismissal if things don't improve?
  - (c) Ask the staff member if there are any problems with getting to work and try to sort them out if you can?

HANDOUT 7.2B:

**SCORING FOR 'WHAT IS YOUR MANAGEMENT STYLE?'**

Score each letter you marked as follows:

Question no.	(a)	(b)	(c)
1	10	5	0
2	5	0	10
3	10	5	0
4	0	10	5
5	0	10	5
6	10	5	0
7	5	0	10
8	5	10	0
9	0	10	5
10	10	0	5
11	0	10	5

HANDOUT 7.2C:

**WHAT DOES YOUR SCORE MEAN?**

**75-110**

You tend to have an autocratic leadership style and prefer to make all the decisions yourself. This is suitable where speed is essential or your staff have little knowledge or experience in the job. Possibly, if your group of staff is very large and the staff have very different opinions on the subject to be decided upon, it may be appropriate to take the decision yourself.

If you ticked (a) for Question 1, then perhaps you should take more notice of the feelings and opinions of others. Remember, it is just as important to manage people as the task in hand.

**35-75**

You tend to have a democratic leadership style and prefer to share the making of decisions with your staff. This is suitable in situations where there is adequate time for a longer decision-making process and the staff are knowledgeable and well motivated.

You believe in encouraging your staff to take part in setting goals and to contribute ideas and suggestions. Alternatively, you may not take their suggestions very seriously and take the final decision yourself. In this case you are not democratic at all, but merely a consultative manager.

**0-35**

You tend to have a *laissez faire* leadership style and prefer to let your staff make their own decisions. This is suitable when working with people who are experts in their field or are highly motivated. *Laissez faire* can offer the greatest opportunities for staff to satisfy their needs.

If you ticked (c) for Question 3, then perhaps you are rather lazy about the task of management. Your staff will see you as work shy and your organisation will not be as effective or successful as it could be. If you don't like the responsibility which goes with decision taking, then perhaps a management job isn't for you just yet.

**Extremes? The extreme score for each style is:**

Autocratic style ..... 110

Democratic style ..... 55

*Laissez faire* ..... 0

Borderline case? Possibly you react differently to each situation as it crops up, which is good.

*The benefits and disadvantages of Autocratic and Democratic management style, and situations where either one may be appropriate, are highlighted in the following handouts/slides.*

HANDOUT/SLIDE 7.2D:

### **ADVANTAGES AND DISADVANTAGES OF DIFFERENT STYLES OF MANAGEMENT AND LEADERSHIP**

#### **Autocratic** (Authoritative)

- The leader likes to make the decisions and impose them on the group
- He/she expects obedience and is reluctant to delegate
- This style works best where staff are inexperienced or quick decisions have to be made
- It causes resentment where staff are experienced and consultation is expected

#### **Advantages**

- It is satisfying for the leader — feels in control
- It allows for rapid decision making
- It provides certainty for inexperienced staff

#### **Disadvantages**

- It can create fear and frustration
- It can create resentment of the leader
- It can prevent staff contributing ideas

#### **Democratic** (Participative)

- The leader involves the group in decision making
- The leader is prepared to delegate
- There is a team atmosphere created rather than leader and follower

#### **Advantages**

- Group members feel respect for their experience/knowledge
- Group members feel involved/greater commitment
- Group members contribute to problem solving
- Leader feels supported by the group
- Leader does not have to make decisions alone

#### **Disadvantages**

- Leaders may not always agree with the group
- Group members need to be skilled/experienced to contribute
- Decision making can be slow

*John Adair's concept of leadership is then briefly introduced as a more modern view of leadership to highlight the point that managers/leaders need to be flexible according to the situation*

Action centred leadership is a more practical and modern concept of leadership developed by a 'leadership expert' called John Adair. He suggested that a leader has to respond to three things in different situations.

HANDOUT: 7.2E:

### **ACTION CENTRED LEADERSHIP**

- Achieving the task
- Building and maintaining the team
- Developing the individual

The leader has to be skilled to maintain these three in the right proportions depending on the priorities of the situation.

**Management is about achieving a task with people**

### 7.3 EFFECTIVE AND INEFFECTIVE TEAMS

*Participants are encouraged to read the checklist and contribute examples from their experience (particularly of tenant management) to back up the statements contained in the list.*

*This exercise is included nearer the end so that participants are more likely to be ready to discuss problem areas and facilitated to formulate practical solutions to these for the future development of the group.*

HANDOUT/SLIDE 7.3:

#### **EFFECTIVE AND INEFFECTIVE TEAMS**

##### **Effective teams**

Informal, relaxed atmosphere

Lots of discussion with participation

Team goals understood and commitment is clear

Members listen to each other

Conflict is not avoided but brought out into the open and dealt with constructively

Decisions are often reached after discussion

Ideas are expressed freely and openly

Leadership is not always with the formal leader

The team examines its own progress

Low staff turnover and absenteeism

##### **Ineffective teams**

Bored or tense atmosphere

Discussion dominated by one or two people and often irrelevant

No clear common objective

Members tend not to listen to each other

Conflict is either avoided or allowed to develop into open warfare

Discussions rarely take place before decisions are made

Personal feelings are kept hidden and criticism is embarrassing

Leadership is always provided by the formal leader

The team avoids any discussion about its own behaviour

High staff turnover and absenteeism

### 7.4 CASE STUDY

*The following case study was designed to identify what could happen if the needs of a work team are ignored and to reinforce the application of action-centred leadership or more democratic management. Extreme views of autocratic management held by any of the group members are confronted.*

*The participants are asked to work through the case study and come up with some advice without the trainer/facilitator getting involved.*

*Feedback is given to the group at the end.*

HANDOUT/SLIDE 7.4:

#### **CASE STUDY**

A friend of yours, Kate, is in a similar role to you: you are both Chairs of a TMO. She tells you that she is having problems with the TMO staff because 'they will not do as they are told'.

Kate says that she cannot understand what their problem is, 'staff should do what the Board tells them to do, they should obey those who are in authority'

Why do you think Kate is experiencing problems with her staff?

# 8. Managing meetings

## 8.1 COMMITTEE ADMINISTRATION

*Before the discussion on Committee Administration, participants are encouraged to describe briefly any meetings/committees they have attended or are part of in their current role so that the trainer can prompt participants to contribute their knowledge/experience during the course of the session.*

*After a brief introduction to different types of meetings, participants discuss the content of the main documents, the agenda and the minutes.*

### Types of meetings

The term 'meeting' ranges over a wide spectrum from the informal exchange of ideas between two or three people to the very formal 'statutory' meeting governed by legal requirements.

Companies and Industrial and Provident Societies are required by law to hold certain meetings on a regular basis. These meetings are governed by set procedures laid down in a constitutional document. The Memorandum and Articles of Association contain rules regarding meetings of shareholders and their voting rights.

### Documentation for meetings

#### Notice

Before a formal meeting can be held, sufficient notice (as specified in the written constitution) must be given to those entitled to attend.

#### Agenda

Sometimes the notice will be in the form of a personal letter or memorandum from the secretary to members. It is quite usual for it to be accompanied by an agenda which states the business to be transacted. The following example of an agenda also includes a proposed timetable for starting each item on the agenda. This can provide a useful discipline and can encourage members who are put off by interminable meetings to attend.

HANDOUT/SLIDE 8.1A:

#### **EXAMPLE AGENDA**

##### **General Meeting of Valley Road TMO, Friday 13 March 200X at 7pm, at the TMO offices**

1. Apologies for absence ..... 7pm
2. Minutes of last meeting ..... 7.05pm
3. Matters arising ..... 7.15pm
4. Correspondence ..... 7.25pm
5. Items for discussion ..... 7.45pm
6. Any other business ..... 8.30pm
7. Date of next meeting ..... 8.45pm

---

## 8. Managing Meetings

Introduction to Management — Tutor Notes

---

### Minutes

Minutes are a record of the meeting, following the order of the agenda, and are written to keep a brief, accurate and clear record of the business discussed/decided. They should be written up as soon as possible after the meeting and should be written in the third person and in the past tense.

HANDOUT/SLIDE 8.1B:

#### **GUIDE TO PREPARING MINUTES**

- Summarise the main points of the discussion.
- Before typing, agree the draft with chairperson.
- Circulate final version to members before next meeting.
- At the meeting, secretary reads minutes of the last meeting.
- If circulated beforehand they are taken as read if members agree
- Mistakes must be altered before minutes are signed
- Once signed by the chairperson they are unalterable.

## 8.2 COMMITTEE DUTIES

*The roles of the Chairperson, Member and Secretary are outlined and participants are asked to compare these descriptions with their own experience, where appropriate.*

HANDOUT/SLIDE 8.2A:

#### **CHAIRPERSON'S DUTIES**

Between meetings:

- Keep overview and monitor progress of organisation's aims
- Represent organisation to outside bodies
- Supervise administration of meetings (check Secretary).
- Obtain background reports
- Deal with correspondence.
- Deal with complaints.

During meetings:

- Start and finish meeting on time.
- Introduce agenda items logically
- Summarise each item's discussion before moving on.
- Draw out contributions from members.
- Prevent repetition and argument by members.
- Obtain all decisions (if necessary using casting vote).

HANDOUT/SLIDE 8.2B:

#### **MEMBER'S DUTIES**

- Support Chairperson
- Keep to committee rules and agenda
- Read minutes/documents, suggest agenda items before meeting
- Share opinions and information during meeting
- If agreed, take action on behalf of committee and report back

HANDOUT/SLIDE 8.2C:

### **SECRETARY'S DUTIES**

Between meetings:

- Prepare agenda
- Book and confirm venue
- Circulate notice of meeting, agenda, documents, minutes
- Follow up on meeting decisions

During meetings:

- Record attendance/apologies
- Record minutes, especially decisions and votes

### **Guidelines for taking notes at meetings**

*Experienced secretaries may not need these guidelines, whilst secretaries new to their role can find them quite useful. Other participants may also be interested, but discussion on this topic is kept to a minimum. Participants inexperienced in committee administration may find it useful to have a copy of a brief written 'minute' summarised from several paragraphs of committee discussion.*

SLIDE/HANDOUT 8.2D:

### **GUIDELINES FOR TAKING NOTES AT MEETINGS**

#### **During the meeting**

1. Write down the date, time and venue of the meeting.
2. Make a list of the names of people present.
3. Make a note of absences and give apologies
4. For each item on the agenda write down:
  - a heading
  - a brief summary of the main points of discussion
  - exact details of decisions taken
  - number of votes for and against
  - action required, when and by whom.
5. Whilst making notes:
  - take in more than you take down
  - only record facts, not opinions
6. Note date, time and place of next meeting.

#### **After the meeting**

1. Draft minutes immediately while the meeting is fresh in your mind.
2. Submit the draft to the chairperson for approval.
3. Circulate the minutes to members, including those absent from the meeting, as well as other people affected.
4. File the minutes in sequence.

## **8.3 CONDUCTING THE BUSINESS OF THE MEETING**

*This basically gives participants an outline of the procedure for dealing with agenda items. Again, participants are encouraged to share their own experiences of the way meetings have been conducted.*

Conducting the business of the meeting involves ensuring that the procedures are properly adhered to and that the agenda is taken in the correct order. The following checklist gives a useful guide on how to deal with items on the agenda.

HANDOUT 8.3:

### **CONDUCTING THE BUSINESS OF THE MEETING**

<b>Agenda item</b>	<b>Procedure</b>
Chairperson's opening remarks	Start at appointed time. Introduce new members. Make sure everyone has an agenda.
Apologies for absence	Apologies from members unable to attend.
Minutes of the last meeting	If they have been circulated, assume they have been read. Ask members to approve them as a correct record of the last meeting held. Amend and initial any errors. Sign and date the minutes.
Matters arising from the minutes	Ask if there are any matters arising from the minutes such as reports on developments from members asked to take action at the last meeting.
Correspondence	Ask the secretary to give details of any correspondence received since the last meeting. Deal with matters arising from correspondence.
Reports	Reports circulated can be assumed as read. Ask author to speak briefly about the report. Call for a motion to adopt the report. Chair the discussion of the motion. Call for a vote if required.
Motions and resolutions	Check that a motion is concise and unambiguous (one sentence only is preferable). Ask someone to propose and another to second the motion. Do not alter a resolution once it has been passed.
Any other business	Restrict this to straightforward issues. If more detailed discussion is necessary, normally defer it to the next meeting as an agenda item.
Date and place of next meeting	Agree details and close the meeting.

## **8.4 HANDLING THE GROUP**

*This part of the session starts with a brief introduction about recognising people with different personalities, the effect they can have on others at a meeting and the importance for members and the Chairperson to have some idea of how to handle their contribution effectively.*

*This is followed by a brainstorming session with participants identifying different kinds of people they have come across and the effect they have on others. All participants are encouraged to contribute their views on possible action that could be taken with different personalities, particularly when lack of action could result in these people jeopardising the progress of the meeting.*

*A flipchart is used to summarise the discussion along the lines of the handout shown. This handout may be given to participants at the end of the session if it represents a reasonable summary of the brainstorming session. If not, participants can be given a pro forma with the same column headings so that they can record their own notes from the flipchart.*

One of the keys to a productive meeting and preventing time wasting is an understanding of how groups work. If you have attended meetings you will have encountered at least some of the personality types identified below. In fact, most people have a combination of these characteristics and may change their role during the meeting as circumstances change.

The successful chairperson is one who is able to recognise the strengths and weaknesses of the participants, utilise the positive aspects of people's personalities and know how to deal with potential problems.

These are just a few of the personality types you may come across and how to deal with them.

HANDOUT 8.4A: <b>DEALING WITH PERSONALITY TYPES</b>		
Type	Effect on others	Possible action
Over-talkative	<ul style="list-style-type: none"> <li>• breaks the ice</li> <li>• disrupts</li> <li>• discourages others</li> <li>• wastes time</li> </ul>	<ul style="list-style-type: none"> <li>• interrupt tactfully</li> <li>• encourage group to take over</li> <li>• take one of the points and ask for someone else's comments</li> <li>• limit their time</li> </ul>
Argumentative	<ul style="list-style-type: none"> <li>• wastes time</li> <li>• gives one side of case</li> <li>• takes things personally</li> </ul>	<ul style="list-style-type: none"> <li>• avoid conflict</li> <li>• let group deal with person</li> <li>• keep calm</li> </ul>
Positive	<ul style="list-style-type: none"> <li>• motivates others</li> <li>• supports progress</li> </ul>	<ul style="list-style-type: none"> <li>• use person to carry meeting forward</li> </ul>
Shy	<ul style="list-style-type: none"> <li>• doesn't contribute</li> <li>• can appear bored</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions of person</li> <li>• compliment on contribution</li> </ul>
Inarticulate	<ul style="list-style-type: none"> <li>• difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• interpret what they say tactfully</li> </ul>
Know-all	<ul style="list-style-type: none"> <li>• stifles others' ideas</li> <li>• overbearing, misleading</li> </ul>	<ul style="list-style-type: none"> <li>• use their expertise</li> <li>• occasionally limit time</li> </ul>
Mediator	<ul style="list-style-type: none"> <li>• takes heat out of argument</li> <li>• can stifle constructive argument</li> </ul>	<ul style="list-style-type: none"> <li>• use for support</li> <li>• occasionally limit influence</li> </ul>
'Ideas' person	<ul style="list-style-type: none"> <li>• makes original suggestions</li> <li>• stimulates others</li> <li>• sometimes impractical</li> </ul>	<ul style="list-style-type: none"> <li>• encourage</li> <li>• throw ideas open to meeting</li> <li>• point out tactfully</li> </ul>

The following suggests ways in which a Chairperson can try to change the course of discussion in difficult situations — for example, during heated arguments, rambling contributions and 'know-all' contributions.

HANDOUT/SLIDE 8.4B:

### TIPS FOR STEERING THE DISCUSSION

- 'Could we consider that point in more detail later?'
- 'We would be interested to hear your opinion.'
- 'Could I take your first point and ask for other opinions?'
- 'Perhaps you (a chosen ally) have had some experience of the matter.'
- 'I would like to hear other members' opinions first.'
- 'I wonder if others agree?'
- 'Your point is very interesting, but as we are pushed for time, can I speak to you later about it?'

## 8.5 GETTING YOUR POINT ACROSS

*Participants are encouraged to discuss briefly what they find most difficult about putting their point across at a meeting.*

*The importance of different skills and tactics are emphasised in helping participants to build confidence to make contributions. Suggestions/tips from more confident group members can be added to the list.*

At most meetings you attend, you may be a participant rather than an official. Whether you are attending a formal meeting with your local council or an informal meeting with a few committee members you will be a more effective contributor if you employ a few basic skills and techniques.

HANDOUT/SLIDE 8.5:

### HOW TO GET YOUR POINT ACROSS

- Make sure you are properly *informed* by doing background reading before the meeting
- Be aware of **personality types** of other participants. You may need a variety of approaches to win them over to your point of view
- Be **assertive** when putting your point across and don't be afraid to disagree
- **Listen** to what others have to say in order to assess the general feeling before you speak
- Be as **concise** as possible, otherwise people may lose interest in your contribution
- Be **tactful** when trying to prove someone else wrong. No-one likes to 'lose face' in front of others
- Be **courteous** at all times

## 8.6. COMMITTEE EXERCISE

*For experienced committees this exercise is not necessary and it is only included if there is time to deliver it. The trainer acts as an observer and gives feedback to the group on the process followed in making a decision. It can be used as an opportunity to give the role of the Chairperson to someone who doesn't usually act in this capacity. If this happens, feedback to the person must be handled carefully providing positive feedback about what went well followed by some suggestions about what could be improved next time.*

*Feedback can also be given by group members about their own experience in taking part.*

HANDOUT/SLIDE 8.6A:

**COMMITTEE** (Exercise)

You are the Board of a Tenant Management Organisation. You have been approached by a telecom company for permission to install an aerial on the roof of one of the blocks on your estate.

Your main agenda tonight is to decide whether to accept the proposal, which would bring in £10,000 a year for the TMO to spend.

If you do not arrive at a decision in principle this evening, the telecom company will go ahead with its second option to install an aerial at a neighbouring estate.

What issues will need to be considered and how will the decision be made?

*To conclude, the following handout/slide provides a brief summary of the characteristics of poorly run committee meeting.*

HANDOUT/SLIDE 8.6B:

**CHARACTERISTICS OF POOR COMMITTEE MEETINGS**

- disorganised
- ineffective people in the chair
- disruptive members who only like the sound of their own voice
- poor seating arrangements/ventilation/interruptions
- go on too long with unnecessary lengthy discussions
- lack of information in advance so members can't make prompt decisions
- lengthy documents to read

---

## 8. Managing Meetings

Introduction to Management — Tutor Notes

---

# 9. Health and Safety

This section deals with two aspects of the organisation's health and safety responsibilities: its responsibilities as an employer and its responsibility as a deliverer of services.

## 9.1 THE BASICS OF HEALTH AND SAFETY

HANDOUT/SLIDE 9.1A:

### THE FACTS ABOUT HEALTH AND SAFETY IN BRITAIN

- 250 people lose their lives each year at work
- 156,000 fatal injuries are reported each year
- 2.3 million people suffer from ill health caused or made worse by work
- You can be prosecuted for failure to comply

Implementing health and safety measures need not be expensive, time consuming or complicated and a great deal of support is provided by the Health and Safety Executive.

HANDOUT/SLIDE 9.1B:

### HEALTH AND SAFETY — THE BASIC FACTS

- Health and safety laws apply to all businesses, employees and self-employed people
- The HSE enforces laws for factories, farms and building sites
- The council enforces laws for offices, shops, hotels, catering and leisure
- Inspectors visit workplaces to check that people are sticking to the rules and when there are serious accidents or complaints
- You need to register the organisation
- You need to have and display employer's liability compulsory insurance
- You need to display the health and safety law poster or give a copy to all employees

HANDOUT/SLIDE 9.1C:

### MANAGING HEALTH AND SAFETY

- Employers with five or more employees need a written policy
- All employers have to assess the risks from work activities
- Employers with five or more employees have to record the findings of their risk assessment
- Employers have to consult their employees' safety representatives on health and safety matters
- Employers have to provide health and safety training for employees

## 9.2 RISK ASSESSMENT

*Participants are asked to think about the health and safety issues which are likely to apply to their organisation. The following exercise asks participants to highlight issues which need to be taken account of in a particular type of TMO.*

HANDOUT/SLIDE 9.2A:

### **HEALTH AND SAFETY ISSUES** (Group exercise)

You manage a TMO with the following characteristics:

Staff: manager, housing officer, 2 caretakers, 2 handypersons, 2 cleaners and an administrator based in an office on the estate.

Functions: tenancy management, day to day repairs, caretaking, cleaning, grounds maintenance.

What do you need to think about in terms of the staff, the office and the work being carried out on the estate?

What you have just done is a form of 'risk assessment' — something you (or rather your staff) will be required to do when running an organisation. A risk assessment is a careful examination of what could harm people so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. Risk assessments should be carried out on a regular basis to review practice and make sure that precautions are still working.

HANDOUT/SLIDE 9.2B:

### **CARRYING OUT A RISK ASSESSMENT**

#### **What are the hazards?**

- Look around the workplace and see if there are any significant hazards which could result in harm to people
- Ask employees what they think
- Look at manufacturers' instructions and accident and ill-health records
- Use a HSE checklist of potential hazards

#### **Who might be harmed and how?**

- Think about groups of people doing similar work (eg council staff)
- Pay particular attention to vulnerable people — eg young people, people with disabilities, people working on their own
- Think about people who work for you on an irregular basis, eg cleaners, contractors
- Think about members of the public who come into your workplace

#### **Aim to make the risk small**

- See if you meet the standards set by legal requirements
- Check if you comply with a recognised industry standard
- See if your precautions represent good practice
- See if your training and information is adequate
- See if you are reducing risk as far as reasonably practical

#### **Prepare an action list**

- Prioritise the higher risks

#### **Record your findings**

#### **Review your assessment on a regular basis**

### 9.3 LEGISLATION

There is a range of laws relating to different aspects of health and safety and a series of guides on how to implement aspects of safety. You need not know about them in detail, but you need to know what they cover.

HANDOUT/SLIDE 9.3A:

#### **SOME ISSUES COVERED BY HEALTH & SAFETY REGULATIONS**

- Slips, trips and falls
- Hazardous substances — asbestos, chemicals, lead
- Working at height
- Using work equipment
- Manual handling and lifting
- Office arrangements
- Computer and other display equipment
- Noise
- Vibration
- Electrical safety
- Maintenance and building work
- Using vehicles
- Pressure systems (eg boilers)
- Fire and flammable materials
- Work related stress

Information and guidance on these issues is available from the Health & Safety Executive:  
HSE Infoline 08701 545500; HSE website [www.hse.gov.uk](http://www.hse.gov.uk); hsedirect [www.hsedirect.com](http://www.hsedirect.com)

Since the Government passed the Health and Safety at Work Act in 1974, placing a legal responsibility on both employers and employees in relation to health and safety issues, there have been many additions and amendments but the basic principles remain. The following are some of the key features of health and safety legislation.

HANDOUT/SLIDE 9.3B:

#### **DUTIES OF EMPLOYER AND EMPLOYEES**

**It is the employer's duty to provide:**

- Safe means of access to, and from the place of work.
- A safe working environment and adequate facilities and arrangements for welfare at work (toilets, washrooms, rest rooms etc)
- Safe equipment and systems of work.
- Arrangements for ensuring the safe use, handling, storage and transport of articles and substances.
- Information, instruction, training and supervision.
- Investigation of accidents.

**It is the employee's duty to:**

- Take reasonable care for his or her own health and safety.
- Take reasonable care for the health and safety of other people who may be affected by his or her actions.
- Co-operate with his or her employer or any other person carrying out duties under the Act.

HANDOUT/SLIDE 9.3C:

### HEALTH & SAFETY POLICY

Organisations employing five or more people must produce a health and safety document for their employees giving the company rules, regulations and procedures.

It will also include:

- details of how accidents must be reported
- where the accident book and the first-aid box are situated
- details of qualified first-aiders and safety training
- the duties of the official safety representatives — and their names
- the name of the manager in charge of seeing that health and safety policy is carried out
- information on safe working practices throughout the organisation

HANDOUT/SLIDE 9.3D:

### SAFE WORKING PRACTICES IN OFFICES

- **good housekeeping** — tidiness and cleanliness of working areas and safe storage of dangerous or flammable substances, eg thinners etc.
- **equipment** — no electrical hazards through trailing leads or broken sockets. Any equipment which can give out dangerous fumes (eg a photocopier) should be kept in a well ventilated, preferably separate, room. Safety filing cabinets to be installed where only one drawer can open at a time to prevent tilting. Equipment only used in accordance with correct operating procedures.
- **new technology** — VDUs to be installed where there is plenty of light to eliminate glare, workstations large enough for equipment and papers — check with operators to ensure they are not suffering eyestrain or headaches.
- **furniture** — safety stools provided for reaching items stored on high shelves, adjustable chairs for typists to reduce backache.
- **accommodation** — no overcrowding, offices above 61 °F (16°C) but not too hot, good ventilation and blinds for windows in direct sunlight. Good lighting, safe floor surfaces (not worn or slippery) and adequate toilet facilities.
- **noise** — kept to reasonable limits, eg acoustic hoods on computer printers.
- **safe work habits** — eg not running down corridors, not carrying heavy objects, not carrying so many items that vision is obscured.
- **provision of information** — all employees to know the correct procedure in case of fire, where extinguishers are situated, who are first-aiders and safety representatives, how to report an accident.
- **First aid** — clear instructions should be provided about what to do especially in a serious situation/emergency; most organisations have a list of qualified first-aiders; a first-aid box is essential, but remember that drugs of any kind must not be given to people feeling unwell.

HANDOUT/SLIDE 9.3E:

### DEALING WITH ACCIDENTS

#### Accident records

Organisations keep a record of accidents on their premises. If there is an accident an Accident Report Form will need to be completed. Details are transferred to an Accident Book and the form is then filed.

#### Making an official accident report on Form F2508

If a serious accident occurs, employers have a legal responsibility to notify the HSE or the LA. The form must be completed in the event of:

- fatal accidents
- major injuries/accidents
- dangerous occurrences
- accidents causing more than three days incapacity for work

HANDOUT/SLIDE 9.3F:

### **HAZARDOUS SUBSTANCES**

This law covers virtually all substances which can affect health. Wherever you work, hazardous substance might exist. They may include:

- anything brought into a workplace to be worked on, used or stored — these may include corrosives, acids or solvents;
- dust and fumes given off by a work process;
- finished products or residues from a work process.

Anything very toxic, corrosive, harmful or irritant comes under the legislation. Examples are chemicals, agricultural pesticides, dusts and substances containing harmful micro-organisms.

## **9.4 HANDLING AGGRESSION**

Violence and aggression against TMO staff or officers is relatively rare but the potential obviously needs to be addressed.

*The following exercises are intended to get participants thinking about a range of staff safety issues. After feedback from each exercise, the tutor presents a comprehensive approach to the issues for discussion.*

HANDOUT/SLIDE 9.4A:

### **HANDLING AGGRESSION (Exercise 1)**

A tenant regularly comes into the TMO office and hurls abuse at staff. The staff are now getting very concerned about this and a decision needs to be made on how to deal with this.

How would you go about this?

HANDOUT/SLIDE 9.4B:

### **HANDLING AGGRESSION (Exercise 2)**

When one of your female staff visited a male tenant in their home to discuss a tenancy issue, he made aggressive and obscene comments and the staff member was very upset.

How would you deal with this?

HANDOUT/SLIDE 9.4C:

### **A COMPREHENSIVE APPROACH TO HANDLING AGGRESSION**

Be clear about what is unacceptable behaviour

- tenancy agreement
- posters

Carry out a risk assessment

Train staff in handling aggression

- councils often provide this

Provide staff with safety aids

- personal alarms
- personal visits in twos if necessary
- panic alarms/CCTV in office

Design a non-confrontational approach

- office may encourage hostility (eg barriers between staff and tenants)
- the staff may be confrontational or dismissive

Know your tenants

- are there tenants on medication, drugs etc
- are there tenants who may be a danger to women

Bring in professionals

- social/health services
- police
- etc

Keep records of incidents

Be prepared to take legal action

*At the end of the session, participants are given a copy of the latest version of the HSE's "An introduction to health and safety — health and safety in small businesses" which includes all the key legislation and guidance.*

# 10. Meeting Customer Expectations

*TMOs are established in the expectation that housing services will be improved and it is important for TMOs to deliver a better service and enable residents to comment on and shape the delivery of the service. Meeting residents' expectations is crucial because the TMO can be called to account at any time by its members through a Special General Meeting (which can lead to the Board being sacked or, in extreme circumstances, a vote to wind up the TMO) and because the TMO needs to re-ballot residents every five years on whether to continue. There are also minimum standards of service set by the councils which have handed over service delivery. These performance standards are the same as those required of housing services still retained by the council for other estates or neighbourhoods.*

## 10.1 WHY CARE ABOUT CUSTOMERS?

*This introduction to the topic looks at the importance of customer care both in general terms (applicable to all organisations) and more specifically in relation to the operation of TMOs.*

HANDOUT/SLIDE 10.1A:

### **WHY CARE ABOUT CUSTOMERS?**

#### **In general**

- Customer care is a vital ingredient in maintaining and improving the organisation's image
- Customer service has a relationship with reducing costs: the aim of providing a quality service is to get things right first time and every time for customers.
- Costs are affected when customers have complaints
- Time is spent putting things right and staff having to resolve the problem a second time.
- Improving level of customer service should also help reduce costs

#### **As a TMO**

- Need to meet performance standards set by local council
- Need to retain mandate from members who have power to sack Board or close TMO
- Need to re-balloting residents every five years on whether to continue

There are three main kinds of management activity that work together to provide a good level of service to customers.

HANDOUT/SLIDE 10.1B:

### **KEY MANAGEMENT ACTIVITIES**

- finding out what customers expect in terms of service — ie obtaining and using customer feedback
- establishing service standards to meet and exceed customer expectations
- managing the team to meet and exceed those standards

## 10.2 CUSTOMER EXPECTATIONS

*The point of this section is to get participants to think about the ways they can find out what level of service local people want from the TMO and how they can get feedback about the standards of service provided.*

*The section starts with a brief group discussion and brainstorming session about service standards. The final product is a list of problem areas in the services currently being experienced by local residents and training participants.*

HANDOUT/SLIDE 10.2A:

### **GROUP DISCUSSION**

What kind of problems do you and other residents experience in terms of the local housing service:

- repairs
- cleaning
- grounds maintenance
- caretaking
- tenancy management
- neighbour nuisance
- etc

It is important to find out what residents' expectations are in terms of an improved housing service. This involves research and maximising resident involvement in the process.

HANDOUT/SLIDE 10.2B:

### **FINDING OUT WHAT RESIDENTS WANT**

- carry out residents' surveys
- hold public meetings
- encourage feedback to newsletters
- encourage residents to attend committee meetings

Even when you have established what you think are good standards of service, customer expectations may change. This means having to establish procedures to obtain information from residents and implement changes.

HANDOUT/SLIDE 10.2C:

### **RESPONDING TO CHANGES IN EXPECTATIONS**

- Monitoring the overall level of service provided
- Using a complaints procedure to improve customer service
- Feeding back information about level of service to management so that policies can be changed
- Using the information to take action to improve customer service

### 10.3 MOTIVATING YOUR TEAM

*This section gives a clear message about the importance of team management principles as a way of achieving high levels of customer service.*

*Training and monitoring staff with feedback and providing praise and constructive support to overcome difficulties are highlighted as ways of gaining staff commitment to high standards.*

*Participants are encouraged to be active in finding ways of monitoring staff performance against service standards without appearing to be 'spies'.*

*The management of your team to achieve and exceed customer expectations involves a number of 'people' management principles.*

HANDOUT/SLIDE 10.3A:

#### **KEY TEAM MANAGEMENT PRINCIPLES**

- Clear communication of customer service standards, by training staff in what is expected in terms of service standards and their behaviour to customers
- Motivating staff by gaining their commitment to the standards by involving them actively in looking for ways of improving the current level of performance, by:
  - taking suggestions seriously, giving staff a sense of 'ownership'
  - feeding back relevant suggestions to management/Board
  - keeping staff up-to-date with decisions taken
  - giving reasons for not using suggestions
- Motivating staff by always giving rapid feedback on performance
  - good performance deserves praise
  - praise should be given publicly
  - praise should be given straightaway
- **NEVER** ignore lapses from the standards
  - ask the staff member where he/she went wrong
  - carry out the conversation in private (not publicly)
  - give constructive advice on how to put it right

HANDOUT/SLIDE 10.3B:

#### **MONITORING STAFF PERFORMANCE — EXERCISE**

What methods could you use to monitor staff performance in delivering services?

*Possible answers to exercise — Monitoring staff performance by:*

- *observation*
- *noting customer complaints,*
- *'spot checks,*
- *regular surveys of residents' satisfaction with services*
- *but don't let staff feel 'spied' on.*

## 10.4 CUSTOMER SATISFACTION

There are two main aspects to the issue of customer satisfaction:

- Satisfaction with the delivery of a particular service provided to an individual resident — dealt with through a complaints procedure.
- General satisfaction with the performance of the TMO.

### Complaints procedure

*Participants are encouraged to believe that an effective complaints procedure can be used as an opportunity for problem solving. Staff working for the TMO should be trained to handle complaints in a positive way and not to be defensive or (even worse) aggressive in defending the activity that has taken place.*

HANDOUT/SLIDE 10.4A:

#### **DEALING WITH COMPLAINTS**

- In dealing with customers, complaints are one obvious measure of customer dissatisfaction but should not be considered as the only indicator. For instance, does a lack of complaints mean total customer satisfaction?
- Although there may be bad feelings in the air when someone makes a complaint, it is possible to turn the complaint round and make it a positive experience. It is not acceptable to behave defensively or aggressively
- Often, what customers want when they have a complaint is for someone to take the complaint seriously.
- They want the complaint to be solved with a minimum of effort themselves.
- If this is done easily and helpfully, they will often feel that you have done more than enough.
- Whether it's a small or a big organisation, staff need to make them feel that they have their interests at heart
- Exceeding customer expectations is all about making small improvements in what you and your staff do on a day-to-day basis

**Every customer complaint should be treated as an opportunity  
to find out where the problem lies so that it can be put right**

### General satisfaction

*Participants in groups are encouraged to think about ways of finding out whether residents are generally satisfied with the services provided by a TMO.*

HANDOUT/SLIDE 10.4B:

#### **GAUGING RESIDENT SATISFACTION** (Exercise)

How do you know whether residents are generally satisfied? What methods can you use to find out? What are the advantages and disadvantages of the different methods?

*The following handout/slide is used as an aid to discussing the results of the exercise. It can also be pointed out that the best approach is to use a mix of techniques.*

HANDOUT/SLIDE 10.4C:

## **METHODS OF GAUGING RESIDENT SATISFACTION**

### **Regular satisfaction survey**

#### Advantages

- Using standard questions, comparisons can be made with council satisfaction surveys and changes over time can be measured
- Can cover a range of non-housing issues (eg youth provision)
- Can provide opportunity for feeding ideas into medium/long term plans
- Can reach residents who are unable to attend meetings

#### Disadvantages

- Can be expensive/time consuming
- Requires some expertise
- Some people will not complete (eg language/literacy difficulties)

### **Public meetings**

#### Advantages

- Enables face to face contact between TMO Board/staff and residents
- Relatively cheap and easy to set up
- Can allow for informed debate on issues

#### Disadvantages

- Attendance problems (people unable or unwilling to attend)
- Can be dominated by confident/vocal individuals
- Can be dominated by people with individual grievances
- Can be de-motivating if there are aggressive arguments

### **Open General Meetings**

#### Advantages

- Enables face to face contact between TMO Board/staff and residents
- Can allow for informed debate on issues
- Gives positive image of openness of organisation

#### Disadvantages

- Not much time for input if there is a full agenda
- Attendance problems (people unable or unwilling to attend)
- Can be dominated by confident/vocal individuals
- Can be dominated by people with individual grievances
- Can be de-motivating if there are aggressive arguments

### **Doorstepping by Board/staff**

#### Advantages

- Can reach most, if not all, residents
- Enables face to face contact between TMO Board/staff and residents
- Can allow for informed debate on issues

#### Disadvantages

- Can be time consuming
- Some residents may find it too intrusive

*An example of a residents' satisfaction survey is provided for participants.*

HANDOUT 10.4D:

## **EXAMPLE OF RESIDENTS' SATISFACTION SURVEY**

## 10.5 DEALING WITH CUSTOMER DIFFICULTIES

This section is concerned with a major issue which TMOs, along with other housing management bodies, have to confront — what approach do you take with residents who break the rules?

From time to time, important decisions will have to be made about residents who are in serious rent arrears or who are causing nuisance in some way to their neighbours. The TMO staff will need to deal with these issues as part of their job, and the cases will remain confidential whilst they are being considered, but the Board will need to agree on an approach in order that decisions can be made when situations come to a head.

### Dealing with arrears

Arrears are an issue which the TMO staff will need to deal with on an ongoing basis. There will be procedures laid down for dealing with arrears but it is obviously difficult to take action on occasion because of the potential consequences for people's lives.

*The following exercise is intended to explore some of the issues involved in dealing with serious arrears problems.*

HANDOUT/SLIDE 10.5A:

#### **RENT ARREARS** (Exercise)

When the TMO took over running the housing services from the council, it inherited a problem of a tenant who owed £2,000 in arrears of rent.

The tenant is related to one of the members of the Board so the problem has been left to get to this point since no one has really wanted to tackle the issue.

The council has a responsibility to monitor the work of the TMO and it is now putting increasing pressure on you to achieve performance targets in reducing the level of arrears.

If the problem is not resolved, the council might serve a default notice on the TMO, resulting in the allowance being reduced and the rent arrears function being taken away.

What would you do and why?

It is important to try to stop the problem happening in the first place, to move quickly once problems become apparent and to offer support to solve the problem before the final resort (eviction) becomes necessary (see Handout/slide 10.5b opposite).

### Dealing with nuisance and antisocial behaviour

Nuisance and antisocial behaviour are sometimes a problem for even the best-run TMOs. Problems are often more evident where there is a big youth population with little to do and where there are blocks of flats with poor sound insulation and unsecured communal areas.

The two exercises in Handouts 10.5c and 10.5d opposite are intended to explore some of the issues involved with two different kinds of circumstances.

HANDOUT/SLIDE 10.5B:

### **A TYPICAL RENT ARREARS CONTROL PROCEDURE**

#### **Pre-tenancy counselling**

Helping new tenants understand the procedures, benefit entitlements and where to go for help.

#### **Monitoring payments**

To get an early indication of problems emerging

#### **Arrears letters**

Sending out rent arrears letters soon after payments are missed.

#### **Interviews with the tenant**

Arranging face to face interviews with tenants who have still failed to pay to:

- check on tenant's circumstances, both personal and financial
- check whether Housing Benefit is being paid correctly (if appropriate)
- check the tenant's entitlement to additional benefits
- ensure arrangements for reducing arrears are realistic
- check on other priority debts such as fuel and council tax
- provide information on local money advice agencies

#### **Taking action**

There is a range of possible measures, leading up to eviction, such as:

- voluntary attachments of income for those in work
- attachment of earnings orders for those in work
- direct payments through DSS for those on Income Support.
- serving a Notice of Seeking Possession (NOSP)

HANDOUT/SLIDE 10.5C:

### **ANTISOCIAL BEHAVIOUR (Exercise 1)**

Tenants have been complaining about a family which is well-known to the Board. Loud music is being played late at night, the children are abusive to neighbours and create a mess in the corridors. Neighbours have recently been quite vocal at tenants' meetings complaining about the lack of action by the TMO and the manager wants to take immediate action. The manager did not want this difficult family allocated a home in the first place but the TMO Board was generally in favour of the family being given a chance. The Chairperson wants to resolve the situation without too much conflict since the tenant has threatened to go to the local newspaper with a story of victimisation if he is evicted.

What decisions would you make, and why?

HANDOUT/SLIDE 10.5D:

### **ANTISOCIAL BEHAVIOUR (Exercise 2)**

A group of young people is congregating every evening until late and causing nuisance by drinking and shouting abuse. Residents have complained that they feel frightened and that it is difficult to get to sleep because of the noise.

What decisions would you make, and why?

There are formal measures which can be taken to tackle antisocial behaviour.

*The following summary is taken from “Tackling antisocial behaviour” (NACRO Community safety practice briefing, 2002).*

HANDOUT/SLIDE 10.5E:

### **FORMAL MEASURES FOR TACKLING ANTISOCIAL BEHAVIOUR**

#### **Housing Act 1996**

- enables local authorities to seek injunctions to prevent antisocial behaviour where violence has occurred or is threatened
- allows local authorities to use introductory tenancies which can be ended after 12 months without having to prove grounds for possession
- strengthens grounds for possession to include behaviour likely to cause nuisance, antisocial behaviour in the locality of a tenant's property, the antisocial behaviour of visitors and a conviction for an arrestable offence within the vicinity of a property

#### **Environmental Protection Act 1990**

- local authorities required to investigate complaints of noise or other nuisance and, if necessary, serve abatement notices which, if not complied with, can result in a fine

#### **Noise Act 1996**

- introduced a Night Noise offence for excessive neighbour noise between 11pm and 7am

#### **Crime and Disorder Act 1998**

- introduced Anti-Social Behaviour Orders (ASBOs) which can be used by the local authority and the police against anyone aged 10 or over who has acted in an antisocial manner — these are civil orders and only become criminal when they have been breached

#### **Fixed penalty fines**

- on the spot fines issued by the police for antisocial behaviour were introduced on a pilot basis in Essex, Croydon and the West Midlands in 2002 and may be introduced elsewhere

#### **Acceptable Behaviour Contracts (ABCs)**

- the local authority and the police have to agree on these being introduced and they generally apply to young people; the whole family is included in the process of designing the contract which sets out the person's (signed) agreement not to continue with the antisocial behaviour; if the young person is under 10, the parents have to sign the contract rather than the child — these are called Parental Control Agreements (PCAs).

*Handout/slide 10.5f opposite covers some of the main points about utilising mediation as an initial method of resolving disputes before having to use legal powers. Mediation schemes, in one guise or another, now cover more than 60% of the country.*

### **Adopting a balanced approach**

The right balance needs to be struck between being, on the one hand, considerate and supportive and, on the other, being firm and hard-headed.

Failure to tackle residents who break the rules can lead to a spiral of problems which affect all other residents' quality of life.

The Chicago Housing Authority coined the phrase 'tough love' to describe an approach which balanced the provision of all the help and support necessary to prevent problems getting out of hand with a firm, no-nonsense response to those who carried on breaking the rules.

*Handout/slide 10.5g identifies the stages which need to be gone through to tackle issues both firmly and compassionately.*

HANDOUT/SLIDE 10.5F:

### **MEDIATION**

What can mediation cover?

- noise nuisance
- dog nuisance
- parking disputes
- verbal abuse
- rubbish/litter dumping
- children 'out of control'

Who does it?

- some councils
- schemes for particular areas (eg borough/county based)
- some Citizens Advice Bureaux
- some Victim Support schemes
- some national bodies  
(Mediation UK has database of providers)

How does it work?

- mediators talk to parties in dispute
- support brought in as necessary (eg social services)
- written agreement drawn up between parties
- agreement monitored by mediator
- operates as a free service to residents

HANDOUT/SLIDE 10.5G:

### **TOUGH LOVE APPROACH — STAGES**

Be clear about what is not tolerated

- in the tenancy agreement
- through regular newsletters etc.

Take initial action

- act immediately, before matters worsen
- investigate the situation thoroughly
- offer support to solve problem

Try the voluntary route

- bring in appropriate bodies (council, police, mediation scheme)
- review situation regularly
- communicate action to be taken if matters do not improve

Take action promptly

- bring in appropriate bodies (council, police)
- be persistent as there may be setbacks

### **Acting decisively**

*The session concludes with a short case study to illustrate how a TMO can operate flexibly to tackle difficult situations, taking advantage of its on-site presence and its ability to form productive working relationships with other agencies.*

HANDOUT 10.5H:  
**CASE STUDY**

When a TMO on an estate in north east London took over responsibility for services it inherited the problem of a tenant who was allowing her house to be used for drug dealing and injecting. The council had failed to tackle the problem and, whilst the TMO was gathering information in order to pursue the case itself, an opportunity arose to intervene quickly.

The local beat officer had established a good relationship with the TMO, was fully aware of the problem and regularly kept an eye on the house concerned. One day he noticed that the front door was open and entered and found no-one in but saw evidence of illegal drug use. Having spoken to the TMO manager, he decided to exercise his powers to secure the premises and lodged the key at the TMO offices. The tenant was then asked to come into the office to collect the key.

When the tenant arrived at the TMO office, she was given two options: prosecution for possession of drugs or giving up her tenancy. She chose the latter.

## 10.6 CUSTOMER CHARTER

A customer charter is a summary of your customer service aims. It may be a separate document or included in a manifesto and/or tenants' handbook.

*Before writing a customer charter, participants are provided with 'six steps' to remind them of some of the important points discussed in previous parts of the session.*

HANDOUT/SLIDE 10.6A:  
**SIX STEPS TO PROVIDING CUSTOMER SATISFACTION**

- Take customer views seriously
- Consider customer complaints as an opportunity for improvement
- Provide support for customers with problems
- Ensure staff make every effort to be helpful with customers in difficulties
- Encourage staff involvement in making suggestions for improvements
- Provide ongoing training for staff to deliver good service

*In writing the charter, participants are encouraged to make statements that are, wherever possible, SMART targets:*

HANDOUT/SLIDE 10.6B:  
**SMART TARGETS**

- S** — specific
- M** — measurable
- A** — achievable
- R** — realistic
- T** — time constrained

HANDOUT 10.6C:  
**WRITING A TMO CUSTOMER CHARTER** (Exercise)

Summarise your customer service aims below.

# 11. Governance

*This session is intended to bring together the topics covered in previous sessions into a framework for how the TMO Board should operate and exercise its responsibilities for governance of the organisation. It is important to emphasise that, whilst the Board members have a stewardship role and have a responsibility for ensuring that proper policies and procedures are in place and that the organisation is properly managed, this does not mean that they have to prepare all the documents themselves or manage the organisation on a day-to-day basis. Many of the policies and procedures are, in effect, council ones adapted for TMO purposes, and the staff employed by the TMO will be managing the organisation on a day-to-day basis and preparing reports (financial reports, monitoring reports etc.), drafting new policies and procedures where necessary and preparing business plans and strategy papers for the Board to consider.*

## 11.1 PRINCIPLES OF GOOD GOVERNANCE

*The session begins with a group discussion about what participants see as the main responsibilities of the Board.*

HANDOUT/SLIDE 11.1A:

### **WHAT ARE THE BOARD'S MAIN RESPONSIBILITIES?** (Exercise)

A TMO Board does not deliver day to day housing services — these are staff responsibilities. What are the main responsibilities of the Board?

*The National Housing Federation's code of governance is used as the basis of discussion following the opening exercise. The NFH guide "Action for Effective Boards" (NFH, 2001) identifies five broad roles for Boards.*

HANDOUT/SLIDE 11.1B:

### **THE BOARD'S ROLE**

- Acting as the guardian of the organisation
- Making decisions about policy and strategy
- Acting as the final point of accountability
- Monitoring, supervision and control
- Providing a bridge between the organisation and the outside world

## Acting as guardian

The role of the board is take responsibility for the whole life of the organisation and safeguard its viability, effectiveness and moral character. The key responsibilities are as follows.

HANDOUT/SLIDE 11.1c:

### **ACTING AS GUARDIAN — KEY RESPONSIBILITIES**

Ensuring financial viability

- having enough resources to meet commitments to residents and staff
- balancing prudent housekeeping with need to take risks

Ensuring effectiveness

- meeting performance standards
- appointing, monitoring and appraising work of chief officer/manager

Ensuring that core values and probity are adhered to

- acting in accord with aims and objectives
- acting lawfully
- complying with regulations

### **Making policy and strategy decisions**

Decision-making is the second key function of the Board. While most day-to-day operational decisions will be taken by staff, these will be within a framework of policies and strategies laid down, and if necessary revised, by the Board. Some policies will be inherited from the council but some may need enhancing.

HANDOUT/SLIDE 11.1d:

### **POLICY AND STRATEGY — KEY RESPONSIBILITIES**

**Establishing policies**, such as:

- Equal opportunities
- Customer care
- Health & Safety
- Green housekeeping

**Adopting strategies**, such as:

- Plans for spending any savings from the budget
- Plans to expand the housing service provided (eg taking on extra housing functions from council)
- Plans to expand the geographical area covered by the TMO (eg taking over the management of a neighbouring estate)
- Plans to expand the services provided by the TMO (eg taking over management of local community centre)
- Plans to raise funds for specific projects

### **Accountability**

The Board is, both legally and morally, the final point of accountability for the conduct and work of the organisation and its staff (see Handout/slide 11.1d opposite).

### **Monitoring, supervision and control**

The Board needs to know what is going on in the organisation (see Handout/slide 11.1e opposite). It needs to know how well its policies and strategies are being implemented. It needs to know how well the services are being delivered. It needs to know about the finances.

HANDOUT/SLIDE 11.1E:

### **ACCOUNTABILITY — KEY RESPONSIBILITIES**

To residents

- for ensuring quality of work
- for representing and carrying through their priorities

To council

- for proper use of resources
- for complying with performance standards

To Companies House/Financial Services Authority

- for complying with regulations

HANDOUT/SLIDE 11.1F:

### **MONITORING, SUPERVISION AND CONTROL — KEY RESPONSIBILITIES**

Approving each year's budget and accounts before publication

Setting up a framework for delegation and control

- deciding which financial and management decisions need to be made by the Board and which can be delegated to chief officer and/or Chair
- setting up systems of checks and controls over expenditure and decision making

Monitoring the organisation's performance

- staff performance
- service delivery
- income and expenditure
- customer satisfaction
- implementation of plans and strategies

## **Acting as bridge to outside world**

Boards can provide a link between residents and the outside world. It can advocate on behalf of residents, it can bring in new resources and services and it can set up partnerships.

HANDOUT/SLIDE 11.1G:

### **ACTING AS A BRIDGE — POSSIBLE ROLES**

Representation and advocacy

- representing the interests of residents in local forums
- advocating on behalf groups of residents (eg young people) for facilities/services
- advocating on behalf of needy individuals (eg mentally ill people)

Bringing in resources

- council funds for refurbishment/community facilities
- central government grants
- charitable grants

Establishing beneficial partnerships

- with individual agencies such as council departments and the police
- with local regeneration schemes
- with other TMOs

## 11.2 RISK MANAGEMENT

*The Charity Commission's guidance on risk management is used, in modified form, as the basis for this discussion. All Boards of charities are required to carry out risk assessments and, although TMOs are not covered by this requirement at present, it is a useful way of getting Board members to look at the way a TMO Board should exercise its responsibilities.*

Risk management is being increasingly used as a tool for ensuring that organisations are governed effectively. The Board will have to make sure that systems are in place to cover all the likely risks to the organisation. The main risk areas are as follows.

HANDOUT/SLIDE 11.2A:

### MAIN RISK AREAS

**Constitutional** — operating as a Board within the rules of the constitution and according to Companies House or Industrial & Provident Society regulations.

**Financial** — having enough money to sustain the day to day operation and longer term viability and protecting against financial incompetence and fraud.

**Human resources** — sustaining the staff complement and performance required.

**Technology** — sustaining the IT and other technological resources to enable the service to run.

**Quality control** — ensuring that services are delivered to agreed performance standards.

**Tenant support** — ensuring that residents support the aims and objectives of the organisation and vote for its continuation.

*The following scenarios are given to participants to think about the potential risks under the various risk headings and what could be done to minimise those risks.*

HANDOUT/SLIDE 11.2B:

### RISK MANAGEMENT: SCENARIO 1 — CONSTITUTIONAL

You lose a number of Board members and now have too few Board members to meet the requirements of your constitution.

1. What are the implications?
2. What action could you have taken in advance to prevent this situation from happening?

### **Checklist of possible answers**

*Implications:*

- *The TMO will fold*

*Action:*

- *Ongoing recruitment drive*
- *Targeting potential future Board members*
- *Publicity drives*
- *Open meetings of the Board*

HANDOUT/SLIDE 11.2C:

**RISK MANAGEMENT: SCENARIO 2 — FINANCIAL**

You are consistently losing dwellings to manage because of the Right to Buy and this is leading to a gradual reduction in your allowance from the council?

Note: the allowance from the council is based on the number of tenancies and the number of leasehold properties (for which there is less generous allowance). Freehold properties generate no allowance at all unless there is a service charge for the upkeep of communal grounds etc.

1. What are the implications?
2. What could you have done to overcome this problem?

**Checklist of possible answers**

*Implications:*

- *Staffing cuts*
- *Reduction in repair budget*
- *Reduction in surplus*

*Action:*

- *Plan ahead for anticipated savings required*
- *Find additional homes/estates to manage (it is possible for TMOs to expand by taking over the management of neighbouring homes, through the Right to Manage process, providing that residents in neighbouring homes vote in favour)*
- *Take on additional functions from the council (TMOs do not necessarily take on all the functions they could have done, eg rent collection and some leasehold services)*

HANDOUT/SLIDE 11.2D:

**RISK MANAGEMENT: SCENARIO 3 — FINANCIAL**

You don't have enough money in the bank to meet your immediate commitments because of unforeseen costs?

1. What are the implications?
2. What could you have done to overcome this problem?

**Checklist of possible answers**

*Implications*

- *Can't pay bills*

*Action*

- *Build up a reserve*
- *Ensure proper financial controls*
- *Carry out assessment of potential unanticipated costs (eg are there ageing water heaters which might all go at once?), consult council (who may help) and try to cover any worst case scenario.*

HANDOUT/SLIDE 11.2E:

### **RISK MANAGEMENT: SCENARIO 4 — HUMAN RESOURCES**

Your manager goes on long term sickness leave.

1. What are the implications?
2. What could you have done to overcome this problem?

#### ***Checklist of possible answers***

##### *Implications*

- *Staff shortage*
- *Work not being done*
- *Problem in staffing office*
- *inadequate supervision of other staff/contractors*

##### *Action*

- *Back up supervision arrangement by Board members*
- *Staff cover arrangements with council, housing agency or neighbouring TMO*
- *Budget for paying for temporary replacement staff*

HANDOUT/SLIDE 11.2F:

### **RISK MANAGEMENT: SCENARIO 5 — TECHNOLOGICAL**

Your computer systems go down because of a virus or fire and you lose all your records.

1. What are the implications?
2. What could you have done to overcome this problem?

#### ***Checklist of possible answers***

##### *Implications*

- *Not able to carry out required services*
- *Additional cost to fix computers*

##### *Action*

- *Back up all records/data at end of each day and keep copy off-site*
- *Maintain adequate virus protection, updated daily on-line*
- *Regularly review Health & Safety procedures*

HANDOUT/SLIDE 11.2G:

### **RISK MANAGEMENT: SCENARIO 6 — QUALITY CONTROL**

You fail to meet your performance targets for the time taken to re-let properties once they fall vacant.

1. What are the implications?
2. What could you have done to overcome this problem?

**Checklist of possible answers**

*Implications*

- *Potential penalty clause in Agreement could lead to loss of income*
- *Council investigation which may lead to action against TMO and, eventually, council taking back the function from the TMO*

*Action*

- *Review performance at every Board meeting, call on manager to explain any under-performance, whether the fault lies with the TMO or council and to prepare action plan*

HANDOUT/SLIDE 11.2H:

**RISK MANAGEMENT: SCENARIO 7 — TENANT SUPPORT**

A group of disgruntled tenants calls a General Meeting and a vote of members results in the Board members being voted out of office. Note: TMOs have to re-ballot their members every five years to continue to operate and, furthermore, TMO constitutions allow for tenants with grievances to get together and call a General Meeting at which the Board can be voted out and the TMO wound up.

1. What are the implications?
2. What could you have done to prevent this from happening?

**Checklist of possible answers**

*Implications*

- *New elections required*
- *Council steps in*
- *Closure of TMO*

*Action*

- *Regularly consult residents on performance of TMO and options for expenditure through newsletters, surveys, open meetings (a consultation strategy should be devised)*
- *Hold surgeries at which grievances can be aired*
- *Hold open Board meetings*
- *Encourage greater participation and encourage those with grievances to run for election to Board.*

It is possible to prepare a risk management checklist in which you identify all the potential risks, how serious they are and what you plan to do to minimise those risks. An example of one is given here.

HANDOUT/SLIDE 11.2I:

**RISK MANAGEMENT CHECKLIST**

Risk areas	Risk	Risk level*	Impact	Prevention
Constitutional				
Financial				
Human resources				
Technology				
Quality control				
Tenant support				

### 11.3 YOUR BUSINESS PLAN

*The DTI's publication "Business planning — a quick guide" (DTI, 1995) is used as the basis for the following discussion.*

The organisation will have a Business Plan. This describes what the organisation intends to achieve and how it intends to achieve it, both for the following financial year and in the longer term. In effect, the Business Plan summarises all the main elements of this course.

HANDOUT/SLIDE 11.3:

#### **ELEMENTS OF THE BUSINESS PLAN**

##### **Information**

- Residents: occupants, rent/service charges, special needs etc
- Conditions: accommodation, grounds, equipment etc
- Services: repairs outstanding, management case load etc
- Income: budget from council and other resources (capital, grants etc)
- Expenditure: repairs, maintenance, staffing, office etc
- Policies
- Residents' priorities

##### **Management information system**

- Record keeping system
- Computing/analysis resources

##### **Action plans**

- Finance plans
- Staffing plans
- Service plans
- Improvement plans — physical, environmental, social
- Development plans — new services, new resources

##### **Making it happen**

- Leadership
- Teamwork
- Communicating with residents/council/others

##### **Monitoring and review**

- Income and expenditure
- Performance
- Residents' satisfaction

### 11.4. SUMMARY

It is important to recognise that, although Board members have overall responsibility for the TMO, the main work of the organisation is carried out by staff.

HANDOUT/SLIDE 11.4:

**WHAT YOU DON'T HAVE TO DO**

**Prepare policies and procedures**

- most are inherited from the council
- TMO staff can modify them or create new ones

**Prepare plans and strategies**

- TMO staff will prepare these on the basis of your ideas

**Manage the services**

- professionally qualified, experienced staff will manage the services

**Become a housing expert**

- staff will have knowledge of housing management practice, contractor selection, housing policy, housing finance etc

