

**TRAINER'S MANUAL FOR
TRAINING CONDOMINIUM ASSOCIATION
EXECUTIVE BOARDS IN RUSSIA**



**THE URBAN INSTITUTE
WASHINGTON, D.C.**

**TRAINER'S MANUAL FOR
TRAINING CONDOMINIUM ASSOCIATION
EXECUTIVE BOARDS IN RUSSIA**

Prepared by

**Quadel Consulting Corporation
1250 Eye Street, NW
Washington, DC 20005**

for

**The Urban Institute
2100 M Street, NW
Washington, DC 20037**

**UI Project 06306-010-26
March 1996**

Prepared for

**Housing Sector Reform Project, Russian Federation/City of Moscow
Project 110-0008**

**U.S. Agency for International Development, ENI/EEUD/UDH
Contract No. CCS-0008-C-00-2055-00, Task Order No. 10-26**

TRAINER'S MANUAL
FOR
TRAINING CONDOMINIUM ASSOCIATION
EXECUTIVE BOARDS
IN RUSSIA

Prepared for:

**The Urban Institute
2100 M Street, N.W.
Washington, D.C. 20037**

Prepared by:

**Quadel Consulting Corporation
1250 Eye Street, N.W.
Washington, D.C. 20005**

Interactive Course Design by:

**TRG, Inc.
909 N. Washington Street
Alexandria, VA 22314**

March 27, 1996

TRAINER'S MANUAL

FOR

**TRAINING CONDOMINIUM ASSOCIATION
EXECUTIVE BOARDS
IN RUSSIA**

Prepared for:

**The Urban Institute
2100 M Street, N.W.
Washington, D.C. 20037**

Prepared by:

**Quadel Consulting Corporation
1250 Eye Street, N.W.
Washington, D.C. 20005**

Interactive Course Design by:

**TRG, Inc.
909 N. Washington Street
Alexandria, VA 22314**

March 27, 1996

CONTENTS

Page/Tab No.

Introduction	i
Course Schedule	ii
Instructions to Trainer	iii
Session 1 - Legislative Foundation for Condominiums in Russia	1
Session 2 - Roles and Responsibilities of Board Members	2
Session 3 - Managing the Property - Elements and Options	3
Session 4 - Facilities Maintenance	4
Session 5 - Contracted Services	5
Session 6 - Financial Management	6
Session 7 - Personnel Management.....	7
Session 8 - Developing and Enforcing Rules	8
Session 9 - Communications	9
Session 10 - Developing the Management Plan	10
Session 11 - Administration	11

Additional Reading Materials:

The Property Manager's Relationship with the Municipality; Risk Management in Condominium Associations; Risk Management: Self-Inspection Checklist; Effective Use of Committees in Condominium Associations; Seven Steps to Keeping Your Committees Active, Productive and on the Right Track; Committees that Need Your Help; Legislative Foundation; Developer Transition for New Construction Condominiums; Working with Committees;	12
Acknowledgements	13
Certification Test and Instructions	14

INTRODUCTION

The challenges facing Russia's condominium association executive boards are many. It can be said that the people on these boards are pioneers exploring uncharted territory, paving the way for others to follow. Today, they operate with incomplete supporting legislation and largely without the benefit of needed property management businesses and services some condominiums in other countries have come to rely on.

But not all condominiums around the globe hire employees or companies to manage their property. Some find the volunteerism, dedication and talent within their membership to develop an effective self-management program and find that is also the most cost effective method. With Russia's uncertain economy and the varying ability of residents to pay fees, executive boards have even more incentive to make every ruble count when it comes to managing the property. Russian association executive boards are quickly making an art of self-management techniques, and are interested in learning the characteristics, methods, and systems associated with successful self-management.

This training course and coursebook are designed to provide executive boards of self-managed associations with some of the latest association management techniques, systems and programs which have proven universally beneficial to condominium associations, and have served as the fundamental tools for providing effective day-to-day management. Today, a self-managed association can perform each of these programs in large part through volunteers. In the future, the same association may be in a better financial condition and opt to hire an on-site property manager to perform many of these duties. The techniques and materials provided during this course are easily transferable to that type of management.

The course is divided into 10 sessions which are listed on the previous "contents" page. Time limitations for this course do not allow us to cover in depth every topic which may be useful, such as Risk Management, Working with Committees, and Transitioning from Developer Control in New Construction Condominiums. We have included materials on these topics, not covered in training sessions, in the final section under "additional reading materials."

Suggested Course Schedule
Condominium Executive Board Trainer's Manual

Tuesday	Wednesday	Thursday	Tuesday	Wednesday
Session 1 Legislative Foundation (1 hr.)	Session 3 Managing the Property - The Elements & the Options (1.5 hrs.)	Session 4b Facilities Maintenance Part 2 (1 hr 35 min.)	Session 6 Financial Management (2 hrs. 25 min.)	Session 9 Communications (1 hr. 45 min.) Session 10 . Developing the Management Plan (2 hr)
Break	Break	Break	Break	Break
Session 2 Roles and Responsibilities of the Executive Board (2 hr. 45 min.)	Session 4a Facilities Maintenance Part 1 (2 hr, 5 min.)	Session 5 Contracted Services (2 hrs 15 min.)	Session 7 Personnel Management (2 hrs 25 min.) Session 8 Developing & Enforcing Rules (1 hr 15 min.)	Session 11 Administration (1.5 hrs) Distribution of materials on related topics (15 min.) Certification Testing (1 hr)

Instructions to Trainer

The presentation of this course requires that the trainer read and become knowledgeable in all subject matter to be presented. This knowledge will come from reading and gaining an understanding of the materials in the Participant's Course Book. This Trainer's Manual does not contain complete information on each subject. Rather, it is designed to provide the trainer with the logistics, procedures, activities, and direction to establish the best possible environment for course participants to absorb the material through actual practice and experience.

Shortly before presenting each module in this course, review the related chapter of the Participant's Course Book. Review all questions related to the module which appear in the certification test. Subjects addressed in a test question are considered vital for the participants to learn, and you can give extra attention to these. You may want to highlight the relevant information in the trainers' manual as a reminder.

Always inspect the training room and test any equipment in advance. When presenting the course, have both the trainer's manual and the participant's course book in front of you. You will need to refer to the course book from time to time along with the participants. Collect all supplies you will need in advance of each session (markers, overheads, flip chart, etc.).

Training Tips:

- Don't be afraid to allow for brief silence in the room when people are considering their response to your question.
- To illicit more interesting responses, use *open ended questions*, such as... "What was the most challenging part of the task?" "How did your group approach this problem?" and "Why do you think this is important?" Closed-ended questions will only result in a yes/no answer. Examples are "Was the task challenging to your group?" "Do you want to tell us what you learned?" "Is this technique important?"
- Don't concentrate your eye contact only on those in the front row.
- Say "I don't know" when you don't know. Be honest with the participants at all times.
- Allow for disagreement.
- Create a warm, encouraging climate. Use your smile often! Do not allow your facial expressions or body language to send negative signals. Never react to a participant's question as if it is unimportant.

- **Have scheduled breaks. Watch the time carefully, and don't let any session run much over schedule. Be sensitive to the mood of your audience, and allow for an early break when your instincts tell you the audience is restless or losing concentration.**
- **Don't take omissions or mistakes too seriously. Use humor if you must go back to cover something you missed, or if you must correct yourself.**
- **Seek out different participants to share their opinions. Try to avoid allowing one or two participants to dominate conversation.**
- **Always stay calm and professional, even in the face of a participant who argues or becomes hostile.**
- **Make sure everyone is following you, not just a few people who always nod in agreement.**

Session 1

Legislative Foundation for Condominiums in Russia

To be provided by

The Urban Institute, Moscow

Session 2
Roles and Responsibilities of
The Condominium Association Executive Board

Time: 2 hours 45 minutes

GETTING STARTED (15 minutes)

1. Welcome participants to Session 2. Explain that before going into the formal content of the course, you would like to get to know a little bit about each of the participant's role in their condominium association.

Ask participants to each share with the whole group the following (OH #2BD-1)

TRAINER'S NOTE: Have your note pad ready and jot down the most important thing they hope to get from the course.

OH #2BD-1

Please introduce yourself by sharing:

- Your name
- Whether you are a current board member or a prospective board member;
- What motivates you to be a Board member
- What is the most important thing you hope this course will help you with.

2. ***Goals/Objectives***

Explain that this course was designed based on Russia's growing number of registered condominiums whose Boards of Directors are very actively engaged in the day-to-day management and decisions for the association. Most of these condominiums rely on Board members and other owner volunteers to "self-manage" the association, that is to say, they do not hire an individual person to serve as their on-site property manager, or a property management

company. The shortage of management companies and cost considerations often make "self-management" the only logical choice.

Explain that this course therefore strives to meet the following objectives for Board members of self-managed condominium associations: (OH #2BD-2)

OH #2BD-2

OVERALL COURSE OBJECTIVES

Clearly define the role of Board members in a Condominium Association

Identify all components of property management which an Association needs to address

For each property management effort, provide board members with the tools and steps necessary to perform the function at a high level

Demonstrate techniques for good working methods, use of volunteers, communications, and organizational skills to help your Board of Directors do the best possible job of managing the property.

TRAINER'S NOTE: When reviewing the objectives be sure to identify which, if any, of the participants' expectations may not be covered in the course and see if there is an informal way of helping them get the information they need.

Point out to participants that even though this course addresses Board members who are performing all management functions, the material contained in their coursebook can be used as well by an on-site property manager, should their condominium choose in the future to hire a property manager.

3. *Logistics and Schedule*

Go over the block course schedule (page __ in their course books) and explain any logistical arrangements for meeting space, breaks, times, and expectation of the final test.

Explain that the materials provided in the coursebook and in your presentations will give them everything they will need in order to successfully complete the training course. Point out that there is space in the right hand margin of each page in their coursebook for notes. Answer questions and then move on to begin Session 2.

ROLES AND RESPONSIBILITIES OF BOARD MEMBERS

1. *Session Introduction* (5 minutes)

Explain that in Russia, residents playing a role of self-managing residential property through the process of a representative government structure is not new. Cooperatives in Russia have long been a popular form of housing management and many aspects of a cooperative Board member's "job profile" will mirror those of the condominium Executive Board member.

Explain that we want to explore the powers, duties, responsibilities and members of the Executive Board, as well as the motivations people have for serving on a board, and what benefits they may get from the experience.

2. Review the session objectives (OH #2BD-3)

OH #2BD-3

Session Objectives:

- Identify the powers and duties of the Executive Board both in Russian legislation and an association's governing documents.
- Learn Board requirements to apply the general principles of fiduciary responsibilities, and using good business judgement.
- Learn what skills to bring with you when you serve on a board; and what things should be left behind!
- Identify tasks which owner volunteers or committees may perform to assist the Board.
- Review effective methods used by associations to conduct business in Board Meetings, Annual Meetings, and the General Meetings.

Remind participants that for the purposes of this session we will be discussing the official or formal powers and duties of condominium Board members. The day-to-day property management functions of Board members perform will be discussed in upcoming sessions.

3. ***Small Group Discussion*** (15 minutes)

Briefly review the fact that generally the membership of a condominium association, called the "General Assembly" or "General Meeting" elects an executive board to set policies for the association and to implement them. While government legislation allows the membership to delegate this broad range of powers and duties to a board, it also requires that the General Meeting retain certain functions which, under no circumstance may be delegated to the Board.

TRAINER'S NOTE: *Have prepared ahead of time four flipchart pages, with one of the following headings written at the top of each page: "APPROVE CHARTER AMENDMENTS" "APPROVE BUDGET" "ELECT AUDITING COMMITTEE" "APPROVE CAPITAL IMPROVEMENTS"*

Divide participants into four working groups, and ask all of them to play the role of a non-board member unit owner as they complete this exercise.

Give each group one association function to discuss (approve charter; approve budget, elect auditing committee; approve capital improvements). Ask each group to complete the following: (OH #2BD-4)

OH #2BD-4

For this function of a condominium association, identify

1. The possible reasons that legislation requires that this function be performed only by vote of the General Meeting
2. As an owner what do you see as the advantages to you for the General Meeting retaining this function?

Be ready to discuss your answers with the larger group. You have 10 minutes to discuss this.

4. **Reports** (15 minutes)

Ask for a spokesperson from each group to give their answers. List their answers on the flipchart. Expect these answers, and mention any of them that aren't suggested:

Select Auditing Committee: The financial matters handled by the Board should be audited as a means of checks and balances by individuals outside the Board who have not been involved in keeping the financial records which will be audited. Since it is the Board's recordkeeping being audited, they should not be involved in selecting the people who will perform the audit of their books. This system prevents conflict of interest.

Approve Capital Improvements: Capital Improvements generally mean significant outlays of funds, possibly special assessments. Owners should be involved in determining if they want the improvement, and what means of payment should be used. Owners were "bought into" the condominium knowing they would have to pay to maintain it properly. But they did not automatically agree to pay for capital improvements which did not exist in the building when they became a member.

Approve Charter Amendments: The charter represents a contract between the owners and the association. In

principle, owners agreed to be members and meet the obligations in the charter as it read when they became a member. Just as with any contract, both parties should agree if there will be changes.

Approve Budget: The budget sets the level of services and the condominium fees. Both of these will have a direct impact on all owners both financially and in the quality of their living environment. Owners should have a voice in setting service and fee levels.

Mention that there are other functions only the General Meeting may perform, and show the following list:
(OH #2BD-5)

OH #2BD-5

Duties of the General Meeting which may not be delegated to the Board:

Hire Management

Approve the Budget and set Assessment Levels

Approve Capital Improvements

Elect the Auditing Committee

Approve Amendments to the Charter

Elect the Board

Point out that, except for these association functions it is necessary to delegate considerable authority to the Board in order to operate effectively because: (OH #2BD-6)

OH #2BD-6

A condominium may include a large number of owners, and

- Its not feasible for all owners to gather each time an item such as the cleaning schedule for the janitor or how to make a repair must be decided.
- Its not likely a quorum of owners could be gathered quickly enough to get decisions made in a timely fashion.
- It would be difficult and costly to distribute quickly to all owners the background information needed to make an educated decision.

5. *Small Group Discussion* (30 minutes)

TRAINER'S NOTE: Have handouts ready to distribute.

Tell participants that you would now like to take a look at the roles and functions which *are* most often delegated to the Executive Board. Tell them they may now return to their "real role" as a Board member for the rest of the session.

Give each participant a copy of Handout #1 and ask them to carefully review each of the responsibilities of an Executive Board. Mention that underneath each responsibility are listed some of the tasks Board members can expect to be involved in to meet the responsibilities. Ask participants to do the following: (OH #2BD-7)

OH #2BD-7

1. Select the top two responsibilities which you believe to be the two most important responsibilities the Board has to the owners. Mark two with a checkmark ("✓").
2. Select two responsibilities from the list which you either have some related experience or qualifications, or which you are most interested in, and would be willing to learn. Mark these two with an ("x").

You have 5 minutes to complete this. Be prepared to share your selections with others.

HandoutBD #1

BOARD RESPONSIBILITIES. AND SOME OF THE TASKS BOARD MEMBERS MAY PERFORM DAY-TO-DAY IN THE ROLES:

- **Maintain, repair and replace all General Common Elements and any Limited Common Elements which are required to be maintained by the Association**
(Make building inspections to learn condition of building and equipment; identify needed repairs; work with contractors and/or Zhek to get quality maintenance and repairs made; help develop specifications and contracts).
- **Develop and implement effective financial procedures and recordkeeping to provide a system of checks and balances, protect association funds, assure accurate historical financial information, and create the mechanism for monitoring financial performance.**
(Become informed about any government financial reporting requirements; set up and maintain records of all financial operations, monitor collection of fees and recommend policy for collecting delinquent fees; learn how the condominium budget process works).
- **Develop, approve and enforce reasonable rules and regulations as needed to promote a safe, and peaceful environment for residents.**
(Need someone who can assess the reasonableness of proposed rules, determine whether it is needed to ensure a safe, clean and peaceful environment, and can write a draft of the rule for the board and owners to consider).
- **Develop and approve administrative policies and procedures to put into place the plan, systems and controls to make each element of management of the property successful.**
(Help put into written form policies and procedures adopted by the Board, such as a job description for an employee, procedures for adopting new rules, delinquent collection policies, etc.).
- **Oversee the hiring and supervision of employees and contractors serving the community.**
(Learn how to find good employees and/or contractors. Be a good communicator and work with them after hired to have a successful business relationship).
- **Maintain an informed stance on all federal and local legislation affecting condominium associations.**
(Learn where to look to keep abreast of changing legislation. Be an avid reader and keep the rest of the board informed of changes).
- **Communicate effectively with owners.**
(Be sensitive to the owners' rights to be kept informed and to be heard on important topics. May help develop a newsletter, notices sent to owners, individual correspondence, owner questionnaires, etc.).

After everyone has made their choices, divide participants into groups of 5-7 persons. Tell these groups that for the purposes of this exercise, they should consider themselves a new executive board of a self-managed condominium.

Ask each "board" group to discuss among themselves and do the following: (OH #2BD-8)

OH #2BD-8

1. Compare responsibilities each board member checkmarked ("✓") and see if there is a general consensus on your "board" regarding what they feel their top responsibilities are *to the owners*.

REMINDER: THERE ARE NO RIGHT AND WRONG ANSWERS HERE. SOME BOARDS BENEFIT BECAUSE EACH MEMBER IS AN ADVOCATE FOR DIFFERENT ISSUES.

2. Look at the ("X") marks to determine the collective experience and/or interests within your Board, and decide how your board's members can share in overseeing each of the responsibilities.

Be ready to report to the whole group what your board's findings are.

You have 20 minutes.

Bring the large group back together, and give each group spokesperson an opportunity to report on whether their group consisted of a wide variance of opinion on the priorities in task #1 or whether a consensus was reached.

Next, ask the group spokespersons to explain what responsibilities were well covered by experienced or interested board members and which were not. Ask if the groups discussed ways to handle all of the responsibilities.

6. *Volunteers and Committees Assist the Board* (20 min)

Explain that, especially when an association chooses to self manage, the Board will learn that Committees and individual owner volunteers can make a tremendous difference in the volume and quality of work a board completes.

Explain that two of the biggest jobs committees can do for a board are (1) gathering information on issues as directed by the board and making recommendations to the board; and (2) affecting good communications with owners on behalf of the board and creating a community spirit. Ask for examples from the participants of any committees they already use, and what the results have been.

Explain that in a few minutes we will do an exercise related to committees, but first you want them to look at some background information. Refer them to Page () of their coursebooks entitled "Committees which need Your Help." which is a notice sent to recruit committees. Also refer them to Page () "Things to Keep In Mind When Establishing Committees". Remind participants that committees may be 1 or 2 people, or it may be 5–10, depending on the work to be done.

Ask participants to look again at the Board Responsibilities (HandoutBD-#1) and recall which tasks they think could be effectively handled by a committee. Take a few suggestions.

Ask if any participants are not in favor of establishing committees, and if so what their concerns are. Expect answers like, committees may become too independent, too powerful, may create factions in the community; or there is doubt that there are enough volunteers. Use information in the "Things to Keep In Mind..." material to minimize these problems, but point out that it is true that committees aren't always the answer in every condominium association.

Before getting off the subject of committees, point out a last but not least benefit of forming committees:

"Committee Members of Today are the Board Members of Tomorrow" It is the best training ground for tomorrow's board.

6. *Fiduciary Responsibilities* (20 minutes)

Explain to participants that in fulfilling each of the responsibilities from the previous exercise, every board

member must do so as a good fiduciary. Explain that fiduciary responsibility pertains to a position of trust and confidence.

TRAINER'S NOTE: Have the following already prepared on a flipchart in front of room to refer to during this session. Also have handouts ready to distribute.

On Flipchart:

When acting in your role as a Board member:

Always act as a representative of all owners.

Your individual concerns as an owner must be secondary.

Your primary concern should be how actions affect the association membership as a whole.

Always avoid conflicts of interest.

It is unacceptable to decide on an action because it will benefit you in your personal or professional life.

You must always refuse any discounts or rebates which would benefit you personally.

Distribute HandoutBD-#2. Give participants a few minutes to read it. Explain that you want to use some examples to demonstrate board decision-making based on the fiduciary role. One at a time, discuss the following three scenarios, and discuss how boards should react as good fiduciaries. Ask for volunteers identify from the handout or from the flipchart what elements of fiduciary responsibilities apply to each of the scenarios.

TRAINER'S NOTE: As an option, participants may have better real-life scenarios than these, and you may want to draw from their real experiences instead.

Scenarios where boards must consider their fiduciary responsibilities:

A roofing contractor offers a board member a cash bonus if they are selected to replace the roof. (Board may not accept rebates, discounts; and may not vote for contractor based on personal gain)

The Board is taking no action to try to collect delinquent fees. (Board may not allow assets to deteriorate)

An investment broker makes a presentation to the Board to recommend that they invest association funds in somewhat risky stock fund which he believes may quickly double the associations savings account within a few months. (Board may not speculate or take risks with association assets)

The Board has decided that they should receive pay for their work on behalf of the Association. (This should be decided only after complete communication of all details with owners and if agreed to ahead of time by General Meeting of owners)

HandoutBD-#2

Fiduciary responsibility pertains to a position of trust and confidence.

It has legal stature – a person who has agreed to act as a board member and fails to exercise fiduciary responsibility to the owners is legally vulnerable. The legality is defined from the election to the Board. Board members who accept the position are entrusted with the care, protection and use of someone else's money and property.

Board members may not allow the assets of the association to deteriorate. Assets may not be unduly exposed to abuse, theft, or misuse.

Board members may not speculate, experiment, or take risks with association assets.

Board members should act with absolute honesty in communications to owners of the property in their trust.

Board members decisions should be arrived at on a *reasonable* basis by first conducting research, examination of alternatives, assessing risks, and obtaining cost comparison information. Making decisions on this basis means that the Executive Board used good business judgment.

7. *What Makes a Good Board Member?* (10 minutes)

Explain that the big list of responsibilities may frighten some people away, concerned that they would not have the qualifications necessary to do a good job.

Mention that it is always helpful to have some board members with a good head for figures, someone who understands the mechanical and physical operations of a building, and someone with good management and leadership skills to help the board work well together. But even these people need not possess a college degree in the

subject, or extensive related work experience to be valuable, contributing members of the Executive Board.

Actually, some of the most valuable skills are those that most people possess. Distribute HandoutBD-#3 and give participants a few minutes to review it. Explain that this is not to minimize the experience and talents board members may have that will serve the association well, but without dependability, preparation and good communication, even the greatest minds will be ill equipped to move the association in a positive direction.

HandoutBD#3

The most valuable attributes Board members can bring to their association are:

- **Dependability** – Be a board member who can be counted on to come to meetings, and follow through on commitments made
- **The Ability to Do Your Homework** – Be prepared for Board Meetings. If the board will discuss the approval of a contract, read it carefully ahead of time, have your questions ready. Read the minutes of the prior meeting before the next meeting, and have any recommended amendments ready.
- **Good Listening Skills** – appreciate the opinions of others, and respect their right to state their opinion.
- **Communication Skills** – When communicating either in speech or writing as a board member, maintain a professional and courteous manner, and take the time to give a judiciously thought-through response.
- **A Healthy Respect for Your Fiduciary Responsibilities**
- **Your Good Ideas**, and the willingness to participate in a free exchange of ideas.

Ask participants to look at Page () of their coursebooks for the three things that can most easily interfere with good decisions and progress on a Board. Explain that most boards do not bring this "extra baggage" to the board meetings, but it is worthwhile to mention them as a healthy reminder of things best left behind when you enter a board meeting.

Things to leave behind when serving on the Board:

Personality Conflicts. It would be unreasonable to expect that everyone you work with on the board would also be a close friend. Boards often attract people with significantly different points of view. Some board member's personalities may clash with yours, but it is important, especially during board meetings to put aside personality conflicts and concentrate on the issues at hand, and making the right decisions for all of the owners.

Personal Interests. As non-board member owner, you may vote on an issue in the General Meeting because it is in your personal interest. But as a board member and a good fiduciary, you may no longer use this consideration as a priority when voting on issues. Instead, you must consider the best decision for the majority of owners, and base it on the needs of the association as a whole.

Preconceived Notions. Once in a while, a person may run for the board because he/she feels uniquely qualified based on extensive experience. For example, an owner who works as the top maintenance supervisor for a ZheK may have great experience at all aspects of property management, and believes the condominium should be managed in the same way. Certainly his vast knowledge of maintenance and repairs will be invaluable to the association, but he will need to keep an open mind on how decisions are reached, and how contracts are let. As we will learn throughout this training program, condominiums put great value on the opinions of owners regarding the level of services they want and how much they are willing to spend for them. Deciding these issues is handled through a representative form of government, namely a vote of the owners elected officials, the board. This, and competitive bidding for maintenance services constitute a very different kind of management than ZheK provide.

8. How The Board Conducts Business (15 minutes)

TRAINER'S NOTE: Use Flipchart here.

Explain that we will now look at the more formal process of conducting association business: the Board meetings, where the board discusses and votes on the policies procedures, rules, contracts, etc. on behalf of the association.

Ask participants to think back to board meetings they attended which disappointed them. Ask for short descriptions of what would have made them better. Take as many as possible from the participants and list them on a flipchart. Look for such things as: meeting should have been shorter; don't allow too many people to participate; need some amount of parliamentary procedures to keep order; more preparation or information needed to make good decisions, keep political motivations out of decision-making; keep to the business at hand and don't sidetrack.

Ask participants to look at Page () of their coursebook which is a sample agenda of a board meeting. Ask participants what this agenda tells us about the Board's efforts to have efficient and productive meetings. Look for answers such as:

- Time is budgeted for each item, and even if some topics take longer, this keeps meetings to a reasonable length.
- With Open Forum owners are given time to speak, but then the Board may conduct business without interruption.
- Minutes of last months meeting are reviewed so everyone is kept up to date.
- Management issues are discussed based on materials the board received and read ahead of time and is now prepared to discuss.
- The fact that an agenda is used helps keeps things on track.

Mention that more information regarding three board meeting issues are addressed in more detail in their coursebooks: (1) Holding Open Board Meetings for All Owners; (2) Keeping the Minutes; and (3) Parliamentary Procedures.

9. ***Conducting Annual Meetings and Elections of the General Assembly*** (20 minutes)

Explain that the other formal process for conducting association business is the meeting of the General Assembly, which is held at a minimum, annually, and typically includes Board Elections.

Point out the things which we learned about Board meetings that also apply to the Annual Meeting of the General Assembly: Keep minutes, use parliamentary procedures, use an agenda; to name a few. Mention that there are charter requirements about how Annual Meetings should be held. Ask participants to name some requirements in their condominium's charter.

Ask participants to look at Page () of their coursebooks to become familiar with some requirements found in most condominium charters regarding Annual Meetings.

Conducting the Election

Point out that the most important right condominium owners have is to elect their representatives. Great care should be taken to ensure that this process is above reproach.

Explain that pages () of their handbook contain some practical steps to take in planning for the Election, as well as sample notices, proxies and ballots. This information is provided for reference. But point out the key things to remember which will help make the Election process a system owners feel they can have faith in: (OH #2BD-9)

OH #2BD-9

Begin the process early – educate owners about the responsibilities of serving

Establish an Election Committee made up of non-board member volunteers – The Board should distance itself from the Election Process as much as possible to prevent any perceptions of conflict of interest.

Establish procedures which will ensure that individual votes are private, and that the election results can be proven to have been calculated fairly. Publish the election procedures and allow owners to comment on them before the Board adopts them.

Answer any final questions and end the session.

Session 3
Managing the Property:
The Elements and the Options

Time: 1 hour, 30 minutes

***Getting Started* (15 minutes)**

Welcome participants, and explain that the purpose of this session is to (1) provide a clear understanding of the *elements* associated with condominium management which make it *distinctly different* from the property management people have been accustomed to; and (2) to demonstrate to Board Members how their faithful adherence to the condominium management philosophy will speed up the evolution of their building's condominium units into a better place to live today; and a valuable asset tomorrow.

Review the session objectives; OH #3BD-1.

OH #3BD-1

SESSION OBJECTIVES

- Learn the unique elements inherent in association property management – its much more than just maintenance!
- Learn to recognize the earmarks of a higher standard of care which is a trademark of condominium management
- Explore the options for obtaining the best possible property management program for your association.

Explain that, before discussing the elements and options of property management, it is important to define the term management. This term is often confused with the term "maintenance", but the two are very different functions.

Say that the definition of the word "manage" is to *direct, control, or handle*.

Explain that whether a condominium association is being self-managed by the Board of Directors, managed by the ZheK, or a hired on-site manager employed by the association, the job of

management is to be a general overseer, directing, and monitoring the progress of numerous association efforts, always in accordance with the policies set by the Board, to get the best possible results. Explain that it is a job of coordination and leadership.

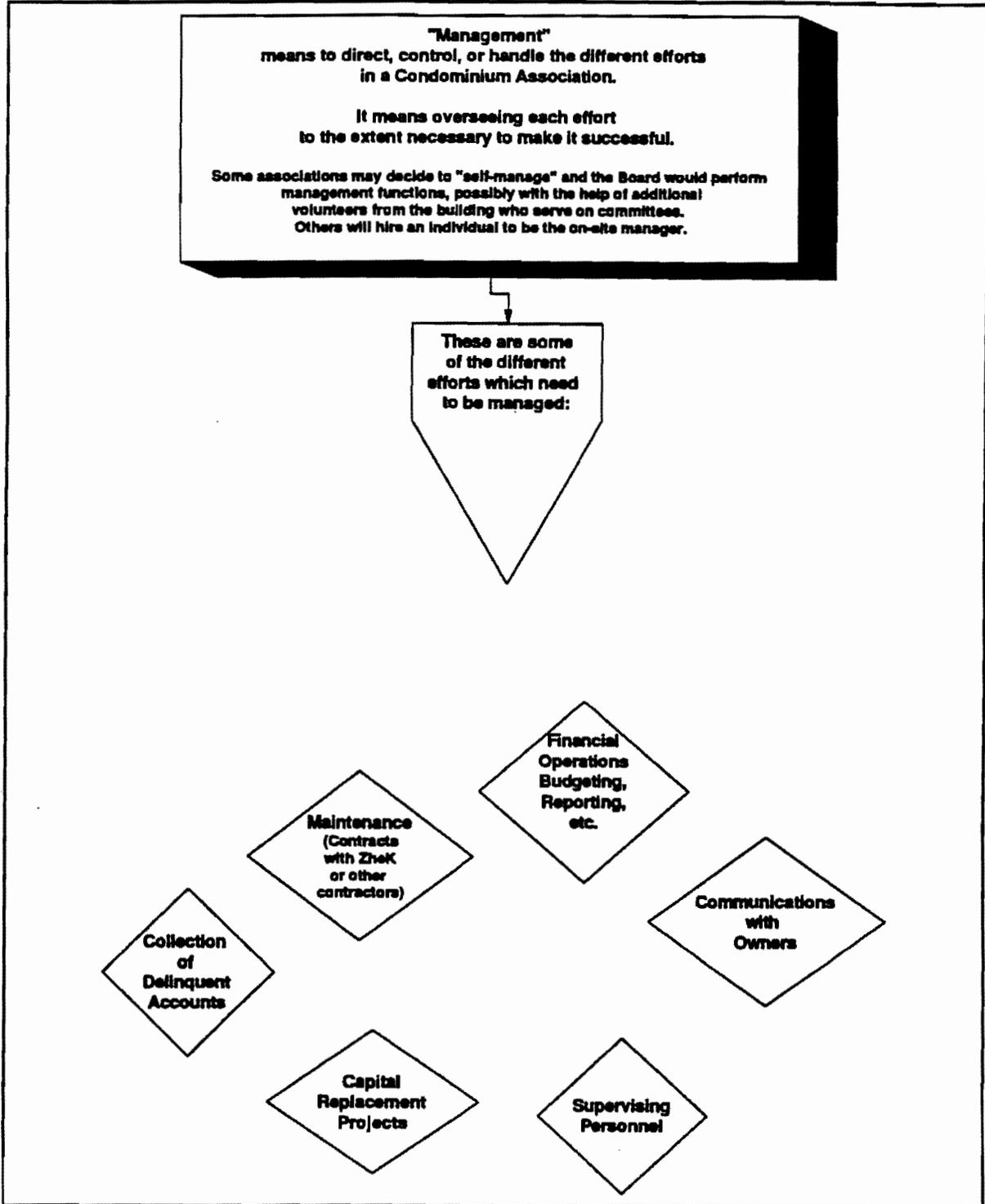
Tell the participants to turn to the "Contents" page of their coursebooks, and point out that the easiest way to understand what the "association efforts" are, is to look at the titles of sessions 4-10. These are the "efforts," the different components of condominium association property management.

Point out that this doesn't mean that the person(s) doing the managing must perform all the actual physical or mental labor required, although sometimes special skills in one area or another come in handy. Rather, their job is to have a **general understanding of what is needed in each effort, and to keep the energies of individuals and contractors channeled toward achieving the association's desired results.**

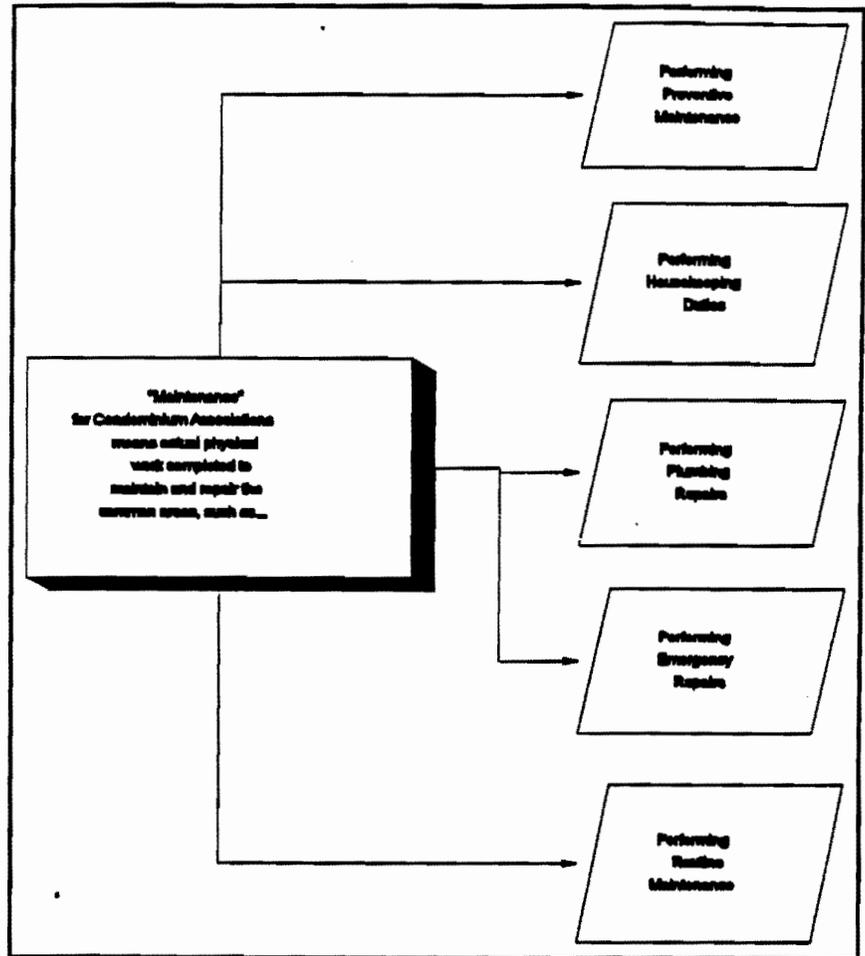
TRAINER'S NOTE: Have both handouts ready here.

Distribute Handout #1 (HO 3BD-1). Point out that this chart shows the distinct difference between "management" and "maintenance." Management directs operations; maintenance is one of the operations; one of the many efforts.

HO 3BD-1



Now have participants look at HO 3BD-2. Explain one helpful way to distinguish Maintenance from Management is to think of Maintenance as the *actual physical work performed* to maintain and repair the common areas.



HO 3BD-2

Take any questions, to make sure participants understand the difference.

Exercise and Group Discussion (30 minutes)

Explain that you would now like participants to reflect back to the state of residential property management and maintenance services in their building, before the emergence of condominiums and the movement toward a market economy.

Explain that the purpose of this exercise is to develop a fair representation of the overall property management service provided by a ZheK (or an Enterprise) from their perspective as residents of buildings.

Distribute Handout #3 (HO 3BD-3) and explain that their answers are intended to give a general sense of the level of a resident's awareness and input into the structure and systems used to maintain the building they live in. Ask each participant to spend 10 minutes answering the questions. Brief answers are all that are needed. Ask participants to be prepared to share their answers with the group.

From your personal perspective as a resident living in a municipal or enterprise building, answer the following questions about how the management of the building worked, based on your observations, and any interaction you had with the ZheK or Enterprise related to cleanliness of the building, needed repairs and maintenance, response to your requests for service, communal services, etc.

1. Who had significant input and authority to decide what would be included in the housekeeping service, and what level of cleanliness was an acceptable standard?

2. Describe any system you were aware of which monitored the use of budgeted funds to obtain the best service and quality in maintenance and repairs?

3. What mechanisms were you aware of, if any, for making changes in management or maintenance if service was of poor quality?

4. How were residents kept informed and given a voice in matters which affected the service or maintenance in their building?

5. Could you tell what system was used to monitor the quality of work performed?

6. Were you aware of whether property management and maintenance decision-makers were accountable to anyone?

7. From your perspective as a resident, Could you describe what you believed what the main goals of management and maintenance were for your building?

Add any additional information here: _____

After the time has elapsed and most people are finished answering the questions, read aloud each question one at a time and ask for two volunteers for each question to share their answers.

TRAINER'S NOTE: Have flipchart available here. As participants share their answers, identify any predominant themes in their answers such as: residents were not aware of whether or how any good systems for management and maintenance were developed; or the lack of opportunity for residents to have any input into these matters. Summarize any recurring themes on the flipchart.

Now, give participants HO 3BD-4, and explain that this handout has the same questions, but includes the likely answers a resident in a condominium association would give if asked.

HO 3BD-4

These would be typical answers resident/owners would probably give to the same questions if they lived in an "up and running" condominium association:

1. Who has significant input and authority to decide what would be included in the housekeeping service, and what level of cleanliness was an acceptable standard?
The Board of Directors developed some housekeeping standards and received input from the owners in developing them. Then, written procedures were approved by the Board, and the cleaning crew follows the procedures.
2. Describe any system you are aware of which monitored the use of budgeted funds to obtain the best service and quality in maintenance and repairs?
Our Board President has the responsibilities of an on-site manager, and she keeps a close eye on any ongoing work in the building to make sure it is being done up to the standards which were set. Also, all maintenance and repair work is done based on a written contract so the worker knows what we expect, and we only pay the contractor upon successful completion of the work. Also, our association prepares a monthly report which compares what was actually spent to what was budgeted for each line item, so we can monitor expenses closely.
3. What mechanisms are you aware of, if any, for making changes in management or maintenance if service is of poor quality?
Our charter gives the general meeting authority to change management. Regarding maintenance, we use a written contract with any maintenance organization we hire, and the contract has a clause in it that allows either party to terminate the contract with or without cause, by giving thirty days notice.
4. How are residents kept informed and given a voice in matters which affect the service or maintenance in their building?
1. We are invited to Board Meetings and we can voice our opinions. 2. We are always entitled to review any contracts or other documents related to association business. 3. The Board of Directors sends owner surveys to get our opinion on the big issues. 4. We are developing a newsletter for our building.
5. Can you tell what system is used to monitor the quality of work performed?
The most obvious one is the inspections. Our Board President inspects the property on a very regular basis. We also have some resident volunteers who get involved in special repair projects where they have experience. They help the board by writing up specifications for the work and monitoring the work in progress when the Board requests this.
6. Are you aware of whether property management and maintenance decision-makers are accountable to anyone?
We elected the Board to be responsible for seeing to it that things are well managed and well maintained. Any maintenance or management operations must be accountable to the Board. The Board is held accountable to all the association owners, who have the right to vote to change the board.
7. From your perspective as a resident, Could you describe what you believed what the main goals of management and maintenance are for your building?
(1) To improve living conditions, and to do so in the most affordable way possible for the owners. To protect the value of the condominium property and hopefully make our condominium an asset which will increase in value in the future.

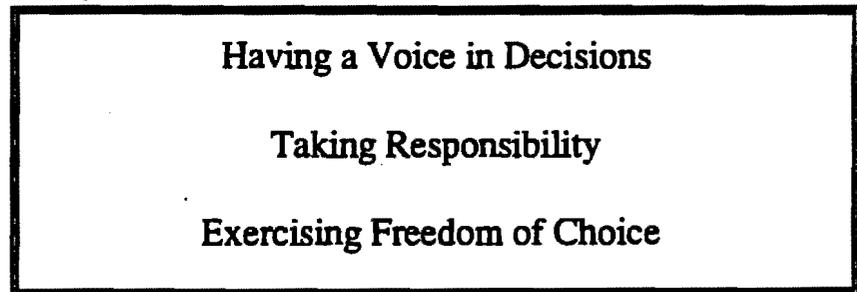
Give participants a few minutes to compare the condominium association resident's answers to their own answers. Point out the three clear issues that emerge in a condominium association resident's answers: (1) They know of a system in place; how their money is being spent, and how things work in their association; (2) They have taken responsibility for management and maintenance through their elected board; (3) They have exercised freedom of choice.

Group Discussion (15 minutes)

Explain that condominiums are still a fairly new concept in Russia, owners are only just now beginning to get a sense of the long-range positive impact condominium-style management can have on their lives. Of course there are hurdles and obstacles facing new condominium boards. But associations learn to tackle their challenges by "chipping away" at problems one at a time.

Point to the three powerful ingredients which fuel the good ideas and creative solutions of the owners. They are:
Show OH #3BD-2

OH #3BD-2



TRAINER'S NOTE: Leave overhead on to refer to it.

Distribute handout HO 3BD-5. Explain that this handout contains the characteristics which are often associated with the operations of a condominium association. Ask participants to look at these characteristics and see how the "ingredients" from the overhead play a key role in the makeup of a condominium association.

Go through the list in this handout and ask for volunteers to identify how the three items on the overhead relate to items on the list.

OH #3BD-5

Elements Inherent in Condominium Association Management

- Is progressive and forward thinking, doesn't limit itself to doing things the way they have always been done in the past.
- Strives not only for clean and well maintained common areas, but also to develop community spirit and address quality of life issues.
- Implements management procedures developed by owners through a representative form of self government
- Is directed by elected association leadership who serve *constituents*; real estate owners who have entrusted them with the care of their jointly owned property.
- Puts an appropriate burden of responsibility on owners to contribute their fair share toward maintaining and respecting the property through budget development, assessment collection and rules development and enforcement.
- Includes systems for monitoring service and quality of all management functions.
- Includes the mechanism for owners to vote to change management if not satisfied.
- Places a high value on the individual owner's right to be informed and be treated fairly, using good communications and due process.
- Sets goals for quality maintenance which includes prompt, courteous service to residents.
- Standards for care and upkeep are based on the desires of unit owners
- Keeps an open mind to all options; uses competitive bidding, always with the goals of obtaining the best possible service at an affordable price.

Reading and Group Discussion (15 minutes)

Explain that another distinguishing element of association management is a higher standard of care. This higher standard is set into motion by each Board action if the board follows fiduciary guidelines. To put it simply: When given responsibility for someone else's property, take extra care in decision-making. Distribute HO 3BD-5 and ask participants to read the scenario, and consider the question at the end. Explain that after everyone has read it, we will discuss the answer to the question.

HO 3BD-5

Have you ever had renovations or repairs completed in your home by a relative or friend? Perhaps the work is done for pay, or perhaps for free in the name of friendship or family. But whether or not payment was involved, you probably made a casual verbal agreement and didn't investigate other contractors, which is typical in this situation. If all goes well, you probably saved some money. Of course, some risk is involved in making casual agreements and in hiring family or friends. For example, if you aren't satisfied with the work, you may end up spending extra to re-do the job, or you may have to live with the unsatisfactory results. It can be difficult to criticize the work of friends or family (or worse, your spouse's family!) But these are risks you have the right to take because it only affects your home; no one else's property, money or quality of life is involved.

All that changes when you become a Board Member and a fiduciary. Higher standards must be used when your decision will affect *someone else's property*.

Whereas things were handled more casually when having renovations done to your unit, we learn that the Board of Directors job is not a casual role. It has legal stature by virtue of being elected representatives. Board members who remain faithful to their duties as fiduciaries always use the higher standards for decision making. They include:

- > using the test of good business judgment
- > avoiding conflicts of interest
- > doing research and considering options before making decisions
- > avoiding risks.

QUESTION: If, instead, this story had been about a Board of Directors making renovations to a condominium's common areas, what would they have done differently?

TRAINER'S NOTE: Use flipchart here.

After everyone has finished reading, ask for volunteers, and list on a flipchart the actions the board would take, using a higher standard of care. The list should include:

- The Board would draw up written specifications
- The Board would consider two or three different contractors
- The Board would enter into a written contract to have the work done.
- The Board would not hire a relative or friend unless it was disclosed to the owners ahead of time, and the relative/friend's bid compared favorably in all respects to make it the best choice. Even then, a contract would be used.

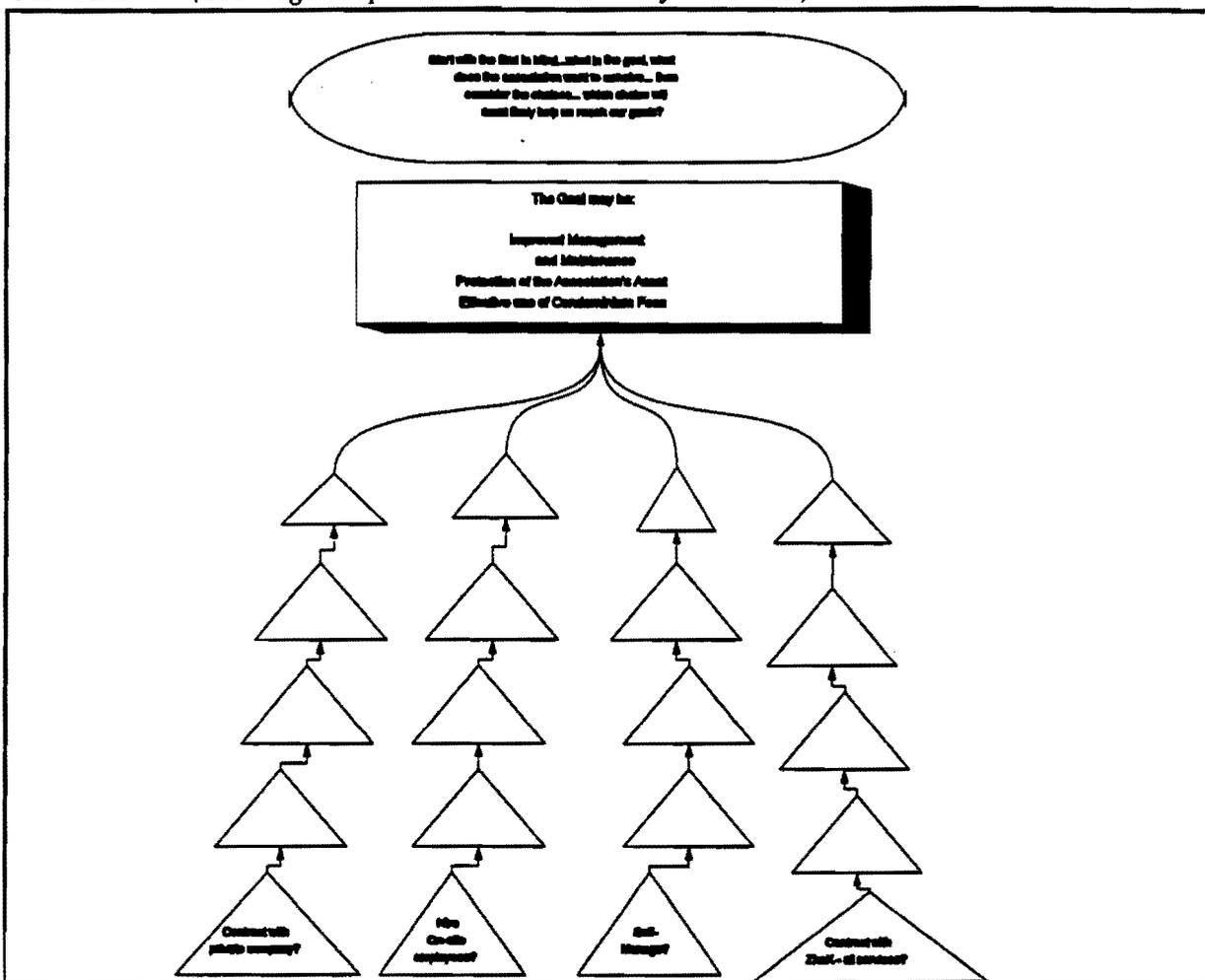
Ask for questions to make sure everyone understands the concept of a higher standard of care.

Short Lecture and Wrap up (15 minutes)

Explain that another important concept in addition to setting higher standards, is the use of Results-Driven Management.

The Board of Directors uses this concept simply by "beginning with the end in mind." Explain that for every effort, boards set their sights on the goal first. They decide what they want to achieve, and then how to get it done. They don't take their eyes off the goals, and they use their freedom of choice to find the best path towards the goals. Show OH #3BD-3 to illustrate this.

OH #3BD-3 (See larger duplicate version at end of document)



Explain that today's Russian condominium boards exercise their right to choose and keep their options open when it comes to management and maintenance services. How do they do this?

Some associations start by entering into a new contractual relationship with the ZheK which requires the ZheK to produce the results the association seeks, including better housekeeping, more responsive service to owners requests, and a higher standard of maintenance. Then, if the ZheK doesn't perform adequately, boards seek those who can provide better service, and in the absence of management *companies*, they find and hire *individuals* who will work as on-site property managers, and can provide these services with attentive and personalized management. This on-site property

manager is an employee of the association, and works at the condominium building full-time, supported by other employees, contractors, and board volunteers. Sometimes, two separate condominiums will "share" a good manager by entering into an arrangement where he splits his time between the two properties.

Explain to participants that this is a viable management option many Russian condominium boards are choosing, and point out that a sample of a typical job description for an on-site property manager is enclosed at the end of this session in their coursebook. Also point out that an organization chart is also attached to show you where a property manager would fit into the picture.

Mention that there are other options. Some associations choose to use a combination of people and services to get the different management jobs done. Have participants turn to the checklist at the end of this session in their coursebooks, and point out the different possibilities which can be considered for each task in an association.

Point out that the overriding message of this session is not which type of management is best for your association, but to exercise your right to choose, and to keep an open mind to the options, always keeping the end, the results you want, as your motivating factor. Take any questions and end the session.

Property Manager's Job Description

a. Duties and Responsibilities

The Property Manager is responsible for the on-site general administration and physical operations of the property. The Property Manager will provide direction to the on-site staff, and assure that the management program is properly executed. The Property Manager will be responsible for the effective operation and cleanliness of the buildings; for ensuring performance of established preventive maintenance programs of the buildings and equipment; for the hiring, training, and supervision of qualified, competent personnel; and for the establishment of excellent relations with residents.

The Property Manager reports to and answers to the Executive Board. The Property Manager is authorized to operate within the confines of the approved budget.

B. Staff Supervision

1. Responsible for all job assignments, explanation of employee duties and performance; informing and educating operating staff on policies and procedures.
2. Periodically review employee performance, conduct periodic employee critiques, and schedule training programs as needed.

C. Facilities Inspection

1. Conduct weekly inspections and submit a written report of the buildings and grounds, noting any property deficiencies, physical appearance of the property, and deferred maintenance.
2. Inform the Executive Board of observed deferred maintenance and property deficiencies in writing, noting specific locations, conditions, and recommendations for corrective measures.
3. Inspect mechanical areas of buildings with particular emphasis on the proper performance of maintenance,

to ensure the success of the preventive maintenance program.

4. Conduct daily inspections of the common areas of the buildings and the grounds, and know work in progress areas.

D. Vendor Contractor

1. Be responsible for the responsiveness of vendors and contractors providing services to the property and report any problems to the Executive Board.
2. Purchase the necessary supplies and replacement items required for property operations and buildings maintenance.
3. Supervise appropriate receipt and purchasing records.
4. Approve all purchases under _____ (rubles).

E. Public Relations

1. Issue move-in or welcome packages to all new residents (e.g., rules and regulations, bus routes, school locations, church locations, current data sheet of the Executive Board, etc.).
2. Be responsible for the proper flow of suggestions, grievances and inquiries to the Executive Board.
3. Utilize all possible communication outlets to keep residents informed as to developments within the buildings. This would include such things as: (1) utilizing the bulletin board; (2) writing letters to individual residents and/or owners whether individually and collectively; (3) contacting all new residents within seven days of move-in; and (4) assisting the communications committee in preparation of monthly newsletter.

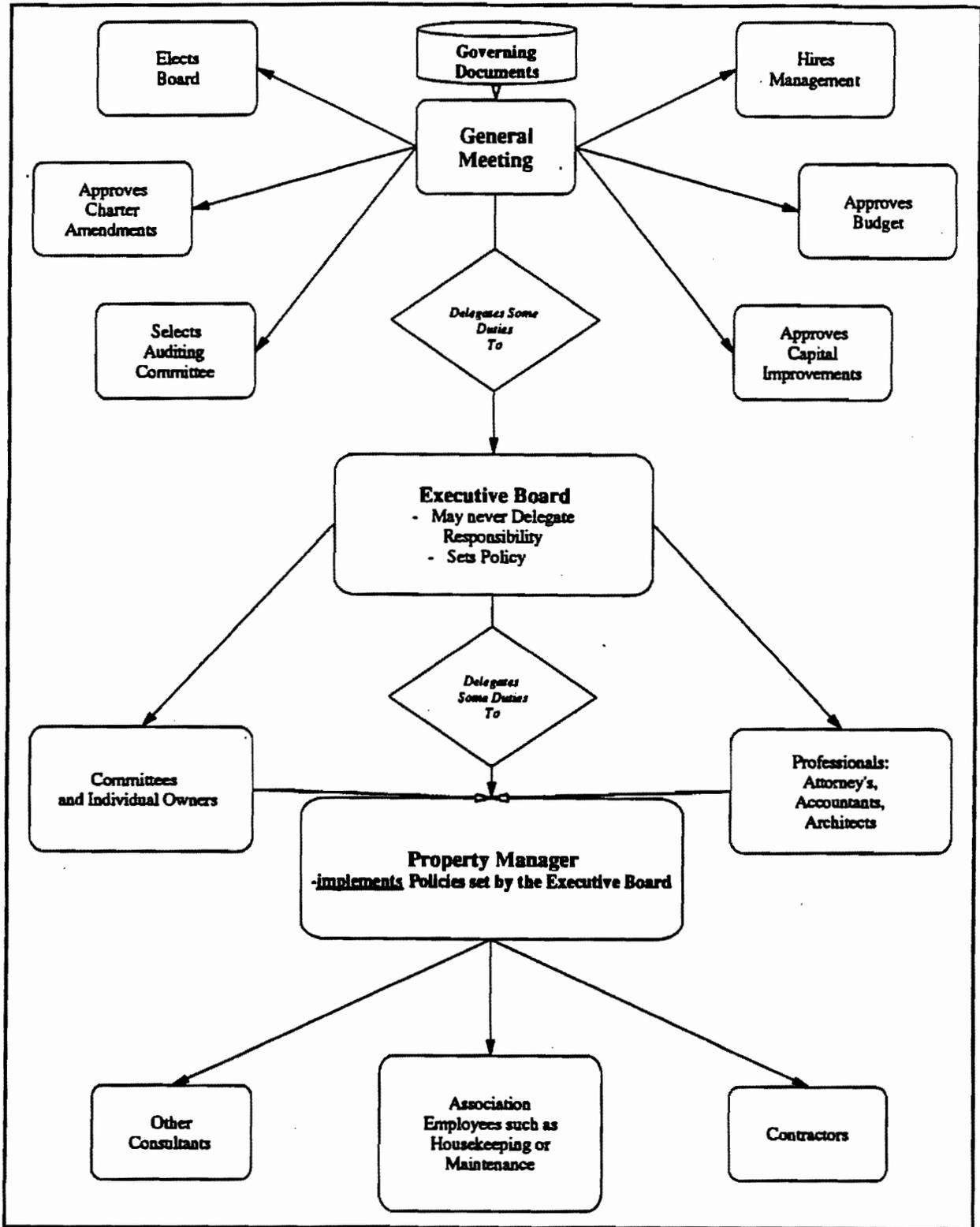
F. Administration – Record Keeping and Correspondence

1. Prepare and submit accurate and complete essential reports, various data-input forms, and other required correspondence.
2. Monitor all maintenance records to ensure proper documentation of all maintenance and preventive maintenance work accomplished. Ensure the proper scheduling of all required preventive maintenance.
3. Key control is the responsibility of the Property Manager. The Manager must maintain a key control system which would provide for the proper security and accessibility of keys. One critical part of this control is the key sign out register.
4. Prepare a monthly management report for the Executive Board which should include, but not be limited to, the following categories:
 - a. Financial
 - b. Administration
 - c. Contracts
 - d. Maintenance
 - e. Personnel
 - f. Legal
5. Prepare and verify time records of all employees for payroll.
6. Organize all office operations.

G. Service to Individual Residents

All service to residents must, without exception, be based on the following priorities:

1. Emergency requests always come first. All other requests are based on a first-in, first-out system.
2. Each request should be handled individually based upon the substance of the complaint or request.
3. At no time, should any Manager allow himself to react to the personality of the person instead of the merits of the complaint or the request.



**CHECKLIST FOR
CONSIDERING THE OPTIONS
MANAGEMENT AND MAINTENANCE TASKS
IN A CONDOMINIUM ASSOCIATION**

ACTIVITY	RESPONSIBILITY							
	Board Members	Other Owner	Contract with ZheK	Use Contractor	Hired On-site	Attorney	Audit Committee	Independent
FISCAL								
Assessment Collection								
Delinquency Follow-up								
Lien Filings								
Foreclosure Proceedings								
Bill Approval								
Bill Payment								
Payroll Accounting for On-Site Personnel								
Financial Report Preparation								
Tax Return Preparation								
Year-end Financial Report								
Year-end Audit								
Budget Preparation								
Reserve Analysis (Long-range planning)								
Other								
ADMINISTRATIVE/CERICAL								
Board of Directors Meeting Attendance								
Special Meeting Attendance								
Annual Meeting Attendance								
Minute Transcription, Board and Annual Meetings								
Annual Meeting and Election Coordination								
Resident Roster Maintenance								
Records and Files Maintenance								
New Resident Orientation								
Newsletter:								
a) Editing								
b) Typing								
c) Distribution								
Special Mailings								
Special Photocopying								
Specification/Bid Preparation and Coordination								
Contract Awarding								
Yearly Management Plan								
Monthly Assoc. Status Report								
Standard Operating Procedures Reviews								
Periodic Inventory of Asm. Property								
Legal (Attorney) Liaison								
Municipality Liaison								
After-hour Answering and Emergency Asst. Service								
Work Orders: Recording and Processing								
Rules and Regulations Enforcement								
General Correspondence								
Hiring/Firing/Supervision of On-site Personnel								
Other:								

ACTIVITY	RESPONSIBILITY							
	Board Members	Other Owner	Contract with ZheK	Use Contractor	Hired On-site	Attorney	Audit Committee	Independent
BUILDING MAINTENANCE								
Janitorial								
Plumbing, painting								
Minor repairs/maintenance								
Inspection of outside contractor performance								
Periodic building/amenity inspection and report								
Other: _____								
GROUNDS MAINTENANCE								
Landscape Maintenance								
Street and Walk Sweep.								
Trash Collection								
Snow Removal								
Inspection of outside Contract performance								
Periodic Grounds Inspection and Report								
Other: _____								
MISCELLANEOUS								
Security Issues								
Information concerning Laws and Ordinances								
Other: _____								

OH #3BD-1

SESSION OBJECTIVES

- **Learn the unique elements inherent in association property management – its much more than just maintenance!**
- **Learn to recognize the earmarks of a higher standard of care which is a trademark of condominium management**
- **Explore the options for obtaining the best possible property management program for your association.**

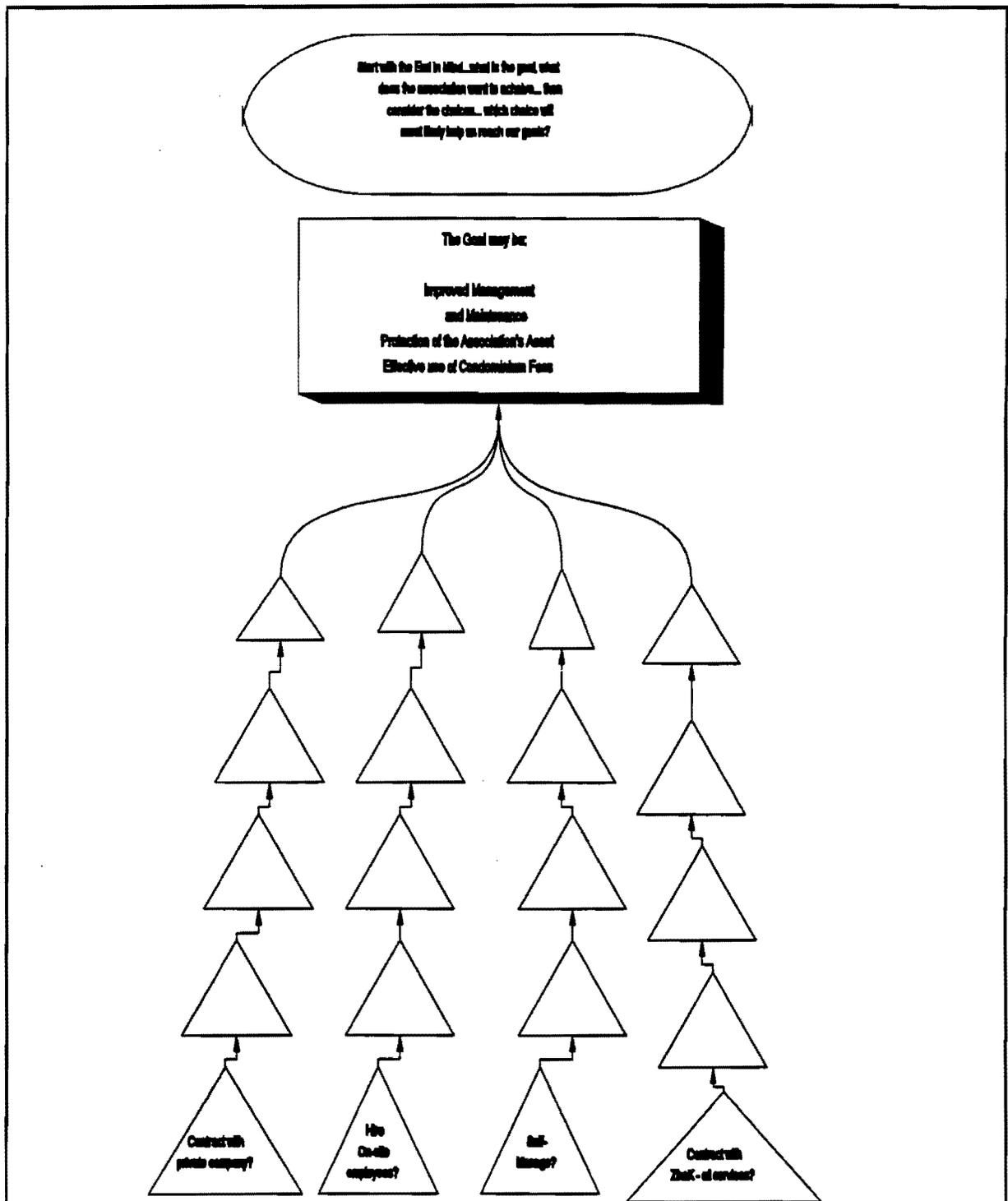
OH #3BD-2

Having a Voice in Decisions

Taking Responsibility

Exercising Freedom of Choice

OH #3BD-3



Session 4-A
Facilities Maintenance
(Part One of a Two Part Session)

Time: 2 hours, 5 minutes (Part One)

GETTING STARTED (5 minutes)

1. Welcome participants back and briefly explain that this session is about exercising the right of every association to decide the standards owners want for the maintenance and upkeep of their building.

Explain that, while some associations will continue to use the services of a ZheK while others will seek the services of persons or new companies, whoever performs the work will follow the standards the association sets. Another session in this course will deal with *Who* is the best choice to perform the work. This session will help you develop the standards and procedures for maintenance suited to your association's particular needs.

2. Review the Session Objectives. Show OH #4BD-1. Read aloud.

OH #4BD-1

Session Objectives

- Review obligations and benefits of a good maintenance program.
- Define the different types of maintenance.
- Clarify maintenance responsibilities of owners and the association.
- Learn how to determine satisfactory levels of service.
- Outline the steps necessary to develop a comprehensive maintenance program.

Objectives in detail: *(These are located on page __ in participants' coursebooks.)*

- Review and discuss the obligations and benefits of a good maintenance program.
- Define the different types of maintenance to be expected in an association situation.
- Learn how to clarify responsibilities for maintenance of Units, General Common Areas and Limited Common Elements.
- Outline the basic steps to take in designing a comprehensive maintenance program; finding satisfactory levels of service.
- Tie all the above together and create the basis for a maintenance program.

ASSOCIATION OBLIGATIONS AND EXPECTATIONS

1. *Paired Discussion* (15 minutes total for all situations)

Explain that before moving more deeply into the content of this session we want to first explore obligations and expectations of the association.

TRAINER'S NOTE: The following four situations are designed to demonstrate four different perspectives from which an association Executive Board has an obligation to properly maintain common areas. They are: 1.) the Association's Charter mandates it; 2.) the Board must use Good Business Judgements when spending association funds; 3.) the Association Board should strive to meet owners' quality of life expectations, considering safety, comfort, and health; and 4.) there is a commitment to enhance and improve the property; not just maintain it at its current level.

Ask all of the participants to play the role of a non-board member condominium owner as they consider the following four situations. Read aloud and show Situation #1 – OH #4BD-2.

OH #4BD-2

Situation #1: You have read the Charter for your condominium which states that the association's Executive Board has the responsibility to "maintain, preserve and enhance the common areas which are jointly owned by all members." You begin to consider what this responsibility really means, and you take a walk around your building to see what needs to be maintained.

Consider the common areas of the building you live in. What four or five specific things would you expect the Executive Board to address as top priorities to receive better maintenance or repair? On what basis do you consider them to be a priority?

Now tell participants to turn to the person next to them and discuss this situation. They should decide what they would expect from the association. They should come up with a list between the two of them of the maintenance, repairs or needed improvements which they feel should be a top priority. Tell them to be prepared to share their list with the larger group.

Give participants a few minutes to discuss the situation.

TRAINER'S NOTE: Use flipchart here.

Take a few examples from the pairs regarding their suggested maintenance priorities. List them on the flipchart so that everyone can see them. After taking a few examples, stress the point that owners expect the Executive Board to be aware of needed repairs, to follow the mandate given to it in the Charter, and to develop a plan to make the repairs.

Repeat the same process with all four situations.

Show Situation #2 – OH #4BD-3. Read aloud.

OH #4BD-3

Situation #2: You have just reviewed your condominium's most recent budget, and you see that a large portion of the Association's expenses relate to maintenance and repairs. What sound business judgements do you want the Executive Board to practice to ensure that this large percent of your condominium assessments is being spent wisely on maintenance?

Give participants a few minutes to discuss this in pairs, then address the whole group. Write some of their ideas regarding sound business judgement on the flipchart. Stress the point that one sound business judgement would be to have a PLAN for maintenance.

Show Situation #3, OH #4BD-4. Read aloud.

OH #4BD-4

Situation #3: You and your spouse are considering buying a condominium apartment, and as you look at different condominium buildings you search for the building which will provide the best quality of life for your two young children. Safety, cleanliness and comfort are important to you. What things will you look for as you try to find the right home for your family?

Give participants a few minutes to discuss this in pairs, then address the whole group. Write some of their ideas on the flipchart. Stress the point that the association should consider the owners' quality of life expectations in designing a maintenance plan.

Show Situation #4, OH #4BD-5. Read aloud.

OH #4BD-5

Situation #4: Your building has recently registered as a condominium association, and a General Meeting of all owners will be held soon to get input from all owners on what they would like the long term goals to be for the new association in the coming two years. One of the questions will be what physical improvements would owners like to see in or around the building. What improvements would you like to see in your building?

Give participants a few minutes to discuss this in pairs, then address the whole group. Write some of their ideas on the flipchart. Stress the point that the association should strive to enhance and improve the property as well as to maintain it well.

2. **Summary of Key Points (5 minutes)**

Use OH #4BD-6 to summarize the key points regarding the obligation an association has to properly maintain the common areas.

OH #4BD-6

The Association's Obligation to Provide Maintenance from Four Perspectives

Legal – Governing Documents

Business Requirements

Quality of Life

Enhancement – Not Just Maintenance

Refer participants to page ___ in their coursebooks for more detail regarding these four perspectives.

BENEFITS OF AN ESTABLISHED MAINTENANCE PROGRAM

1. *Introduction* (5 minutes)

Explain that, while there are the obligations we just discussed, there are also some real benefits to be gained by having a maintenance program. We want to discuss those now.

TRAINER'S NOTE: Use flipchart here.

Ask participants to explain what a maintenance program is to them. Take a few examples and develop a working definition of a maintenance program. Write this on flipchart so everyone has the same understanding of the concept.

2. *Group Discussion* (10 minutes)

Now that we have a common understanding of what a maintenance program is, let us look at the benefits.

Divide the participants into two groups – the Board and the Residents. Explain that participants will now need to think like the people they have been assigned to, for example “Think like Board Members”.

TRAINER'S NOTE: Give one person in each group a piece of flipchart paper and a bold marker.

Show OH #4BD-7, which gives them the following task. Read aloud.

OH #4BD-7

As Board Members and Residents discuss and identify what BENEFITS you see to having a maintenance program. What will it provide or help you with?

Develop a list of the benefits and write it on the flipchart paper.

You have 10 minutes.

TRAINER'S NOTE: While the participants are performing this task, refer to pages _ _ in their coursebooks so that you will be familiar with all of the benefits for each group.

3. **Group Reports (15 minutes)**

One at a time, have each group come to the front, post their chart and review their list of benefits. After each one, pause and see if there are any questions or additions that others want to make.

TRAINER'S NOTE: Have your own marker ready and be sure to add any benefits that get missed by the groups.

Tell participants to refer to pages _ _ in their coursebooks for a list of benefits from these different perspectives. Point out that most of them were identified by the group today.

4. **Reflection (5 minutes)**

Ask participants to think about and write down in their coursebooks what was the most important thing they learned from the discussions on obligations/expectations and benefits. What questions do they have regarding this material.

Give them a few minutes to complete that and then ask for some examples of what people thought was most important. Answer any questions they might have.

BREAK (10 minutes) Take a brief stretch break.

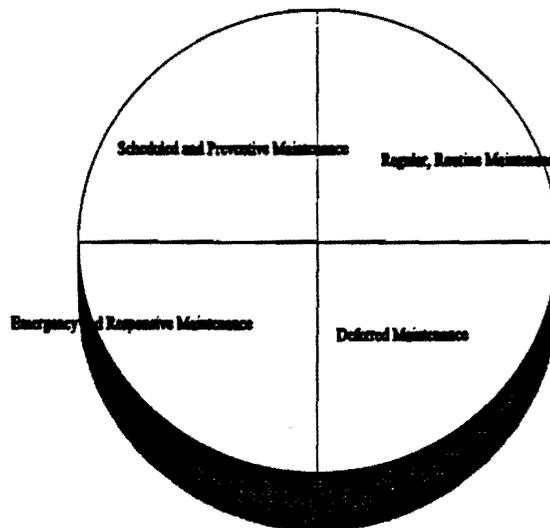
TYPES OF MAINTENANCE

1. **Introduction** (10 minutes)

Explain that we have talked about what a maintenance program is, expectations and benefits for having a maintenance program and now we want to look at the specific types of maintenance activities that need to be part of the program.

2. Show the wheel with the 4 Categories of Maintenance Activities (OH #2-8). Explain briefly each of the categories so participants get a sense of the differences. Do not give any examples because that is what they will be doing in the next activity.

OH #2-8



Explain that we want to look at the specific tasks required to properly maintain the condominium buildings and grounds. But, before we go any further, it is important to remind ourselves that the maintenance we are speaking about is only for common areas of the association.

Remind participants that in a condominium association, owners are responsible for the maintenance of their units. Therefore, the maintenance we are discussing today relates exclusively to common areas.

Show OH #4BD-9 to review the facts which they should remember.

OH #4BD-9

Maintain Only Common Areas

The association has a responsibility to maintain the common areas, but not individual units or parts of units. Except for rare instances, the Board is not authorized to spend association funds on repairing or maintaining units.

Sometimes it is not clear where the unit boundary ends and common area begins. The Charter may not be completely clear on this issue.

For example, does a unit's boundary stop at interior walls of the unit? If it does, then who is responsible for painting the exterior surface of the unit door, which is outside the walls?

The solution is to develop a Maintenance Responsibilities Chart.

Explain that more information on this subject is provided on page ___ of their coursebooks, but for the purposes of this session you want to make it clear that the maintenance program is only for the common areas of the association.

3. **Group Activity** (5 minutes)

TRAINER'S NOTE: You will need 4-6 pads of "post-it" notes to give to each table. Participants will be writing on the post-it notes and then posting the completed sheet on to flipchart paper so give them magic markers to write with.

Distribute pads of "post-it" notes to each table. Show OH #4BD-10 and explain the task.

OH #4BD-10

At your table think of all the possible maintenance tasks that would be needed to properly maintain the building, equipment and grounds of the condominium. Put each task on a separate post-it note. (Write with markers so we can see it.) You have only 5 minutes so generate as many as you can.

4. *Large Group Discussion* (20 minutes)

TRAINER'S NOTE: You will need a flipchart, a bold marker and some scotch tape.

Tear off four flipchart pages and post them next to each other (on the wall with scotch tape if necessary). Write a separate heading on each one. The headings are:

Regular Routine Custodial Maintenance
Scheduled and Preventive Maintenance
Emergency and Responsive Maintenance
Deferred Maintenance

Give participants the following task by showing OH #4BD-11 Read aloud.

OH #4BD-11

Look at the post-it notes you have and decide in which maintenance category they belong. After you have made that decision go stick your post-it notes on the appropriate flipchart.

You have 5 minutes.

Review all flipcharts by taking them one at a time and identify the tasks that appropriately belong on this list. Eliminate duplicate items and if there are any that more appropriately belong to another list be sure to move them and discuss why they belong under a different category.

When reviewing the chart on emergency and responsive maintenance provide the following elaboration:

There are three levels of emergency and responsive maintenance:

Real Emergencies: Situations that immediately threaten life, health, or safety. (*Ask for examples from the group.*)

Urgent Requests: Situations that are a major inconvenience or hardship to owner and/or would result in health or safety hazards if left undone. (*Ask for examples from the group.*)

Routine Requests: Conditions that warrant repair but are not of an emergency or urgent nature. (*Ask for examples from the group.*)

6. **Reflection** (10 minutes)

Ask participants to look at the information on the categories of maintenance and identify any questions they might have regarding the information. Respond to any questions or comments.

Next, ask participants what would be most difficult in planning for and attending to the maintenance activities. Give them a minute to think about the question and then ask for some responses on some of the difficulties.

TRAINER'S NOTE: *Use a flipchart here, and write down any difficulties they mention. Explain that you are recording them so that as we learn how to develop a maintenance program, we can see how they will be addressed.*

Ask participants to write down some notes to themselves on the most important things they do not want to forget about the types of maintenance.

HOMEWORK ASSIGNMENT

1. *Introduction* (5 minutes)

Explain that in the next session we will be working on developing a maintenance program which involves the following steps (show OH #4BD-12):

OH #4BD-12

Steps to Develop a Maintenance Program

- | | |
|-------------|--|
| Step One: | Inventory the property, facilities, and equipment. |
| Step Two: | Physically inspect the property and equipment to determine current condition and any needed repairs. |
| Step Three: | Identify warranties and service contracts. |
| Step Four: | Define maintenance goals and standards. |
| Step Five: | Develop a Maintenance Policies and Procedures Manual. |

2. *The Assignment* (5 minutes)

TRAINER'S NOTE: *You will need to have prepared in advance enough copies of the Property Inspection form and the "Routine Housekeeping Schedule" to distribute for this assignment.*

Explain that you are going to ask half of the participants to do a homework assignment related to "Scheduled and Preventive Maintenance" while the other half of the class will have a homework assignment related to "Regular Routine Maintenance."

Distribute a copy of the sample "Baseline Property Inspection and Inventory Form" to half of the participants, and explain their assignment is to take a walk through and around their building to look at any building components and equipment listed on this form which is easily accessible to them. They should then mark on the form any noticeable repairs or maintenance they see. Add to the list any equipment or property not on the sample form. Assure

them that you do not expect them to go on the roof, or other areas not easily accessible for the purposes of this homework assignment, but ask them to do as thorough an inspection as possible, making the list as complete as possible to reflect the actual list of components in their building.

Distribute the sample "Routine Housekeeping Schedule" to the remaining participants. Explain that their assignment is to walk through their building with an eye towards the cleanliness of the common areas. Ask them to add or remove from the sample list of areas needing cleaning, to make the list as accurate as possible to the conditions in their building. Then ask them to make some initial judgements as to how often the cleaning of each component should be done, putting a checkmark in the columns. For example, how often should the hallway light fixtures be dusted/cleaned? Daily? Semi-weekly? Weekly? Semi-monthly? Check the appropriate column of the form.

Make sure that everyone understands the assignment and then close the session.

OH #4BD–12

Session Objectives

- Review obligations and benefits of a good maintenance program.
- Define the different types of maintenance.
- Clarify maintenance responsibilities of owners and the association.
- Learn how to determine satisfactory levels of service.
- Outline the steps necessary to develop a comprehensive maintenance program.

OH #4BD-2

Situation #1: You have read the Charter for your condominium which states that the association's Executive Board has the responsibility to "maintain, preserve and enhance the common areas which are jointly owned by all members." You begin to consider what this responsibility really means, and you take a walk around your building to see what needs to be maintained.

Consider the common areas of the building you live in. What four or five specific things would you expect the Executive Board to address as top priorities to receive better maintenance or repair? On what basis do you consider them to be a priority?

OH # 4BD-3

Situation #2: You have just reviewed your condominium's most recent budget, and you see that a large portion of the Association's expenses relate to maintenance and repairs. What sound business judgements do you want the Executive Board to practice to ensure that this large percent of your condominium assessments is being spent wisely on maintenance?

OH #4BD-4

Situation #3: You and your spouse are considering buying a condominium apartment, and as you look at different condominium buildings you search for the building which will provide the best quality of life for your two young children. Safety, cleanliness and comfort are important to you. What things will you look for as you try to find the right home for your family?

OH # 4BD-5

Situation #4: Your building has recently registered as a condominium association, and a General Meeting of all owners will be held soon to get input from all owners on what they would like the long term goals to be for the new association in the coming two years. One of the questions will be what physical improvements would owners like to see in or around the building. What improvements would you like to see in your building?

OH #4BD-6

**The Association's Obligation to Provide Maintenance
from Four Perspectives**

Legal – Governing Documents

Business Requirements

Quality of Life

Enhancement – Not Just Maintenance

OH #4BD-7

As Board Members and Residents discuss and identify what BENEFITS you see to having a maintenance program. What will it provide or help you with?

Develop a list of the benefits and write it on the flipchart paper.

You have 10 minutes.

OH #4BD-9

Maintain Only Common Areas

The association has a responsibility to maintain the common areas, but not individual units or parts of units. Except for rare instances, the Board is not authorized to spend association funds on repairing or maintaining units.

Sometimes it is not clear where the unit boundary ends and common area begins. The Charter may not be completely clear on this issue.

For example, does a unit's boundary stop at interior walls of the unit? If it does, then who is responsible for painting the exterior surface of the unit door, which is outside the walls?

The solution is to develop a Maintenance Responsibilities Chart.

OH #4BD-10

At your table think of all the possible maintenance tasks that would be needed to properly maintain the building, equipment and grounds of the condominium. Put each task on a **separate** post-it note. (Write with markers so we can see it.) You have only 5 minutes so generate as many as you can.

OH #4BD-11

Look at the post-it notes you have and decide in which maintenance category they belong. After you have made that decision go stick your post-it notes on the appropriate flipchart.

You have 5 minutes.

OH #4BD–12

Steps to Develop a Maintenance Program

- Step One:** Inventory the property, facilities, and equipment.
- Step Two:** Physically inspect the property and equipment to determine current condition and any needed repairs.
- Step Three:** Identify warranties and service contracts.
- Step Four:** Define maintenance goals and standards.
- Step Five:** Develop a Maintenance Policies and Procedures Manual.

Session 4–B
Facilities Maintenance
(Part Two of a Two Part Session)

Time: 1 hour, 35 minutes (Part Two)

GETTING STARTED (5 minutes)

Welcome participants back, and explain that in this session we will look at each type of maintenance we learned about in Part One of this session, and learn how to develop written policies and procedures for providing the maintenance. These procedures will be the basis for a condominium association's Maintenance Policies and Procedures Manual.

Asking one group and then the other, find out what the participants' experience was in completing their homework assignments. Call on a few of the participants to hear what building property they added to the list that was not on the sample forms.

**WRITING PROCEDURES FOR ROUTINE MAINTENANCE
(HOUSEKEEPING)**

1. ***Paired Discussion*** (20 minutes)

Explain that, beginning with routine (housekeeping) maintenance, we will learn to develop chapter by chapter, the written procedures manual for all four types of maintenance, to include daily, weekly or monthly schedules for staff or contractors to follow in performing the work.

TRAINER'S NOTE: *You will need to pass out a sheet of lined notebook paper for the participants.*

Tell the participants they will work with the person sitting next to them as a team for the next few minutes. Ask all participants to put themselves in the role of a supervisor who wants to give clear instructions to the cleaning staff on exactly how to go about cleaning certain areas of the building. Using the list below, give each pair of participants one of the following cleaning duties, and ask them to discuss and write down instructions for performing

the duty. The goal should be a brief guide for the worker which will result in a good cleaning job completed in the most cost and time efficient way and in a safe manner.

Assign one of these to each pair:

- Clean hallway light fixtures
- Wet mop hallway floors
- Clean lobby windows (they are ceiling-to-floor, 14 feet high)
- Keep grounds free of litter
- Clean trash chutes; trash rooms
- Clean all common area doors
- Wipe down hallway walls; remove cobwebs from corners.

Before the pairs start working on this, show them OH #4BD-13, which is a list of things they should consider when writing the instructions. Explain that some cleaning duties will need more instruction than others, but for the purpose of this exercise, they should be as detailed as possible. Explain that they have 10 minutes to work on this.

OH #4BD-13

Things To Consider When Writing Housekeeping Instructions

- Safety instructions for both the worker and residents (e.g., use ladder; post wet floor signs when floors will be slippery, etc.).
- What cleaning products to use, what cleaning products should not be used.
- Detail what the work includes. For example, cleaning common area doors may include dusting the frame around the door, polishing any brass work on the door, cleaning the threshold.
- Minimum standards. For example, mop water must be changed twice for each hallway mopped.

TRAINER'S NOTE: You will need a flipchart and marker here.

After 10 minutes have elapsed, have one person from each

pair address the entire group and tell what cleaning duty they were assigned, and what instructions they wrote. Use a flipchart, and list each duty and the instructions as they are read off so that everyone can see them. Thank the participants, and leave the flipchart up, explaining that this information will be used in a few minutes.

Pass out a blank copy of the Sample Routine Housekeeping Schedule to all participants.

Now, ask for a volunteer from the group whose homework assignment was to inspect their building for housekeeping. Ask this volunteer to read from sections on Hallways and Lobbies on the ~~completed~~ Routine Housekeeping Schedule he produced after inspecting the building, and tell the group what frequencies he assigned to each of the duties, and how he made those judgements. As he reads this, the other participants should follow along using the blank form and may check the frequency columns as he reads them off.

If any additional cleaning functions were added to the list, have the volunteer read those too. Ask a second volunteer from the same group to do the same thing for all other functions on the form.

Explain that the last two exercises are the key components of writing routine maintenance policies and procedures. The only remaining step is to incorporate the information we have gathered to write a daily or weekly schedule for the staff to follow.

Have the participants turn to page ___ of their coursebooks to see an example of such a schedule, entitled "Sample Weekly Housekeeping Schedule," which is often put in calendar format, and given to the worker at the beginning of each week as their basic work plan for the week. Point out that the sample in the coursebook is in calendar form, and includes a place where the person supervising the housekeeping staff approves the work done each day by signing the schedule.

2. *Putting It All Together* (10 minutes)

Now refer back to the flipchart. Explain that by performing the homework and two exercises, we have just created the basis for a chapter in the Policies and

Procedures Manual for Routine Maintenance.

Remind participants that common sense will guide them in developing the initial schedules, but they can expect policies and procedures to be subject to change, depending on several factors: the level of activity in and around the building which affects how quickly certain areas become soiled and need cleaning; budget constraints; staffing levels; new methods of cleaning; and new products. Review the steps taken by looking at OH #4BD-14.

OH #4BD-14

Steps to Creating Routine Maintenance Policies and Procedures

1. Inspect the property inside and out, and develop a complete list of all housekeeping functions which will be necessary to keep the premises clean.
2. Develop a housekeeping schedule which lists the functions and how frequently each function should be performed.
3. For each function that requires detailed instructions, prepare a written guide for the worker to follow.
4. Put each function on a weekly housekeeping schedule to be given to the worker as his weekly work instructions.

**WRITING PROCEDURES FOR SCHEDULED
PREVENTIVE MAINTENANCE (15 minutes)**

Explain that the steps we just took to write routine maintenance procedures work well for writing preventive maintenance procedures as well, with a few wording changes.

Tell all participants to refer to page __ of their coursebooks to follow along with the following discussion of the Baseline Property Inspection Form.

Ask for a volunteer from the group whose homework assignment involved the "Baseline Property Inspection and Inventory Form." Ask the volunteer to refer to the notes he made on the form, and describe his experience inspecting his building, and what EXTERIOR BUILDING items from his building should be on a preventive maintenance schedule.

Ask for a second volunteer to do the same thing with the second half of the Inspection form, INTERIOR building components.

Now refer all participants to pages __ – __ of their coursebooks to see how these items are incorporated into a schedule for maintenance staff to use as their weekly or monthly task list. Give a brief description of each form:

Page __: This is a Preventive Maintenance Tasks List, used for each piece of equipment or component of the property, and for recording an identification number for each item, its location, manufacturer, warranty, if any, the maintenance tasks to be performed and the frequency. These lists should be kept in a notebook in numerical order by item identification number, with a table of contents.

Page __: This page is an example of a monthly Preventive Maintenance Checklist to be used by the building engineer or contractor. It tells the worker what equipment needs maintenance, where the equipment is located, what tasks are to be performed, and which task has been assigned to each worker. Workers complete the checklist by dating and initialing beside each task when they have performed the maintenance.

Remind participants that these forms can be used whether their association hires a maintenance engineer, the ZheK, or another maintenance company. If a contractor is hired, the maintenance checklist is incorporated into the contract. We will learn more about this in the upcoming session on contracted services.

REVIEW (5 minutes)

Congratulate the participants. They now have the basics and the tools needed to develop a Preventive Maintenance Program. Take a minute to review the steps they just took. Refer them to page ___ of their coursebooks, and read with them the following steps.

Steps to Develop Scheduled Preventive Maintenance Procedures

1. Complete a property inspection; develop a list of all building components which should receive preventive maintenance to prevent breakdowns and extend their useful life. Determine the age of each piece of equipment, its current condition and remaining useful life.
2. Using manufacturer's recommendations and the advice of experienced contractors, develop a one page fact sheet and Preventive Maintenance Tasks List for each item on the list. Give the item an identification number, state its location, and record the following: age of the item, date inspected and current condition; any warranties or service contracts and expiration date; what maintenance tasks are needed; and how frequently they should be performed.
3. Develop a monthly preventive maintenance schedule to be used by maintenance staff or contractor. It should include all the preventive maintenance tasks for each piece of equipment and the month in which the work should be performed.

WRITING PROCEDURES FOR EMERGENCY AND RESPONSIVE MAINTENANCE (30 minutes)

TRAINER'S NOTE: You will need to make enough copies of the three page "Exercise on Prioritizing Maintenance Requests" for all participants, including the sample chart for prioritizing maintenance work.

Distribute to all participants the Exercise on Prioritizing Corrective Maintenance Requests. Divide the participants into groups of four. Explain to all groups the background for this exercise. (Read the first three paragraphs of the exercise aloud. Explain that they will have 15 minutes to assign a priority code to each work order, and then to put all 11 work orders into the order they will be completed.

After 15 minutes have elapsed, ask a spokesman from each group to present their prioritized list and order of assignments. Use a flipchart and list the work order numbers only, 1-11, down the left side, and make a separate column for each work group to record their order of assignments. Let the participants compare these, and where there are obvious differences in how one group prioritized, allow that group to explain how they reached their decision.

Ask what the most difficult part of prioritizing these orders was. Remind participants that they may hire outside contractors to complete emergency repairs if they do not have adequate staff. Were there any work orders which could be deferred indefinitely?

Explain that, although common sense often dictates the priorities for completing emergency and urgent repairs, a good set of minimum maintenance standards will guide you in almost every situation.

Refer participants to page __ in their coursebooks for one example of minimum maintenance standards.

WRITING PROCEDURES FOR DEFERRED MAINTENANCE (5 minutes)

Ask participants to name some "wish-list" items they can think of in the building they live in or work in, which they would like to see maintained better, but which must be considered low priority compared to other maintenance needed in the building. Use a flipchart and list those items they mention. They should include such items as painting, staining, and routine repair and replacement of major components or equipment. Add these things to the list if they are not mentioned.

Explain that deferred maintenance activities are those which are known and can be scheduled sometime in the future without incurring damage or financial harm to the association. Stress that, although staff shortages and/or budget shortages may require that some non-urgent maintenance items be deferred, one should always weigh the disadvantages as well as the advantages of deferring the maintenance.

Refer participants to page ___ of their coursebooks, and review the list of questions to ask before deferring maintenance. This checklist may be incorporated into the Maintenance Policies and Procedures Manual, to be used in each case where a conscious decision is being made to defer major repairs.

Questions to Ask Before Deferring Maintenance

Will deferring this maintenance lead to any safety or health hazards, or potential property damage caused by neglect?

Is it anticipated that it may cost more to perform this maintenance in the future than it would cost to perform it now?

Will deferring the maintenance affect the useful life of the component?

Will deferring this maintenance cause a substantial detrimental effect on the aesthetic appearance of the property as to lower property values?

If this maintenance is deferred, when is it scheduled to be completed, or when is it scheduled to be considered again?

Remind participants that in no case should maintenance be deferred indefinitely. At a minimum, the deferred maintenance should be plugged into the planning calendar for a future date when it will be up for discussion again. We will learn more about this during the upcoming Session 9, "Developing the Management Plan."

WRAP-UP (5 minutes)

Ask participants to reflect on this issue, and encourage questions.

After all questions are answered close the session.

OH #4BD-13

Things To Consider When Writing Housekeeping Instructions

- Safety instructions for both the worker and residents (e.g., use ladder; post wet floor signs when floors will be slippery, etc.).
- What cleaning products to use, what cleaning products should not be used.
- Detail what the work includes, For example, cleaning common area doors may include dusting the frame around the door, polishing any brass work on the door, cleaning the threshold.
- Minimum standards. For example, mop water must be changed twice for each hallway mopped.

OH #4BD-14

Steps to Creating Routine Maintenance Policies and Procedures

1. Inspect the property inside and out, and develop a complete list of all housekeeping functions which will be necessary to keep the premises clean.
2. Develop a housekeeping schedule which lists the functions and how frequently each function should be performed.
3. For each function that requires detailed instructions, prepare a written guide for the worker to follow.
4. Put each function on a weekly housekeeping schedule to be given to the worker as his weekly work instructions.

The following exercise and sample chart on Prioritizing Maintenance Work may be the best way to become familiar with the concept of using the minimum maintenance standards and the prioritizing system for Emergency and Responsive Maintenance.

**SAMPLE CHART FOR
PRIORITIZING MAINTENANCE WORK**

Priority	Maintenance	Explanation
1	Emergency Corrective Maintenance	Situations that offer an immediate threat to health, safety or property.
2	Urgent Resident Request Corrective Maintenance	Situations that are a major inconvenience or hardship to owner and/or would result in health or safety hazards if left undone. (Note: At all times the resident has the right to enjoy normal, uninterrupted use of the unit.)
3	Routine Non-Urgent Request for Corrective Maintenance	Conditions that warrant repair but are not of an emergency or urgent nature.
4	Deferred Corrective Maintenance or Special Projects	These tasks have the most flexibility in scheduling for accomplishment; delaying performance to accommodate higher priority tasks will not harm residents or the property.

EXERCISE ON PRIORITIZING CORRECTIVE MAINTENANCE REQUESTS

You are Mikhail Resourceful, Board President and manager of a building. It is a Monday morning in January. You have an answering machine on which residents of your building may call in maintenance work requests. You arrive early on Monday and write up all of the work requests that had been recorded on the machine.

In addition to these work requests, you have regular janitorial and preventive maintenance work that must be done. One trades-general has approximately five working hours available and the other approximately one hour available for corrective work orders today. It is clear that you will not be able to make all of the requested repairs today. While you have basic tools and supplies in stock, you do not have any specialized appliance and electrical parts in stock. Assume that given the time, your staff could complete any of these repairs.

The following is a list of the requested work orders you received today. Decide on the assignment order of the work orders (use Maintenance Tasks Priorities in this handout) to place the 11 work orders in order of assignment. How many can be completed today, and which, if any, will be delayed? For which items would you call an outside contractor to avoid delays? For any of those delayed, how soon must the work be done to avoid more costly repairs later?

	Priority	Order of Assignments
1. Apartment 506 – Has a leak under the kitchen sink. The leak is coming from the supply line, and is dripping constantly.		
2. Apartment 411 – The lock on the apartment entrance door is broken. The resident has placed a chair inside to the door to keep it closed, but he is afraid to leave the apartment, because he cannot secure the door if no one is inside.		
3. Apartment 110 – Two burners on the stove top are not working. It is an electric stove.		
4. An unidentified caller states that the glass in the rear entrance door to the building was broken last night. Glass is in the hallway, and cold air is coming into the hallway through the broken window.		
5. Apartment 215 – The overhead lights in the bedroom and bathroom do not work. The resident states in his message that he has tried new light bulbs, but that does not work.		
6. Apartment 102 – The toilet has backed-up, and overflowed onto the floor. The resident has mopped up the floor, but cannot flush the toilet. Because this has happened a number of times recently, the wood floor outside the bathroom is damaged.		
7. Apartment 1022 – This resident on the top floor has reported several large holes in the walls in the apartment because of a former roof leak and would like them repaired.		
8. Several callers reported that of the four elevators in the building, two have not been working for the past two days. One of the callers reported having the elevator stop with him inside for ten minutes last night. Eventually, it started again and he was able to get out safely.		
9. Apartment 714 – The living room window has a long crack in it. It is allowing cold air to come into the apartment.		
10. Apartment 406 – Has water dripping from the kitchen light fixture, and the ceiling is wet and beginning to bulge over the sink.		
11. Apartment 121 – The resident called to report that the hall lights are out.		

Session 5 Contracted Services

Time: 2 hours, 15 minutes

GETTING STARTED (15 minutes)

TRAINER'S NOTE: Use flipchart here.

1. Welcome participants back. Explain that the best way to put this session into perspective may be to first get a clear definition of the session title. Say that you want to separate the two words in the title and define each word separately. Write the word "Contract" at the top of a flip chart page, and ask for volunteers to give the definition that they think would be found in the dictionary.

Do the same thing for the word "services" and after you have gotten a definition which closely matches the dictionary definition, show OH 5-1.

OHS-1

The definition of "Contract" is "...an agreement between two or more parties, especially one which is written and enforceable by law..."

The definition of "Service" is "...the occupation or duties of a servant; or employment in duties or work for another..."

Explain that in this session we will learn the methods of establishing a successful "contractual relationship between the association and those providing any "service" to the association for which they will be paid.

2. Show OH 5-2 Session Objectives.

OH 5-2

Session Objectives

- Develop criteria for determining what services should be performed by outside contractors.
- Design a scope of work and develop specifications.
- Identify sources of qualified contractors, and develop the bid invitations.
- Discuss techniques for interviewing bidders, evaluating bids and selecting the best contractor.
- Identify the elements of a contract and effective contract negotiation techniques.

Remind participants that contracted services may refer to any of the following (or numerous others not mentioned):

OH5-3

- A contract with the Zhek for maintenance service
- A contract with a private company for maintenance service
- A contract with a plumber to make a repair
- A contract with a private roofing contractor to replace or repair the roof
- A contract with a private company to keep the building and grounds clean
- A contract with an accountant to do an annual independent audit of the associations financial books
- A contract with an attorney to handle the serious delinquent accounts

Explain to participants that for the purposes of this session we will concentrate on contracting for maintenance or repair services, but it is important to keep in mind that any service which a condominium contracts out for may be provided based on a written agreement or contract between the parties.

DECIDING TO USE AN OUTSIDE CONTRACTOR

1. *Large Group Discussion* (15 minutes)

Explain that the first step in maintenance or repair

contract negotiations is to determine the association's responsibilities and decide whether to handle the work in-house (using an employee or owner-volunteers) or to contract with the ZheK or other contractors.

The association's leadership and management must always keep in mind that it is only responsible for maintaining the common areas. The association's charter should state this clearly. When an owner pays his condominium fee, he puts trust in the Executive Board to spend that money only on the operations of the condominium and the upkeep of common areas, not for upkeep of other individual units, which is the sole responsibility of the person(s) who owns the unit. There are rare exceptions to this which are addressed on page ___ of Session 2. Even when there may be a good reason for an exception to this policy, all owners should be advised in advance, and allowed to vote on any issue where association condominium fees would be allocated for repairs to units.

Therefore, the first test an Executive Board should make before deciding to contract out, is to make sure that the association has authority to maintain the area or components for which they are about to contract out.

TRAINER'S NOTE: Prepare to do a large group brainstorming session, using markers and a flipchart. The approach is to have participants contribute any idea that comes to mind and for the trainer to write down every idea regardless of its possible merit. Avoid judging or evaluating the ideas when they are given. Just write them down. Make sure participants are also clear that they should avoid judging others' ideas and contribute freely.

Ask the following question on OH 5-4

OH 5-4

- What areas, components and services are most likely to receive the best service and value from outside contractors rather than using in-house employees?

List all of their answers on flipchart. Thank them for their contributions. Then explain that this has been an ongoing topic for debate for as long as condominium

associations have been in existence around the world.

2. ***Large Group Discussion*** (10 minutes)

Explain that there are some logical guidelines to follow for deciding to contract out; show OH 5-5

OH 5-5

- | | |
|----|--|
| 1. | Unsatisfactory experience using the Zhek |
| 2. | Unsatisfactory Experience Using In-house Staff |
| 3. | Legal Requirements |
| 4. | The Investment |
| 5. | Consider Fiduciary Responsibilities and Using Good Business Judgements |
| 6. | The Cost Effective Test and Service to Owners Test |

Refer participants to p. in their coursebooks, "guidelines for deciding when to contract out for services". Ask them to read the guidelines. Ask for any clarification questions. Then go to the list on the flipchart and pick 2-3 items. Ask under which guideline(s) the items might fit. Then ask for comments. Emphasize any point you feel is particularly important to this group of participants.

DESIGNING THE SCOPE OF WORK AND SPECIFICATIONS

1. ***Small Group Discussion*** (15 minutes)

Explain that once the association determines the job is extensive enough to require an outside contractor, the scope of work and specifications should be prepared in sufficient detail so that potential contractors and the contractor ultimately hired will be well-informed of the exact requirements for submitting a proposal and

Explain that in selecting the contractor, they should identify the one who seems best able to perform the required work within the time frame required, within the contract specifications, and the one with the best track record based on references and inspections, and all at a cost the association can afford.

In evaluating the bids for a final decision, price is a crucial factor. If one bid is appreciably low compared to the others, it probably is not a good bid. A low price on a bid could result in greater expenses in the long run. The low bidder may have provided a price designed to make all other bids look out of line. The bidder may anticipate cutting corners to make his bid work, and the association will suffer. The low bidder may be forced to abandon the job midstream because of a cash flow problem.

Conversely, a bid that is noticeably higher is also an unlikely bet. The contractor either has built in an unreasonable profit margin, or simply does not understand what is involved in the job.

CONTRACT NEGOTIATIONS

1. *Paired Discussion* (15 minutes)

Explain that when a selection has been made, the association should promptly notify the contractors not selected, and thank them for their interest.

Then, a meeting should be arranged with the winning contractor to award him the contract and review the job. Every term of the contract and the specifications should be reviewed. The whole purpose of this meeting is to make sure that all parties have a clear understanding of the job; when it is to start, the progress that the association expects and the terms of the contract regarding payment. If the association and the contractor are in disagreement of the terms at this meeting, the

contract should not be hires. If after more discussion there is still disagreement, the association should consider one of the alternative bidders. Other items to clarify at this meeting include (show OH #5-12):

OH #5-12

- How many workers will be involved, and who will supervise them.
- Hours when the workers will be on-site.
- Where will supplies be stored.

Then ask them to read p. in their coursebooks, "The Association should have prepared a contract...". Ask for any clarifications or questions. Then ask them to pair up with the person next to them to review the two examples of maintenance contracts now being used in Russia as follows (show OH #5-13):

OH #5-13

With your partner:

- Analyze one of the maintenance contracts and identify where you can see at least five of the elements from the list of "The Association should have prepared a contract...", p. .

Ask for a few examples of elements they identified. Then say that once a contractor is selected it pays to work hard to maintain a mutually satisfactory relationship. Here are a few tips for getting the most out of your contractor:

Close communication is the key to receiving satisfactory contract services. Regular meetings with the contractor or telephone calls go a long way towards preventing problems and keeping both parties happy.

An association should not anticipate getting any more than what is actually contained in the contract. Do not ask for special favors.

Be fair and understanding when dealing with the contractor and his employees. Complaints should be handled through proper channels. It does no good to reprimand a contractor's employee, it only leads to a feeling of ill will. Instead, submit any complaints to the supervisor.

Say that these tips are on p. in their coursebooks.

2. **Reflection** (10 minutes)

Ask participants to think about and write down in their coursebooks the answers to the following questions (show OH #5-14):

OH #5-14

Write down in your journal:

- What is the most important thing you learned about contracted services?
- What steps do you need to take in your condominium association with regard to contracted services?

Give them a few minutes to complete that and then ask for some examples of answers to the two questions. Answer any questions they might have and close the session.

OH5-1

The definition of "Contract" is "...an agreement between two or more parties, especially one which is written and enforceable by law..."

The definition of "Service" is "...the occupation or duties of a servant; or employment in duties or work for another..."

OH #5-2

Session Objectives

- **Develop criteria for determining what services should be performed by outside contractors.**
- **Design a scope of work and develop specifications.**
- **Identify sources of qualified contractors, and develop the bid invitations.**
- **Discuss techniques for interviewing bidders, evaluating bids and selecting the best contractor.**
- **Identify the elements of a contract and effective contract negotiation techniques.**

OH5-3

- **A contract with the Zhek for maintenance service**
- **A contract with a private company for maintenance service**
- **A contract with a plumber to make a repair**
- **A contract with a private roofing contractor to replace or repair the roof**
- **A contract with a private company to keep the building and grounds clean**
- **A contract with an accountant to do an annual independent audit of the associations financial books**
- **A contract with an attorney to handle the serious delinquent accounts**

OH #5-4

- What areas, components and services are most likely to receive the best service and value from outside contractors rather than using in-house employees?

OH #5-5

- 1. Unsatisfactory experience with the Zhek**
- 1. Unsatisfactory Experience Using In-house Staff**
- 2. Legal Requirements**
- 3. The Investment**
- 4. Consider Fiduciary Responsibilities and Using Good Business Judgements**
- 5. The Cost Effective Test and Service to Owners Test**

OH #5-6

Discuss this scenario in your small group:

- You want to set up a contract to repaint your building.
- What are 2-3 things you would want to be clear about in developing a scope of work for an outside contractor?

Have one person in your group ready to report out your answers.

OH #5-7

Discuss which of these specifications are appropriate and important in the Russian context.

Have one person in your group ready to report out your answers.

OH #5-8

- The local government maintenance organization.
- Individuals or groups of individuals who are or have worked for a government maintenance organization, and decide to start their own company.
- Developers and construction companies who employ a maintenance staff to maintain the buildings they construct, and are interested in providing maintenance for other buildings as well.
- Former employees of construction companies.
- Individual craftsmen in the trades (carpentry, plumbing, electrical).

OH #5-9

- The name and phone number of the association's contact person.
- A little background on the association's decision to bid out for the work.
- A deadline for receiving written bids.
- A requirement for references.
- An invitation to meet with the Board or representative to discuss the proposal
- A decision date -- when the association will select a contractor.

OH #5-10

In your small group:

- Read the Landscaping Proposals
- Use a proposal comparison charts to identify which one you feel is the strongest.

Be prepared to have one person from your group report your findings in the large group.

OH #5-11

- **Check out all references carefully.**
- **If you can, visit properties or other customers of the contractor to see the level of service.**
- **Evaluate costs and other terms of their proposal to assure consistency with the specifications.**
- **If there is something in the proposal which is not clear, call the contractor.**
- **Conduct an interview, getting all questions answered, and allowing the contractor to present any other information which he believes makes his company the best qualified for the job.**

OH #5-12

- **How many workers will be involved, and who will supervise them.**
- **Hours when the workers will be on-site.**
- **Where will supplies be stored.**

OH #5-13

With your partner:

- Analyze one of the maintenance contracts and identify where you can see at least five of the elements from the list of "The Association should have prepared a contract...", p. .

OH #5-14

Write down in your journal:

- What is the most important thing you learned about contracted services?
- What steps do you need to take in your condominium association with regard to contracted services?

Session 6

Financial Management

to be provided by

The Urban Institute, Moscow

**(will be an edited version of session of the same title
from the earlier property manager training manuals)**

Session 7 Personnel Management

Time: 2 hours, 25 minutes

GETTING STARTED (5 minutes)

1. Welcome participants back and briefly explain that we want to move from managing contractors to managing full-time staff.
2. Review the session objectives. Show OH #6-1.

OH #6-1

Session Objectives

- Establish work requirements and needed skills for the staff positions you will most likely need to fill in your condominium.
- Develop clear job descriptions.
- Learn techniques for recruiting and hiring employees.
- Identify the necessary leadership, training, tools, and motivation you will need to maximize employee satisfaction and performance.
- Develop methods for dealing with employee discipline and performance problems.

WORK REQUIREMENTS AND JOB DESCRIPTIONS

1. *Large Group Discussion* (10 minutes)

Explain that you would like them to identify those tasks that may require full-time staff. Ask each person to write down on a piece of paper two or three positions that they think require full-time staff. When they have finished writing, ask for some examples and write them on a flipchart.

Expect answers such as the following:

- Janitorial/housekeeping employees
- A front desk concierge
- Maintenance employees
- Bookkeeper

Choose one or two to discuss and briefly ask them why they chose these positions.

Explain the following points (show OH #6-2):

OH #6-2

Decisions about:

- how many employees to hire,
- what their skill levels should be,
- whether the jobs should be full-time, part-time, temporary or permanent.

OH #6-3

Should be guided by:

- the complexity and the volume of work,
- the level of service the association leadership wishes to achieve.

2. **Group Activity (20 minutes)**

Indicate that the first step is to identify the goals of a particular function. Ask participants to think about housekeeping as an example. Explain that you want them to work in groups of three for five minutes to discuss the following (show OH #6-4):

OH #6-4

With your partners:

- Identify 2-3 goals for a housekeeper.
- Consider:
 - the buildings you live in
 - the level of service you want.

Be prepared to share your responses with the larger group.

Take a few examples of goals from the trios. After taking a few examples clarify and elaborate on any points you feel need more attention by the large group. Refer them to the coursebook on p. , to read a detailed description of the duties which a housekeeper may be asked to perform. Ask participants what they think of the list of duties.

Make the following points as appropriate.

- Your goals form the basis for a job description; therefore they need to be **realistic** — if they are not attainable it will lead to employee frustration and job dissatisfaction. The results will be poor performance and unhappy association owners.
- One of the best ways to determine how realistic the goals are is to make a run-through of the job yourself. Take into account what an experienced employee could do (maybe faster than you might be able to) when you set goals for the position. Another advantage to doing the job yourself is that it will help you supervise the employee, since you have had that experience first hand.

3. **Summary of Key Points (15 minutes)**

Use the following overhead to summarize the key points regarding what needs to be considered in analyzing staffing requirements to reach your goals.

OH #6-5

<p style="text-align: center;">Analyzing Staffing Requirements</p> <p>Can these goals be reached without hiring a new employee?</p> <p>Is the need temporary or permanent?</p> <p>What will it cost the Association in salary and benefits?</p> <p>Does the level of service justify the cost?</p> <p>To whom will the new employee report?</p>
--

Refer to their coursebooks, p. . . , "analyzing staffing requirements needed to reach your goals", which contains the information on the overhead, plus a couple of other points.

Explain that they will need to develop a job description for each position, based on the goals and their analysis of staffing requirements. The job description:

- acts as an agreement between the employee and the association, documenting the obligations of each party;
- forms the basis for evaluating the employee's performance, giving the supervisor a tool for rewarding work well done and suggesting improvements in specific problem areas.

Refer them to the example of a job description on p. . . in their coursebooks. Ask them to read it individually for a couple of minutes. Then identify examples in the sample job description that demonstrate the points made above (obligations of each party, job aspects to evaluate) and ask participants for questions or comments.

HIRING NEW EMPLOYEES

1. *Introduction* (2 minutes)

Explain that the work they will have done on job descriptions will help them in the hiring process. The time and effort they put into this process is a worthwhile investment, making their jobs much easier by increasing their chances of getting the right person for the job.

2. *Paired discussion* (12 minutes)

Say that you would like them to think about the steps in the hiring process. Ask people to turn to the person next to them and discuss the following for 2–3 minutes (show OH #6–6):

OH #6–6

With your partner:

- Identify 4–5 steps for hiring a new employee

Be prepared to share your responses with the larger group.

Take a few examples. Refer them to p. in their coursebooks, "steps in the hiring process", and ask them to read it.

Ask if they have any clarification questions. Note briefly the ones they already identified in their duos. Then spend time as appropriate explaining one or two points you feel are particularly important.

3. *Discussion of Additional Resources* (6 minutes)

Finally, refer them to some additional resources in the coursebook on pp. , "application for employment, sample interview questions, and outline for an employee manual". Indicate that these are tools for their use, and that they may adapt them to their particular situation. Emphasize how important it is for them to set up procedures that are consistent, and to document them. The

manual serves that purpose: it should keep employees informed on the association's regulations and policies and give supervisors the support they need to enforce those policies.

4. **Reflection (5 minutes)**

Ask participants to think about and write down in their notebooks what was the most important thing they learned from the discussions on work requirements, job descriptions, and hiring new employees. What questions do they have regarding this material.

Give them a few minutes to complete that and then ask for some examples of what people thought was most important. Answer any questions they might have.

BREAK (10 minutes) Take a brief stretch break.

EMPLOYEE PERFORMANCE AND SATISFACTION

1. **Introduction (10 minutes)**

Explain that in this session you want to discuss how to obtain the best results from employees while ensuring that they are satisfied with their job. Ask participants to work in groups of three for five minutes to answer this question (show OH #6-7):

OH #6-7

What do you think employees need most from their supervisors or managers in order to perform well?

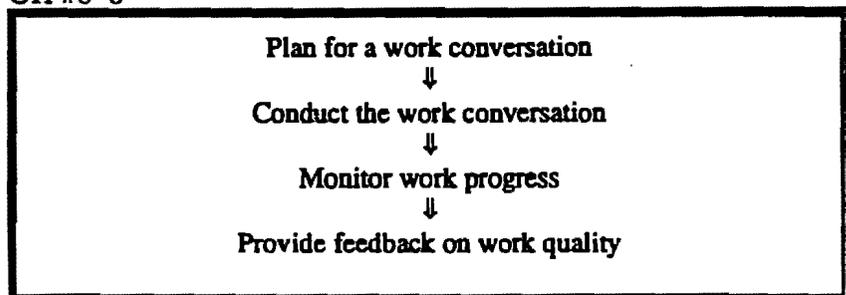
Please identify positive actions.

Ask for one example from each trio and write the answers on a flipchart. Encourage them to use positive language, such as "he/she should" instead of "he/she should not". Expect answers such as the following:

- Treat them fairly.
- Give clear work instructions.
- Provide resources to do the work.
- Listen.
- Help solve problems.
- Be positive.
- Be flexible.
- Pay people on time.
- Provide feedback on performance.
- Explain why they need to perform a task.
- Help them feel their contribution is important.
- Be appreciative – saying "thank you" for work well done.

Thank them for their contributions. Explain that all of those aspects are important. Typically, the relationship with an employee consists of a series of work conversations about various tasks you would like them to perform. It is during these conversations that the supervisor needs to send the clear and positive messages mentioned above. In order to cover as many of these messages as possible, you may want to think of the following model (show OH #6-8):

OH #6-8



2. **Presentation and Group Discussion (10 minutes)**

In the first step, planning for a work conversation with an employee, it is important to think of answers to the following questions (show OH #6-9):

OH #6-9

For whom the work is being done:
Association members whom you want to satisfy

Why the work needs to be done:
Health and sanitation (cleaning)
Safety (maintenance of boilers, etc.)
Economy (maintenance, etc.)

Explain how important it is to always have the owners (client) in mind. Employees need frequent reminders of whom they need to satisfy and how the owners will benefit from the employee's work. It keeps people motivated and gives them a sense of importance in the work they do, no matter how routine or menial it may appear.

Another aspect of planning is to think about the task to be performed by answering the following questions (show OH #6-10):

OH #6-10

- What is the task?
- How best can it be done (quality standards)?
- Who is best qualified to do it (job description)?
- Who is available?
- When does it need to be done?
- How will you check on progress?

Identify an example of a typical housekeeping task, and ask participants to provide answers to these questions, thinking of their own experience. Take a few answers, then say we are now ready to have the conversation with the employee. Give the following model for conducting a conversation (show OH #6-11):

OH #6-11

- | |
|---|
| <ol style="list-style-type: none">1. State what the task is.2. Why the task is important, and its priority.3. Solicit questions as you proceed; get input, agreement.4. Reach agreement on quality, time line and support needed.5. Clarity on next steps and how the work will be monitored. |
|---|

Explain that in order to verify that your instructions are clear, it is important that the conversation be two-way instead of all one way, which is why step 3 above is very important. Refer them to the more detailed explanation in their coursebooks, p. . Ask them to read it and answer any questions they may have.

3. ***Presentation and Group Discussion*** (15 minutes)

Ask participants why is it important to monitor work progress. Expect answers such as:

- To make sure the work is being done properly.
- To provide support where needed.
- To gain a better understanding of the work to be done.
- To be aware of possible problems the employee might face.
- To show the employee you are interested in his work.

- To collect information useful for a performance feedback conversation.

Then ask how can one monitor work. Expect answers such as:

- Walking around the building and grounds on a regular basis.
- Greeting people when they come to work, or talking to them at the end of the day, asking how things are going, what is working well, what problems they see.
- Meetings set up during the work conversation to check progress.

Then explain the following (show OH #6-12):

OH #6-12

Good monitoring:

- Is built on agreements made as a part of the work conversation, and is tied to the performance of those agreements. It is not a surprise.
- Is a "two-way street." You are open to be checked with, as well as to be the "checker."
- Is regular, consistent, and timely.
- Is planned.

4. *Group Discussion* (30 minutes)

Say that performance feedback is a critical step to ensuring good employee performance and mutual satisfaction. It often becomes the basis for agreements about future performance. It therefore needs to be given frequently, with attention given to opportunities for positive feedback as well as to corrective feedback. Too often we only see and talk about what people are doing wrong, and we forget to see and talk about what people are doing right. Explain what performance feedback is. Show OH #6-13.

OH #6-13

Feedback is:

Giving someone specific, descriptive information about their behavior and its impact — both positive and negative.

Give participants a minute to reflect on any incident in the past when a supervisor gave them either positive or negative feedback, or they gave an employee positive or negative feedback. Get several volunteers to share the specifics of these incidents and tell how they felt about it. What could have been done differently or better?

Say that when giving performance feedback it is important to focus on specific performance, and not the person. Therefore, avoid using judgmental language, such as "that was a stupid thing to do", or even "you are a nice person".

Ask participants what is wrong with those statements. If necessary, explain that the first statement gives the impression you think the person is stupid, and will get a defensive or negative reaction. The second one is not specific and may not come across as sincere.

Give an example of how to deliver a feedback message. Show OH #6-14.

OH #6-14

A complete feedback message has three parts:

- 1) Describe action or behavior — what the person did.

"When you responded quickly and enthusiastically to the emergency...."

- 2) Describe the impact on people.

"...it really comforted both me and her (the Association member)..."

- 3) Say what the result or consequence of the behavior and its impact was/is.

"...as a result her problem was solved quickly and cheaply and she now has much more confidence in our services."

Say that was an example of a positive message. Here is a corrective message. Show OH #6-15.

OH #6-15

"When you responded slowly to the emergency and you acted unhappy about it, your response angered me and caused her (the member) to be very anxious...as a result the problem got worse, cost a lot more money, and she has lost confidence in our services."

Tell that there are some good guidelines to follow any time you must give an employee constructive criticism: (show OH #6-16):

OH #6-16

- State the problem you have with the employee's performance and the facts surrounding the incident or poor performance, then listen to the employee's perspective of why things went wrong.
- Explain how his poor performance affects the overall operation, explaining its impact on everyone who will be affected (owners, other employees, the manager, the budget, etc.) Get agreement from the employee that there is a problem.
- Explain the consequences which may occur if the poor performance should continue.
- Ask the employee to help find a solution. Come to an agreement of steps he will take to prevent further problems or improve his performance.

5. **Reflection** (5 minutes)

Ask participants to think about and write down in their notebooks what was the most important thing they learned from the discussions about employee performance and satisfaction. What questions do they have regarding this material.

Give them a few minutes to complete that and then ask for some examples of what people thought was most important. Answer any questions they might have.

OH #6-1

Session Objectives

- **Establish work requirements and needed skills for the staff positions you will most likely need to fill in your condominium.**
- **Develop clear job descriptions.**
- **Learn techniques for recruiting and hiring employees.**
- **Identify the necessary leadership, training, tools, and motivation you will need to maximize employee satisfaction and performance.**
- **Develop methods for dealing with employee discipline and performance problems.**

OH #6-2

Decisions about:

- how many employees to hire,
- what their skill levels should be,
- whether the jobs should be full-time, part-time, temporary or permanent.

OH #6-3

Should be guided by:

- the complexity and the volume of work,
- the level of service the association leadership wishes to achieve.

OH #6-4

With your partners:

- **Identify 2–3 goals for a housekeeper.**
- **Consider:**
 - **the buildings you live in**
 - **the level of service you want.**

Be prepared to share your responses with the larger group.

OH #6-5

Analyzing Staffing Requirements

Can these goals be reached without hiring a new employee?

Is the need temporary or permanent?

What will it cost the Association in salary and benefits?

Does the level of service justify the cost?

To whom will the new employee report?

OH #6-6

With your partner:

- Identify 4-5 steps for hiring a new employee

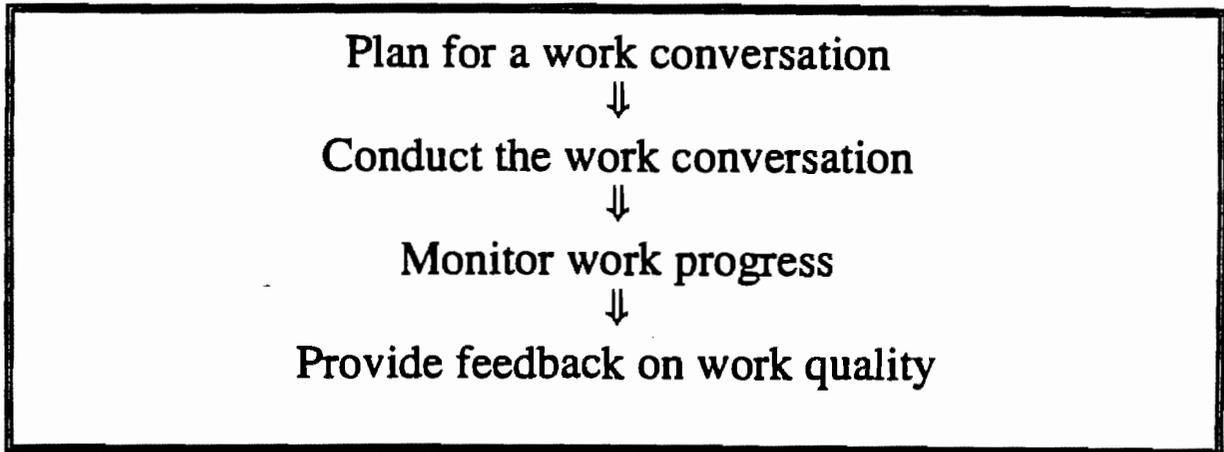
Be prepared to share your responses with the larger group.

OH #6-7

What do you think employees need most from their supervisors or managers in order to perform well?

Please identify positive actions.

OH #6-8



OH #6-9

For whom the work is being done:

Association members whom you want to satisfy

Why the work needs to be done:

Health and sanitation (cleaning)

Safety (maintenance of boilers, etc.)

Economy (maintenance, etc.)

OH #6-10

- What is the task?
- How best can it be done (quality standards)?
- Who is best qualified to do it (job description)?
- Who is available?
- When does it need to be done?
- How will you check on progress?

OH #6-11

- 1. State what the task is.**
- 2. Why the task is important, and its priority.**
- 3. Solicit questions as you proceed; get input, agreement.**
- 4. Reach agreement on quality, time line and support needed.**
- 5. Clarity on next steps and how the work will be monitored.**

OH #6-12

Good monitoring:

- Is built on agreements made as a part of the work conversation, and is tied to the performance of those agreements. It is not a surprise.
- Is a "two-way street." You are open to be checked with, as well as to be the "checker."
- Is regular, consistent, and timely.
- Is planned.

OH #6-13

Feedback is:

Giving someone specific, descriptive information about their behavior and its impact — both positive and negative.

OH #6-14

A complete feedback message has three parts:

- 1) Describe action or behavior — what the person did.

"When you responded quickly and enthusiastically to the emergency...."

- 2) Describe the impact on people.

"...it really comforted both me and her (the Association member)..."

- 3) Say what the result or consequence of the behavior and its impact was/is.

"...as a result her problem was solved quickly and cheaply and she now has much more confidence in our services ."

OH #6-15

“When you responded slowly to the emergency and you acted unhappy about it, your response angered me and caused her (the member) to be very anxious...as a result the problem got worse, cost a lot more money, and she has lost confidence in our services.”

OH #6-16

- **State the problem you have with the employee's performance and the facts surrounding the incident or poor performance, then listen to the employee's perspective of why things went wrong.**
- **Explain how his poor performance affects the overall operation, explaining its impact on everyone who will be affected (owners, other employees, the manager, the budget, etc.) Get agreement from the employee that there is a problem.**
- **Explain the consequences which may occur if the poor performance should continue.**
- **Ask the employee to help find a solution. Come to an agreement of steps he will take to prevent further problems or improve his performance.**

Session 8 Developing and Enforcing the Rules

Time: 1 hour, 15 minutes

GETTING STARTED (15 minutes)

1. Welcome participants back. Ask them for some examples of rules that residents in their associations are expected to respect. Get a few examples. Then ask why those rules exist. Get a few responses. Expect responses such as preserving the quality of the property, respecting their neighbors' rights, keeping maintenance costs down, etc. Then ask what are some typical violations of rules that they encounter. Again, take a few answers.

Explain that each condominium association has its own unique set of characteristics, not only the physical aspects of the buildings, but where it is located, as well as the demographics of its residents. Securing a peaceful living environment and an attractive building and grounds may require different measures depending upon what unique characteristics exist in your association. The policies and requirements in the condominium charter may give the association direction on how to govern or manage the association, but it usually does not offer owners and residents the day-to-day rules they need.

2. Review the session objectives.

OH #8-1

Session Objectives

- Identify approaches for the Executive Board to develop and adopt reasonable rules which will preserve and enhance residents' quality of life and protect and enhance the value of the property.
- Discuss ways of obtaining the greatest possible cooperation from owners in obeying rules.
- List procedures for dealing with those who violate rules, from the friendly reminder, to an official hearing before the Executive Board.

ADOPTING RULES

1. **Small Group Discussion (40 minutes)**

Note that the need for rules governing apartment living is not something many people have to be convinced about. However, these rules need to make sense to a majority of owners and should avoid being excessive and/or unenforceable. There are some guidelines that you may use that will lead to better cooperation by owners in complying with the rules. Explain the steps to take before adopting new rules.

OH #8-2

1. Give each proposed rule the “test of reasonableness” as follows:
 - Is it likely that owners will be able to comply with the rules?
 - Is the rule too drastic in scope?
 - Is the rule designed to benefit the majority of owners?
2. Notify owners in writing well in advance that the board is considering a given rule, give them a copy and explain why the rule is being proposed. Give them a forum to comment.

Refer participants to page 8-3 in their coursebooks, “Steps to take before adopting new rules” (including the sample letter to residents). Ask them to read them and ask for any clarification questions.

Explain that most associations begin with a basic set of rules, often titled “Use Restrictions for the Common Areas.” Explain that you would like them to work in small groups to practice applying the test of reasonableness to a basic set of rules. These rules are in their coursebooks on page , entitled “Sample: Use of Units and Common Elements.” Divide up the rules beginning with roman numeral I, assigning an evenly divided set to each small group. Give them the following task.

OH #8-3

With the others in your small group:

- **Read the set of rules assigned to your group.**
- **Choose 2-3 you would like to discuss.**
- **Based on your own experiences, apply the "test of reasonableness" to each rule, and decide which ones would work in your association and which ones would not. Be ready to explain your reasons.**

Have one person in your group ready to report out the answers.

Give them 20 minutes for this task. After they have finished, ask each group to report out briefly.

RULES ENFORCEMENT PROCEDURES

1. Large Group Discussion (15 minutes)

Ask, why do people fail to comply with rules? Take a few answers. Then explain that often people do not know about the rule, or did not understand the impact they had in violating the rule. So communication is the key to cooperation. Here are four steps to good communication.

OH #8-4

Communicate:

- Early
 - Honestly
 - Completely
 - In a Positive Manner

Explain that the first step is to communicate either in person or over the phone with a friendly conversation, explaining the problem, why it is a problem, and listening to their side of the story. Many times this is all that is needed. But do it early, and never in anger. Ask participants what happens when they approach people with anger in their voice, or with a reproachful tone. Add to their answers that people do not want to feel as though they are being scolded or treated as children, and that a respectful tone will often be much more effective, both for the problem at hand, and for your long-term relationship with them.

Explain that it is important to be fair and consistent in order for the enforcement of rules to be effective. Therefore, every person who violates the rules should be treated in the same manner, with the same due process procedures. Ask people to read page ___ in their coursebooks, "Using due process when enforcing rules". Ask if they have any clarification questions.

2. Small Group Discussion (30 minutes)

TRAINER'S NOTE: Use flipchart here:

Ask participants for some typical examples of rules violations they have seen. List them on a flipchart. Explain that you would like to give them an opportunity to practice holding a conversation with an owner who has violated a rule. Then ask them in their small groups to do the following:

OH #8-5

In your small group:

- Identify a violation from the flipchart you would like to discuss.
- Ask for a volunteer to play the role of the Board member responsible for dealing with residents who violate rules. The others will play the role of owners who have violated the rule in question.
- Each volunteer Board member has a conversation with an owner.
- The others in the group observe and take notes as to the Board member's choice of words and the tone of voice, taking into account the reaction of the owner.
- The observers give feedback to the person playing the manager.
- Continue with another practice session on a different violation, time permitting.

Give them 15 minutes for this task. After they have finished, ask them what worked well and what was difficult with this exercise.

3. Reflection (10 minutes)

Ask participants to think about and write down in their notebooks the answers to the following questions:

OH #8-6

Write down in your journal:

- **What is the most important thing you learned about developing and enforcing rules?**
- **What steps do you need to take in your condominium association with regard to developing and enforcing rules?**
- **What behaviors will you be particularly attentive to when enforcing rules?**

Give them a few minutes to complete that and then ask for some examples of answers to the two questions. Answer any questions they might have and close the session.

OH #8-1

Session Objectives

- Identify approaches for the Executive Board to develop and adopt reasonable rules which will preserve and enhance residents' quality of life and protect and enhance the value of the property.
- Discuss ways of obtaining the greatest possible cooperation from owners in obeying rules.
- List procedures for dealing with those who violate rules, from the friendly reminder, to an official hearing before the Executive Board.

OH #8-2

1. Give each proposed rule the “test of reasonableness” as follows:
 - Is it likely that owners will be able to comply with the rules?
 - Is the rule too drastic in scope?
 - Is the rule designed to benefit the majority of owners?
2. Notify owners in writing well in advance that the board is considering a given rule, give them a copy and explain why the rule is being proposed. Give them a forum to comment.

OH #8-3

With the others in your small group:

- **Read the set of rules assigned to your group.**
- **Choose 2-3 you would like to discuss.**
- **Based on your own experiences, apply the “test of reasonableness” to each rule, and decide which ones would work in your association and which ones would not. Be ready to explain your reasons.**

Have one person in your group ready to report out the answers.

OH #8-4

Communicate:

- Early
 - Honestly
 - Completely
 - In a Positive Manner

OH #8-5

In your small group:

- Identify a violation from the flipchart you would like to discuss.
- Ask for a volunteer to play the role of a property manager. The others will play the role of owners who have violated the rule in question.
- Each volunteer manager has a conversation with an owner.
- The others in the group observe and take notes as to the manager's choice of words and the tone of voice, taking into account the reaction of the owner.
- The observers give feedback to the person playing the manager.
- Continue with another practice session on a different violation, time permitting.

OH #8-6

Write down in your journal:

- **What is the most important thing you learned about developing and enforcing rules?**
- **What steps do you need to take in your condominium association with regard to developing and enforcing rules?**
- **What behaviors will you be particularly attentive to as a property manager when enforcing rules?**

Session 9 Communications

Time: 1 hour, 45 minutes

GETTING STARTED (5 minutes)

1. Welcome participants back and let them know that the techniques learned in this session will enhance the success rate of every program and effort in their condominium association, including every system learned in previous and future sessions of this course.
2. Explain that this session will be focusing on communication and the importance of having a communications program.

OH #9-1

Session Objectives

- Introduce the idea that a condominium association should develop a communications program.
- Demonstrate the benefits of such a program.
- Provide the procedures, tools and tips to help associations get started with a plan for their community tomorrow.

DEMONSTRATION OF COMMUNICATION

1. *Introduction* (5 minutes)

Explain that we want to demonstrate two different types of communication; one way communication and two way communication.

Ask for a volunteer to help you. Reassure the volunteer that he will not be embarrassed. The volunteer will be called the instructor, and will be giving instructions to people so that they will be able to complete an assignment.

TRAINERS' NOTE: You will need to have the instructor's forms (entitled Chart I and Chart II) ready and the chart

for recording the time it takes to do the task and the accuracy predictions. Draw a large version of the chart on a flipchart in advance. These forms and chart are found at the end of this session.

2. **Instructions** (10 minutes)

Ask participants to take out a clean sheet of notebook paper and pencil. Give them the following instructions:

OH #9-2

The instructor will give you directions for drawing a series of squares. Draw the squares on paper exactly as the instructor tells you. You may not ask questions or make any audible remarks during the exercise. Simply draw your own squares without speaking or looking at anyone else.

Allow two minutes for the instructor to study the arrangement of the squares in Chart I. Then, ask the volunteer instructor to turn his back to the group, and begin giving instructions for the drawing. Remind the group to draw as quickly and accurately as they can, without asking any questions.

TRAINER'S NOTE: *Be prepared to time both round one and round two of this exercise as described below.*

3. **Recording Results of Round One** (5 minutes)

Time how long it takes the instructor to complete the instructions and put the total on the (flipchart) chart for Recording Time and Accuracy next to Round One.

Chart for Recording Time and Accuracy

	Time	Total No. Estimated Correct Squares	Total No. Actually Correct Squares
Round One			
Round Two			

Ask each participant to estimate the number of squares he has drawn correctly, add up all the estimates given by the participants and put the total on the chart beside Round One.

4. **Round Two** (10 minutes)

Repeat the exercise, using Chart II, but explain to participants that during this round they will be able to ask questions and seek clarification from the instructor.

Give the volunteer instructor Chart II and allow him to face the group and respond to questions during the drawings. Stress to the participants that they may ask any questions they wish for clarification. Be sure to time how long it takes for round two, and put the time on the chart under Round Two.

Have participants estimate how many squares they have drawn correctly in this round of the exercise, and record the total estimates on the chart.

5. **Correct Diagrams** (5 minutes)

Thank the volunteer instructor, and pass around Chart I and Chart II and ask the participants to count the ACTUAL number of squares they drew correctly. Record the total number of correct squares on the chart.

6. **Group Discussion** (15 minutes)

Lead a large group discussion of the exercise by asking the following questions:

- A. How did you feel during the first exercise? What was your reaction to how accurate you actually were?
- B. What made it easier to complete the second exercise? How did this affect your confidence? How did you feel towards the instructor?
- C. What have you learned about communication from this exercise?

TRAINER'S NOTE: You are looking for responses on the importance of asking questions in order to increase understanding and confidence in ability to do what is desired. Typically, participants feel frustrated in the first round because they are not allowed to ask questions and their final product is inferior to round two. The similarity is to one-way communication where the receiver of the information cannot ask questions or respond to the giver of the information. This might be parallel to written newsletters, memos or lectures where people are not encouraged to ask questions.

7. **Lessons Applicable to Associations (5 minutes)**

Building on the previous discussion ask participants to identify how this exercise might be similar to situations where owners, board members, and property managers have to communicate.

Ask participants what they think is most important to remember about communication. Tell them to write themselves some notes in the participants' coursebooks.

TYPES OF COMMUNICATION

1. Ask participants to list the various ways owners and Board members can communicate with each other.
2. **Summarize (5 minutes)**

Refer participants to the chart on page ___ of their coursebooks to briefly summarize the four types of communication. Stress the point that listening is the first type of communication to use if you want to be understood when you communicate.

OH #9-3

The four basic types of communication are:

Speaking, Reading, Writing, and Listening

3. ***Seek to Understand*** (5 minutes)

Briefly underscore the lesson taught on page ___ of participants' coursebooks, entitled "Seek First to Understand, then to be Understood" to stress the benefits of listening first.

Explain that a wise Board of Directors want to get the opinions of owners and therefore they need effective ways to hear from the owners.

4. ***Ways of Listening***

Recap that there are five ways to hear from owners:

OH #9-4

Suggestion Box

Resident Questionnaires

Open Forums at Board Meetings

Question and Answer Columns in Newsletter

Unit Owner Surveys

5. **Group Discussions (20 mins)**

Divide participants into five groups and assign each group one of the methods. Then give them the following task.

OH #9-5

Locate the information and samples of your assigned topic in your coursebook on pages__ - __. Study the information and samples of your topic to get a clear understanding of its content and meaning.

Discuss with your group and be ready to answer the following questions to the larger group:

1. What would you need to use this method?
2. What advantages are there to using this method?
3. What disadvantages are there?
4. What advice would you give anyone wanting to use this?

6. **Reports from Groups (15 minutes)**

Have each group report on their discussions. After each presentation, ask if there are any clarifying questions or additional comments that participants want to make. Be sure to add any comments you think need to be stressed.

7. **Communicating in Writing (5 minutes)**

Explain that as we discussed earlier written communication is a means of one-way communication where the reader does not have a chance to ask questions and he forms opinions from the way the message is written and delivered as much as the contents. Use the following flipchart to explain the importance of communicating early, honestly, completely, and positively.

OH #9-6

Guideposts to Good Communication

Communicate Early

Communicate Honestly

Communicate Completely

Communicate In a Positive Manner

8. ***Written Notice to Residents*** (15 minutes)

Refer participants to page ___ of their coursebooks and ask them to read the notice to "All Residents".

Divide participants into groups of three and ask them to discuss the following:

OH #9-7

Pretend you live in the building and you just saw the notice in the elevator. You cannot make the meeting tonight but you definitely have opinions on this issue.

What would your reactions be to this notice?

What do you think will happen at the Board of Directors meeting tonight?

You have 5 minutes.

Ask some of the trios to share their reactions and then discuss what contributed to these reactions and what they would like to do differently if they were going to post an announcement and use the four guideposts of good communication.

TRAINER'S NOTE: You want participants to identify things like more advance notice, more positive wording.

Refer participants to page __ of their coursebooks to look at a sample of the same notice which was rewritten. Have them assess how it reflects the four guideposts of good communication.

TRAINER'S NOTE: While participants are discussing this, hang up the seven flipchart pages around the room. You should have these written ahead of time, and you will need scotch tape.

OTHER FORMS OF COMMUNICATING (5 minutes)

1. Show OH #9-9 and briefly describe the numerous other forms of communicating in an association.

OH #9-9

Newsletters Individual Correspondence Community Resident Directory Rules and Regulations Welcome Letter Resident Handbook Committee Interest Form

Explain that instead of presenting a lecture on each of these sample materials, they are being provided in the coursebook for their review.

WRAP-UP (5 minutes)

Ask one or two participants if they can think of any specific incidents in their associations where good communications made a difference, or where one of the methods taught here today would have been useful to obtain better results.

Ask for any final questions, and wrap-up the session.

OH #9-1

Session Objectives

- **Introduce the idea that a condominium association should develop a communications program.**
- **Demonstrate the benefits of such a program.**
- **Provide the procedures, tools and tips to help associations get started with a plan for their community tomorrow.**

OH #9-2

The instructor will give you directions for drawing a series of squares. Draw the squares on paper exactly as the instructor tells you. You may not ask questions or make any audible remarks during the exercise. Simply draw your own squares without speaking or looking at anyone else.

OH #9-3

The four basic types of communication are:

Speaking, Reading, Writing, and Listening

OH #9-4

Suggestion Box

Resident Questionnaires

Open Forums at Board Meetings

Question and Answer Columns in Newsletter

Unit Owner Surveys

OH #9-5

Locate the information and samples of your assigned topic in your coursebook on pages__ – __. Study the information and samples of your topic to get a clear understanding of its content and meaning.

Discuss with your group and be ready to answer the following questions to the larger group:

1. What would you need to use this method?
2. What advantages are there to using this method?
3. What disadvantages are there?
4. What advice would you give anyone wanting to use this?

OH #9-6

Guideposts to Good Communication

Communicate Early

Communicate Honestly

Communicate Completely

Communicate In a Positive Manner

OH #9-7

Pretend you live in the building and you just saw the notice in the elevator. You cannot make the meeting tonight but you definitely have opinions on this issue.

What would your reactions be to this notice?

What do you think will happen at the Board of Directors meeting tonight?

You have 5 minutes.

OH #9-8

Review the information and sample materials on this method which are found on pages __ – __ in the coursebook.

Identify 1–3 key facts about this method that you would like others to know.

Be prepared to share this with the others.

You have 15 minutes.

OH #9-9

**Newsletters
Individual Correspondence
Community Resident Directory
Rules and Regulations
Welcome Letter
Resident Handbook
Committee Interest Form**

Session 10 Developing the Management Plan

Time: 2 hours, 15 minutes

GETTING STARTED (10 minutes)

1. Welcome participants back. Explain that this session is designed to provide the steps necessary to develop a valuable tool: the Management Calendar of Events. Explain that the previous session on Communications is an important foundation for this session. Developing a management plan requires using effective two-way communication skills. It involves meeting with people in large and small groups, giving clear explanations of the planning process among other things, and listening carefully to what Board members and other owners have to say.

The purpose of this session is to provide the procedures for conducting a management planning session in a condominium association, and for creating a comprehensive Calendar of Events for the Executive Board to follow.

2. Review the session objectives. Show OH #10-1.

OH #10-1

Session Objectives

- Demonstrate purpose and benefits of good planning in a condominium association.
- Discuss the process of long-term planning through a planning/goals session; identify the roles of the Executive Board, and owners in the process.
- Develop a final product of the planning/goals session: a comprehensive Management Calendar of Events.

THE PLANNING TEAM

1. *Large Group Discussion* (15 minutes)

Explain that management is defined as "the process by which individuals and group efforts are coordinated so as to achieve pre-determined goals." An association must establish and understand its goals in advance and have a plan to direct all effort towards achieving the goals, if it is to fulfill its mission.

The first task of a governing body of any organization is to establish goals, outline the policies that will be the guidelines to accomplish the goals, and approve procedures and tasks that will carry out the policies. This is known as the planning process.

The Executive Board is the association's governing body with the authority to initiate and lead the planning sessions which will be introduced in this session.

Establishing the standards for services, setting goals, and then adopting policies and tasks to reach the goals — these are the elements of good planning, and a team effort is required to achieve the best results. The team consists of (show OH #10-2):

OH #10-2

The Planning Team

- The Executive Board
- Any management staff
- Committee members and other Owners.

Refer participants to the "Sample Resident Questionnaire" in the back of the Communications session in their course books. Ask them to review it briefly and give them a minute or two to do this.

2. *Pairs Discussion* (15 minutes)

Ask participants to discuss with the person sitting next to them the following questions. Show OH #10-3.

OH #10-3

You are two board members preparing a resident questionnaire similar to the one you just reviewed. You hope the answers on this questionnaire will tell you what improvements the owners' would most like to see in the condominium association.

How would you word a question to encourage owners to share their concerns and desires?

Write a question you would include on the questionnaire, and be prepared to share your question with the group.

After they have finished discussing with their partner, ask for a few examples of the questions they wrote.

Stress that the purpose of this exercise was to emphasize the importance of getting input from owners early in the planning process.

PREPARING FOR A PLANNING SESSION

1. *Small Group Discussion* (20 minutes)

Explain that to prepare for a planning session the Board, and any committee chairpersons hold a meeting, and create an initial list of priority issues they believe the association should address; these will be the major agenda items addressed in a planning session. The list may look like this: (Distribute Handout #10-1.)

Handout #10-1

- Replace elevator #2.
- Improve quality of maintenance and housekeeping service.
- Repair roof.
- Improve communication with owners.
- Deal more effectively with delinquent owners.
- Replace many defective hallway lights.
- Develop unused basement space into income-producing commercial lease space.
- _____
- _____
- _____

Tell participants that we will come back to this list and add to it in a few minutes.

Explain that the next step is sending a questionnaire to all owners advising them that the Board will conduct a long term planning session on a certain date, and providing them with the initial list of issues. Owners are asked to list any other association issues which are important to them, and to provide their list to the Board in advance of the planning session.

Emphasize that, of course, not every item on the list will be accomplished, but the planning session will provide the forum for a thoughtful decision-making process for prioritizing the goals.

Ask everyone to take a minute or two to consider the building they work or live in, and be ready to name the one thing they personally would most like to see improved, and be prepared to explain to the group how they believe this improvement would impact positively on a majority of owners. Ask them not to select something that is already on the sample list.

TRAINER'S NOTE: Use flipchart here. If there are a large number of participants in the class, have them do the above exercise in pairs instead of individually.

After giving them a few minutes to think of this, get their answers and list them on the flipchart. Make sure they explain why they think their suggested improvement should be a priority. Then, explain that you would like to take three of the items from the flipchart and add them to the list passed out earlier. This list will then be used in a few minutes when we will practice the planning and conducting of a planning session. Ask all participants to come to the flipchart with their pen or pencil and put an "x" beside three items on the chart which they believe should take priority in an association's plans based on the explanations given. They may not mark more than three. Find the three issues which received the most votes, and ask everyone to add these to the handout list.

2. *Large Group Discussion* (10 minutes)

Explain that in a few minutes we will have a short working session to simulate the work done in an association planning session to tackle this list. But first, you would like to go over a few points.

First Point: Explain that generally, little will be accomplished at the planning session if too many people participate, but the Board should invite a limited number of owners who have been active in the community or express an interest in volunteering. During the planning session it will be necessary to break down into small working groups to discuss the issues, and you will need enough people to do this. This should be explained in the questionnaire and owners may sign up if they wish to volunteer to participate in the planning session. Some association Boards have established committees such as the Finance, Communications, and Maintenance Standards. The chairpersons of these committees should participate.

Second Point: Almost everything discussed at a planning session will cost money, so the Planning Session must be tied to the Budget Process. Schedule the session a month or two in advance of the preparation of the association's next budget. Of course, every issue discussed will not be

funded, but the time to discuss this is before the budget is developed.

Third Point: All Executive Board members should plan to attend and participate in the planning session. In particular, the Board Treasurer should prepare for the session by reviewing the financial condition of the association, and should be prepared to answer questions as to what budget categories would be used to pay for proposed repairs or improvements, and what the current and projected funding is for the category.

3. ***Large Group Work*** (45 minutes)

Explain that although it would take too long to simulate an entire planning session, assure participants that the steps for conducting a planning session are provided in their course books. At this time you would like for them to practice one element of the planning session, where the Board and owners look at a list of the important issues, and narrow their sites on the issues they will tackle in the coming 12 months. The purpose of this exercise is to practice working together to get a consensus.

Ask the participants to pretend that they are all owners in a 100 unit condominium building attending the condominium's annual planning session. Explain that everyone may participate as an owner, but call for seven volunteers to play the following specific roles.

ROLES: (1) Board President; (2) Board Treasurer; (3) Chairperson of the Maintenance Standards Committee, (4) Chairperson of the Communications Committee, (5) a senior citizen owner who is attending the planning session because she wants to convince the Board to do something about the many broken hallway light fixtures, (6) a representative of the local municipality representing the 20 units they own.

Explain that the meeting has just been called to order, and that they have 30 minutes to meet one objective: agree on which items on the list for the association to accomplish this year.

Ask the volunteer Board President to preside over the meeting. Ask the Board President to read aloud for everyone his "speech" which states the purpose of the planning session.

***TRAINER'S NOTE:** This speech is found on page 10-6 of the participants hand book, but you should have xeroxed ahead of time a copy to give the volunteer Board President.*

After he has finished reading the speech, stress key points that were made. Explain that these points will be the rules to be followed during this activity:

1. Focus on where the association wants to be one, two and three years from now.
2. Look at the list and narrow our sites on as many issues as we think we can begin to address this year.
3. Decide which issues are safe to defer until next year or the year after. Are there any which should be removed from the list?
4. During this part of a planning session, make sure everyone has a chance to speak.

5. Be realistic. Be flexible. Listen to the creative ideas of others.

Make sure everyone refers to the list of desired improvements, and help the "meeting" get moving to the extent necessary. Act as a moderator for this meeting, and if they begin to get bogged down in details remind them that the goal is to end up with a few of the items on the list (3-4) that they believe the condominium association can make progress on.

4. ***Discussion of Group Work*** (15 minutes)

After the meeting has ended, first ask the people playing each role how the meeting went, what the experience was like, what was easy, what was difficult. Then ask people how they think such a meeting would work in real life.

Then explain that the next step in the planning process is very similar to a process they have already learned during the Facilities Maintenance and Administration sessions; namely establishing standards and goals. Simply put, in a planning session small groups would be formed next, and each group would be assigned one of the priority items from the planning list. They would discuss what the specific goals and standard would be and what tasks are necessary for completion of the item. Suggest that they take a few minutes to read page of Session 10 in their course books, "Establishing Standards, Setting Goals and Identifying Tasks".

TRAINER'S NOTE: Use Flip Chart Here.

Select one person in the audience and ask him to select one of the items on the list he believes should be a top priority for the condominium association to accomplish.

Write his selection at the top of the flip chart. Underneath it, make three columns with the following headings:

STANDARDS	GOALS	TASKS
-----------	-------	-------

Ask participants what standards the association should set for accomplishing the item, and what the goals and tasks might be. Refer back to the explanations of these in their

course book if they have difficulty with this.

Next, ask participants to look at the sample checklist for the Management Calendar of Events on page ___ of Session 10 in their course books. Specifically point out that the tasks developed at a planning session were included on this checklist and the dates when they should be completed.

Stress that this list of dates and tasks is a great tool to keep the Board on track to meet their objectives.

5. ***Reflection*** (5 minutes)

Ask participants to think about and write down in their notebooks the most important thing they learned about the planning session. Answer any questions they might have and close the session.

OH #10-1

Session Objectives

- Demonstrate purpose and benefits of good planning in a condominium association.
- Discuss the process of long-term planning through a planning/goals session; identify the roles of the Executive Board, and owners in the process.
- Develop a final product of the planning/goals session: a comprehensive Management Calendar of Events.

OH #10-2

The Planning Team

- the Executive Board
- Any management staff
- the Owners

OH #10-3

You are two board members preparing a resident questionnaire similar to the one you just reviewed. You hope the answers on this questionnaire will tell you what improvements the owners would most like to see in the condominium association.

How would you word a question to encourage owners to share their concerns and desires?

Write a question you would include on the questionnaire, and be prepared to share your question with the group.

Handout #10-1

- **Replace elevator #2.**
- **Improve quality of maintenance and housekeeping service.**
- **Repair roof.**
- **Improve communication with owners.**
- **Deal more effectively with delinquent owners.**
- **Replace many defective hallway lights.**
- **Develop unused basement space into income-producing commercial lease space.**
- _____
- _____
- _____

OH #10-4

Write down in your journal:

- What is the most important thing you learned about developing a management plan?
- What steps do you need to take in your condominium association to implement this planning process?

Session 11 Administration

Time: 1 hour, 10 minutes

GETTING STARTED (15 minutes)

1. **Welcome participants back. Explain that the two prior sessions of this training course provided us with the administrative procedures for Facilities Maintenance and Contracted Services. Ask participants to keep their binders closed and to rapidly give you the names of the plans, policies and procedures for Facilities Maintenance. Expect to add where necessary to the following:**
 - **Property Inspection Forms, Housekeeping Schedules, Maintenance Standards, Weekly Housekeeping Schedules, Preventive Maintenance Schedules, Policies for Responding to Emergency, Urgent, and Routine Service Requests, Work Order Request Forms.**

Then ask the same question for Contracted Services, which are:

- **Specification Development Guidelines, Bid Procedures, Contracts, Contract Monitoring.**

Explain that the upcoming sessions will address the administration of the other basic association operations; financial, personnel, rules enforcement, communications, and management operations. Refer them to p. in their coursebooks for a graph showing all of these association operations and give them a couple of minutes to read it.

Say that good "Administration" means that the plan, systems, controls, and monitoring procedures are in place and working to make each effort successful.

2. Review the session objectives. Show OH #11-1.

OH #11-1

Session Objectives

- Identify the vital link that good administrative procedures play in successful association management.
- Review some of the most useful administrative systems employed by associations .
- Learn, through actual practice, the steps required to develop administrative procedures for an association's front desk operations and emergency disaster response.
- Learn the procedures for auditing administrative operations.

ADMINISTRATIVE PROCEDURES

1. *Small Group Discussion* (20 minutes)

For the purposes of this session, let us practice developing administrative procedures for two more specific areas of operation (not covered in other sessions) that condominium associations often focus attention on. The first area is **Disaster Planning**.

TRAINER'S NOTE: You'll need copies of the following scenario/ questions for all participants.

Read the following scenario to participants:

Recently, a fire occurred in a hi-rise building down the street from your condominium. There were several injuries and extensive property damage. This disaster prompted your Board of Directors to question how the association might be more prepared for any possible hi-rise building disasters. You recommend that a Disaster Plan be implemented. What steps will you take to develop such a plan, and what policies and procedures should be included to provide good administration of a disaster response program?

Ask them to work on this scenario in small groups of three or four people. Give them the following task and ask them to work on it for five minutes. Show OH #11-2.

OH #11-2

- Identify 3-4 possible disasters that could threaten your building(s).
- Identify three assistance services management will want to offer in an emergency

Ask participants to keep their manuals closed, and distribute the scenario and the questions, which are in a **handout**.

After their small group work, ask each group for an example of one disaster. Expect some of the following: fire, flood, blizzard, utility outages, property crimes, personal crimes.

Then, ask the groups using the same approach as above for examples of assistance or services their board will want to offer. Expect some of the following: central access to communication, direct residents to safety, first aid, evacuation plan, communication link with public services, phone calls, identify handicapped residents who need special assistance, basic supplies such as flashlights, stretchers, wheelchairs, an accessible list of critical phone numbers for emergency services.

Explain that it is critical for effective condominium administration to develop a Disaster Plan that provides the instruction, policy and detailed instructions for each service to be offered.

Refer them to the back of Session 5 in their coursebooks for an example of a Disaster Plan in use by many condominium associations in the United States. Give them time to read it individually and ask if they have any clarification questions.

3. **Large Group and Paired Discussion** (15 minutes)

Next, let us look at the **Front Desk (Concierge) Operations**. Read the following scenario:

Your condominium employs several part-time persons who perform front desk duties on different shifts. The front desk is in the lobby, and these employees are responsible for admitting visitors to the building, accepting packages and deliveries, taking maintenance requests and complaints from residents, answering the phone, checking building doors to make sure they are locked, and giving instructions to people moving in and out, among other things. You have noticed that each of them handles these duties in a different way, and many times when unusual circumstances arise, they do not know what to do. What would the administration of front desk procedures include?

Ask for some responses in the large group. Explain that a front desk manual, with easy to follow instructions will help your employees do a good job. Once the manual is developed, a brief training session with all front desk employees where the manual is reviewed and questions answered will get them started on the right foot. Refer them to the end of Session 11 in their coursebooks for an example of a front desk manual. Ask them to pair up to read the example and discuss it for 5 minutes as follows (show OH #11-3):

OH #11-3

With your partner:

- Read the front desk manual.
- Discuss how these functions would be handled in your condominium. Do you have full-time staff? Either with or without full-time staff, how could you implement these procedures?

When they have finished their discussion, ask them for some examples of ways they could implement these procedures with or without full-time staff.

4. **Large Group Discussion** (10 minutes)

Explain that the best way to assure that the administrative procedures are being actively followed is for the Board of Directors or a designated person to conduct a review, often called an audit, of administrative operations. This audit should be done annually. The audit will review not only whether the association does have written procedures, but whether they are being followed. For example, the personnel policy states that each employee will receive an annual review of their performance. Is there a file for each employee, and is there a written review on file? The preventive maintenance procedures state that the water pumps should be lubricated once a month. Does the monthly maintenance checklist include this duty, and is there a record that it is being done?

Refer them to the end of Session 5 for an example of an administrative audit checklist for a condominium association. Give them time to read it and ask if there are any clarification questions. Then ask how many of them currently would be able to pass the audit in the manual. (Probably none – but tell them not to worry because that is why they are taking this course). Then ask how many have at least one item on the audit list that would pass. If there are any, ask for examples. Then ask all participants what it is they would need to put in place in order to pass the entire audit. Indicate that in the session on financial management they will get some important information on record keeping and purchasing.

5. **Reflection** (10 minutes)

Ask participants to think about and write down in their notebooks the answers to the following questions:

OH #11-4

Write down in your journal:

- What is the most important thing you learned about administrative procedures?
- What steps do you need to take in your work situation in order to set up or reinforce good administrative procedures?

Give them a few minutes to complete that and then ask for some examples of answers to the two questions. Answer any questions they might have.

In conclusion, say that when asked what he considers the most valuable tools for doing his job, your maintenance engineer will probably name the tool he uses most frequently and depends on the most to help him get the job done. Good administrative procedures can be the most dependable to implement the Board's policies successfully.

OH #11-1

Session Objectives

- Identify the vital link that good administrative procedures play in successful association management.
- Establish a clear understanding of the Manager's role in the administration of each area of the association operations.
- Review some of the most useful administrative systems employed by associations .
- Learn, through actual practice, the steps required to develop administrative procedures for an association's front desk operations and emergency disaster response.
- Learn the procedures for auditing administrative operations.

OH #11-2

- Identify 3–4 possible disasters that could threaten your building(s).
- Identify three assistance services management will want to offer in an emergency

OH #11-3

With your partner:

- Read the front desk manual.
- Discuss how these functions would be handled in your condominium. Do you have full-time staff? Either with or without full-time staff, how could you implement these procedures?

OH #11-4

Write down in your journal:

- What is the most important thing you learned about administrative procedures?
- What steps do you need to take in your work situation in order to set up or reinforce good administrative procedures?

THE ASSOCIATION PROPERTY MANAGER'S RELATIONSHIP WITH THE MUNICIPALITY

The association Property Manager is often the spokesperson for the Executive Board and the person charged with implementing the Board's policies. There will be many occasions when the Property Manager will interact with persons from different departments of the Municipal Government.

In order to understand the many "hats" a Property Manager may need to wear in his relationship with the Municipality, let us look at the different roles the Municipality may have in an association.

Scenario:

The Municipality offers land for development, is subsidizing or otherwise assisting a private developer in the construction of a new condominium. The municipality sometimes retains a number of the units in the building and provides them to persons on waiting lists.

Property Manager's Role:

An advocate for the owners to assure that final construction is of good quality and is not delayed. A teacher. The municipality employees may not understand exactly how the transition works in a new construction condominium.

Scenario:

The Municipality retains ownership of the land under or around the condominium.

Property Manager's Role:

Negotiates with Municipality when it wants to dig, construct, use access roads, or otherwise alter the land. Works with municipality to prevent damage to the property, and to ensure that property will be restored to good condition after any repair work.

Scenario:

The Municipality may be an owner of condominium units

Property Manager's Role:

Collection Officer. Collects condominium fees, responds to complaints or questions from the Municipality, treating it equally to other owners.

Problem solver. Works with Municipality as responsible party to obtain compliance when a tenant violates a rule.

Service Provider. Responds to requests from the Municipality as with any other owner.

The Association Property Manager's Relationship with the Municipality

Scenario:

The Municipality still provides some maintenance services to the association.

Property Manager's Role:

Contract administrator. Works with the Municipality in a contractual relationship. Provides the Municipality with clear specifications for the job it is to do, monitors progress, reports problems early, listens to recommendations, ensures prompt payment for services.

Scenario:

The Municipality provides communal services to the association (e.g., water/sewer, heat, electricity, gas).

Property Manager's Role:

Consumer and customer. Acts on behalf of the association members to report any outages. Takes care to protect any equipment owned by the Municipality on association property which supplies these services. Pays attention to any safety issues associated with these services and reports to the Municipality if there are potential safety issues (old gas lines need replacement, electrical equipment needs cleaning, etc.).

Scenario:

The Municipality provides a maintenance subsidy to the association.

Property Manager's Role:

Public Relations and Financial Administrator. Works with Municipality to ensure prompt receipt of funds, and correct amount.

Scenario:

The Municipality is involved in providing trash service, elevator maintenance, or other contracted services to the condominium.

Property Manager's Role:

Contract Supervision. Uses good communication skills, and follow-through to get highest possible service levels. Reports problems.

Scenario:

The Municipality has representatives who have been elected to the condominium Board.

Property Manager's Role:

Employee, Agent and Advisor. Makes recommendations and responds to the instructions, and implements policies of the Board of Directors (not individual Board members).

A Property Manager's relationship with the Municipality and the amount of cooperation they share will be enhanced if the Property Manager takes the time to look at things from the perspective of the Municipality. Here are some of the issues a municipality may have as condominiums are registered in its city:

- Lack of understanding or confidence about how the condominium will govern itself and provide services the government always provided in the past.
- Concerns about the welfare and future of low income families living in the building who cannot afford to privatize and pay condominium fees.
- Concerns about municipal maintenance and management employees who may be out of work now that the condominium is self managing.
- Feelings of uncertainty and fear when losing power and control as private citizens through associations gain power and control of land, buildings, maintenance and management.
- Concerns about its easement rights to maintain public pipes, and other communal service equipment located on or under land plots of condominiums.
- Concerns about keeping accurate records in the Bureau of Technical Inventory now that the building is privately owned.

Some of these issues are inherent in a housing sector transitioning to a market economy, but *understanding* these and other issues facing the municipality *from its perspective* will help to make communications and relationships better.

RISK MANAGEMENT IN CONDOMINIUM ASSOCIATIONS

What is risk management? It is primarily concerned with what is known as "pure risk" - the chance of loss with no chance of recovery of the loss.

Risk management is a plan to prevent losses which would not be recoverable, and which would cost the association great expense in either association funds, lost work time, or both. Whether its loss of productivity due to an on-the-job injury of a maintenance man, loss due to fire, loss of condominium property due to theft, a plan for preventing loss is the most superior and economical way to handle a condominium association's ordinary exposure to accidental losses.

Any organization may develop a risk management plan. A risk management enables a condominium association to better handle its ordinary exposure to many accidental losses in the most effective and economical way. Here are four key steps to help you begin to develop a risk management plan.

Step 1. Identification

Determine what risk exposures exist in the course of your operations. What risks are inherent in the fact that you

- own, operate and manage real estate property,
- control assets,
- employ people,
- serve the general public,
- have a fiduciary responsibility for public funds.

Enclosed is a Self-Inspection Checklist for identifying what physical aspects of your association may be vulnerable to accidental losses.

Keep in mind, however, that a similar checklist should be developed for inspecting the financial management of your association's funds to see where administrative systems may be improved to prevent loss. For example, good financial controls instituted in an association reduce the potential for fraud.

As we observed in the scenarios above, depending on the circumstances, a Property Manager is probably wearing several of these "hats" at times in his relationship with the Municipality:

Advocate

Teacher

Negotiator

Collection Officer

Contract Administrator and Supervisor

Consumer and Customer

Public Relations Director

Financial Administrator

Employee

Agent

Advisor

Fortunately, the Property Manager already possesses the skills to play these roles, because they are the same roles he plays in his job every day. It is important to keep in mind that the Property Manager should bring the same energy, experience and skills to his varied relationships with the Municipality as he brings to the homeowners association. His efforts will benefit everyone involved.

The following checklist is intended as a guide to assist community association personnel in looking over various areas in and around buildings for dangerous or unsafe situations. This list is not intended to be all inclusive.

RISK MANAGEMENT:

SELF-INSPECTION CHECKLIST

	OK	Action Needed
Are gutters and downspouts in good condition and not clogged or obstructed?	_____	_____
Is exterior housekeeping satisfactory?	_____	_____
Is caulking around windows and doors able to prevent rain penetration?	_____	_____
Is roof condition good and free of serious leaks?	_____	_____
Is there a detailed master schedule indicating frequency (date) and type of service for all building components requiring regular maintenance?	_____	_____
Are sewers cleaned out on a regular basis?	_____	_____
Are all plumbing fixtures and piping in good condition?	_____	_____
Are boilers, including burners, in good condition and properly maintained?	_____	_____
Do boilers have low water and other necessary alarms?	_____	_____
Are all interior and exterior drains open and unobstructed?	_____	_____
Are owners/tenants who are going to be away extended periods in winter asked to notify management so that freezing can be controlled?	_____	_____
Are all fire extinguishers properly serviced, in good condition and properly hung?	_____	_____
Are standpipe hoses, if any, properly hung and provided with nozzles?	_____	_____
Are all sprinkler control valves chained and locked in the open position or provided with tamper alarms?	_____	_____
 A. PREMISES (Interior)		
Are floors in all public areas, including floor coverings, in good condition and free of tripping and falling hazards?	_____	_____
Are swinging, self-closing doors at entrances properly adjusted so as to not to close rapidly and strike anyone?	_____	_____
Do all floor-to-ceiling plate glass windows or doors located where there is a walk-through or run-through hazard have bars, etchings or decals at child and adult eye levels?	_____	_____
Do pedestrian ramps have non-skid surfacing or strips?	_____	_____

Do any flights of three steps or more have standard handrails on the right side descending, or both sides if open? _____

Are stair treads in good condition and free of tripping hazards? _____

Are steps of uniform height and tread width? _____

Are "Step Up" or "Step Down" hazards properly marked? _____

Are all swinging doors which could be pushed out into traffic areas equipped with see-through windows? _____

Are there any overhead obstructions below seven feet that could cause head injury? _____

Are signs and wall or ceiling hangings securely fastened or suspended? _____

If there are automatic doors, are they properly adjusted? _____

Are dust mats, if any, at entrances in good condition and without any turned-up edges? _____

Is interior lighting in all areas adequate, and are all fixtures working? _____

Is there proper and adequate emergency lighting in closed corridors and in stairways? _____

a. Are emergency lights tested monthly for working order? _____

b. Records kept? _____

Are "Wet Floor" signs posted when mopping? _____

Is housekeeping adequate in all areas? _____

Are proper instructions posted in trash chute rooms? _____

Are any fire doors blocked open? _____

B. EXITS

Are all exits visible and unobstructed? _____

Are all exits marked with a readily visible sign that is properly illuminated? _____

Do all exit doors swing out in the direction of exit traffic? _____

Are there sufficient exits to permit prompt evacuation? _____

Are exit paths on the exterior of the building free of obstruction and properly lighted? _____

C. PREMISES (Exterior)

Are sidewalks and stoops in good condition and free of tripping or falling hazards?

Are raised sidewalks marked with yellow borders to call attention to the difference in levels?

Are exterior steps, if any, in good condition and equipped with handrails?

Are walkways adjacent to the building free of obstructions on the side of the building or overhead?

Is parking lot surfacing in good condition and free of tripping, falling and vehicle damage hazards?

Is the parking lot properly striped with stripes in good condition?

Are traffic patterns and signs, if necessary, displayed?

Are oil or grease spills from parked autos regularly treated with absorbent compound and cleaned up?

Is the entire parking area well-illuminated?

Are all public exterior areas plainly visible?

Is there an adequate ice and snow treatment and removal plan?

Do downspouts directly empty on traffic paths where they can lead to slippery or icing conditions?

E. SECURITY

Are exterior doors and entrances kept locked?

Are video monitors needed in key locations?

Are unit doors of metal or substantial construction with proper locks and peepholes (including low-level peepholes where needed)?

Is there proper master key control?

Are employees carefully screened (background check)?

Do security guards, if any, have proper training?

Step 2. *Measurement*

The second step in creating a risk management strategy is measurement -

What is the probability of a given loss occurring?

What would be its impact if it occurred?

How able are we to predict its occurrence within a given budget period

Step 3. *Selecting and Implementing a Treatment*

This third step is identifying the appropriate treatment or treatments which would make the risk manageable and survivable. This may include *avoidance* or *reduction of the risk environment*. Avoidance may mean that your maintenance engineer does not have the proper ladders and safety equipment to safely complete the exterior painting higher up on the building. To allow him to do this work would put the association in high risk of having this valuable employee be injured on the job. Your association may handle this potential risk by *avoidance*, e.g., removing the engineer completely from the duty of painting the building, either do not have the building painted, or implementing a *reduction of the risk environment* which may mean buying him the equipment needed or hire a contractor who would have the equipment.

Step 4. *Evaluate the Effectiveness of the Risk Management Plan Periodically*

After your risk management plan has been in effect for a while, evaluate its effectiveness of your strategies, and make changes and improvements where needed.

IN CONCLUSION

With a good risk management plan in place, the association can expect a number of benefits from the plan:

- Thoughtful and effective management of risk increases confidence about the future;
- Improves decision-making;
- Helps reduce fluctuations in cash flow;
- Permits continuance of services despite a loss (when losses are lessened because preventive measures were taken);
- Increases an association's stability and respectability as an employer and service provider to your owners.

EFFECTIVE USE OF COMMITTEES IN CONDOMINIUM ASSOCIATIONS

When you stop to consider:

- the size of the job and the responsibility that a condominium association elects its Executive Board to carry out, and
- that Executive Boards often consist of only five to nine persons who also hold down full-time jobs along with their volunteer service on the Board;

you wonder how they can possibly do it!

The Executive Board is responsible for seeing that a large piece of real estate is maintained properly and reaches its potential to increase in value, but it is also responsible for providing a clean, safe and peaceful living environment for the hundreds of families who live there, as well as serving as good fiduciaries in protecting the association's financial assets.

The best policies and decisions Executive Boards make will be reached after carefully considering the history, facts, and statistics to make an EDUCATED decision.

Gathering the history, facts, and statistics on many different issues is often a key service volunteer committees provide the Executive Board. Only the Executive Board may vote on most of the matters facing the association, and it alone is responsible for the results. But when it has strong committees who help it by providing research, administrative support, and serving as the voice of the owners, the Executive Board may find its job much easier and its decisions in tune with the association's needs.

Another great benefit of committees is the training ground it provides for future Executive Board members. Volunteering for a committee is a great way to begin to learn how the association is governed. Committee members of today often become the Executive Board members of tomorrow.

THINGS TO KEEP IN MIND IF YOUR EXECUTIVE BOARD PLANS TO ESTABLISH COMMITTEES

Committees serve solely at the pleasure of the Executive Board, and do not have authority to vote on matters. Committees may be established and abolished only by vote of the Executive Board.

When an Executive Board decides to establish a committee, the committee should be given a mission statement, to explain clearly to all members what is expected and what is not expected. If there are deadlines for completing their mission or specific tasks, spell them out.

Committees do not have to be a large group of people. Often, they consist of 1-7 persons, depending upon the tasks they have been given by the Executive Board.

Committees may be established to function for a full year, or only for the term of one special project the Board is working on.

Committees should be recognized, thanked for the work they do for the Board. Make sure to show your appreciation.

Many associations start early recruiting members for various committees. Executive Boards find there are at least two other benefits to having committees: an increased feeling of community when people are helping people; and less suspicion of Board actions when it is known that several other owners are giving input.

A sample notice is attached which invites all owners to a "Committee Seminar." You will notice that the Executive Board planned this committee seminar to be a fun social event, where owners can have dessert and meet their neighbors. It is a great way to get started.

Another attachment is entitled "Seven Steps to Keeping Your Committees Active, Productive, and on the Right Track." It provides some good tips for getting the most out of committees, and allowing committee members to get the most out of the experience.

Finally, we have attached a description of several committees which, historically, have been most useful to condominium associations.

SEVEN STEPS TO KEEPING YOUR COMMITTEES ACTIVE, PRODUCTIVE AND ON THE RIGHT TRACK

1. Set an agenda and meeting format which will allow for an informal and comfortable environment, but will also allow the chairperson sufficient control of the meeting to keep it productive and within a reasonable length.
2. Keep good minutes and written reports to the Board of Directors.
3. Be a good listener. Encourage and welcome new and different ideas. Respect other committee members' differences of opinion.
4. Keep committee volunteers busy! Do not have one or two persons do all the work. Give everyone an assignment whenever possible, no matter how small. People want to contribute, but they will lose interest if they do not feel they have anything to offer.
5. Be aware of, and respect the limits of the committee's authority. When in doubt, check with the Board of Directors or the Property Manager.
6. Be flexible. Committee members and the Board of Directors are volunteers with busy lives. Sometimes deadlines must be extended, and your flexibility and patience will be of great benefit.
7. Do not forget to give recognition to committee members for their accomplishments and service to the community.

COMMITTEES THAT NEED YOUR HELP

1. *Activities Committee*

Advises and assists the Board of Directors in planning and conducting a diverse social and recreational program serving the various age groups and interests in the community. Will promote such things as seasonal parties, activities using the recreational facilities, trips, etc.

2. *Finance Committee*

Advises and assists the Board of Directors in administering the Association's financial assets in order to meet both the requirements of the Association's documents and the needs and desires of the owners. This committee shall perform the following functions: preparation of draft budgets for the Board's review and approval; assistance in developing a risk management program; and assistance in developing a proposed investment program.

3. *Ad Hoc Elections Committee*

Responsible for arranging for and conducting the Special Meeting and Elections of owners to the Board of Directors in accordance with the Association's documents, including soliciting candidates, briefing candidates on their responsibilities, preparing voting materials, soliciting proxies, conducting the election, and tabulating results. This committee will be dissolved once the election results are certified.

4. *Covenants Advisory Committee*

Advises and assists the Board of Directors in covenants administration. Duties include: educating unit owners regarding the importance of respecting rules through positive and upbeat articles for the association newsletter; reviewing and indexing all decisions to date on applications for design review and make preliminary recommendations; and working closely with other committees as they develop policy recommendations to the Board that may affect members' rights and/or obligations to assure that the proposal is suited to the need and that such proposals are consistent with the governing documents.

5. *Communications Committee*

Advises and assists the Board of Directors in performing the many communications functions that are a part of a healthy community. Responsibilities include: preparation of an association newsletter, preparing a community directory, and assisting other committees in informing residents about those committees' activities.

_____ CONDOMINIUM

COMMITTEE SEMINAR

Thursday, August 27, 199__

8:30 p.m.

HELD IN THE COMMUNITY CENTER
(address)

Find out how you can have a positive impact on your community, provide valuable input, and get to know your neighbors all at the same time!

Make plans to attend the Committee Seminar. The Board of Directors has scheduled this important event in order to provide information to the residents regarding the operations of the condominium, and to establish five important committees to assist the Board in carrying out its duties.

Many of you attended the Annual Meeting in May and expressed your interest in participating in one or more of the following committees: *Communications Committee; Rules Committee; Facilities Committee; Finance and Budget Committee; and the Security Committee.*

Our management company will conduct the seminar, which will include an overview of the operations of condominiums and information of the role of each committee. We welcome your participation and questions. The committees will be formed at this seminar, and we know you will not want to miss this opportunity to join the committee of your choice.

Have Dessert and Meet Your Neighbors!

SEE YOU THERE!

Materials on

**"Developer Transition For
New Construction Condominiums"**

to be inserted in Moscow

by Tanya Kovtakova of The Urban Institute

ACKNOWLEDGEMENTS

Quadel Consulting Corporation gratefully acknowledges several companies who provided their counsel and expertise to enhance the content of these sessions, or granted permission for the reprinting of copyrighted materials included in the text.

**Community Associations Institute
1423 Powhatan Street
Alexandria, Virginia 22314**

**Community Management Corporation
12701 Fair Lakes Circle
Suite 400
Fairfax, Virginia 22033**

**Hiban & Graffius Management, Inc.
451 Hungerford Drive
Rockville, Maryland 20850**

**OKM Associates, Inc.
164 Canal Street
Boston, Massachusetts**

**PADCO, Inc.
1025 Thomas Jefferson Street, N.W.
Washington, D.C. 20007**

**Training Resources Group
909 N. Washington Street
Suite 305
Alexandria, Virginia 22314**



THE URBAN INSTITUTE

2100 M Street, N.W., Washington, D.C. 20037