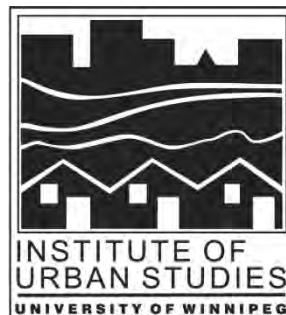
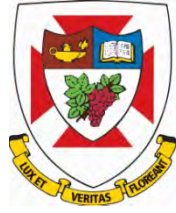


Evaluation Report: Social Housing Management Course Winnipeg

**by Christine D. McKee
1976**

The Institute of Urban Studies





THE UNIVERSITY OF
WINNIPEG

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EVALUATION REPORT: SOCIAL HOUSING MANAGEMENT COURSE WINNIPEG

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EVALUATION REPORT

SOCIAL HOUSING MANAGEMENT COURSE
WINNIPEG,

HELD AT THE UNIVERSITY OF WINNIPEG, FEBRUARY 16TH - APRIL 2ND, 1976

CHRISTINE D. MCKEE - COURSE CO-ORDINATOR

THIS COURSE WAS OFFERED UNDER THE AUSPICES OF THE INSTITUTE OF
URBAN STUDIES, AND DEPARTMENT OF CONTINUING EDUCATION, UNIVERSITY
OF WINNIPEG.

SPONSORED BY
CENTRAL MORTGAGE AND HOUSING CORPORATION

*** This report has been prepared in first draft form so that it can
be distributed to delegates attending the National Symposium on
Professionalism in Housing Management. Some changes and corrections
may have to be made before it is finally completed.

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Finally, the author and all those involved in the organization of the Winnipeg course would like to thank George Devine for his help at every stage of the Winnipeg program and Central Mortgage and Housing Corporation for their sponsorship and financial support of the Winnipeg course, without which this training experiment would not have been possible.

* Social Housing Management Course EVALUATION, April - May 1975, University of Guelph Joan Simon and Valerie Hueffed.

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I N T R O D U C T I O N

INTRODUCTION

Social Housing Management is a relatively new but expanding occupation in Canada. Its birth and development have been closely related to shifts in the role of Central Mortgage and Housing Corporation from being mainly a funding agency until the mid-sixties, to an agency with significant redistributive functions from that time onwards.

Social housing is a concept which is very difficult to define satisfactorily. "At one extreme it could be said that any kind of government action which alters the type or amount of housing produced is an aspect of social policy At the other end of the spectrum, it could be argued that housing produced and subsidized for low income people can be classified as social housing."¹ Potentially, Canada has had a social housing policy since the passage of the first National Housing Act in 1944. In 1969, the federal government introduced the first provision permitting public housing under a federal/provincial partnership. However, since the 1964 NHA amendments, C.M.H.C. has made a substantial commitment to low income housing programs. After the creation of the provincial housing corporations beginning with the Ontario Housing Corporation in 1965, there was a major shift in the proportion of C.M.H.C. funds channelled into low income housing. From 1954 to 1964, lending for low income housing amounted to less than 29% of public funds lent directly for housing, but by 1969, lending for low income housing was about 80% of all direct federal lending for housing purposes.²

Central Mortgage and Housing Corporation employs the term "social housing" to distinguish housing which is produced under the aegis of the National Housing Act through direct subsidized dollars. This includes family and senior citizen low income housing produced under Sections 40 and 43; family and special care facilities, such as those for the elderly, the handicapped or other disadvantaged groups built under Section 15.1; family or senior citizen accommodation "leased" through the Section 44 'Rent Supplement Clauses'; continuing co-operative housing built under Section 34.18; the rural and native housing schemes under Section 40 and 34; entrepreneur sponsored 'limited dividend' or rent controlled housing and Assisted Rental Program under Sections 58 and 14.1 and the Assisted Home Ownership Program (AHOP) (financed through Sections 34.15 and 34.16).³ With the exception of the AHOP and rural and native housing schemes which result in owner occupied housing, there is an on-going management function associated with the other forms of social housing mention above. It is with those forms of social housing which involve management functions, that this report is concerned.

1. Canadian Council on Social Development - Housing Committee Jeffrey Patterson and Patricia Streich, Social Housing Policy Review, February, 1976, p. 4.
2. Dennis and FishPrograms in Search of Policy, Hakkert, Toronto, 197 p. 130.
3. George DevineResidents, Service, TrainingChallenging Words for Social Housing Managers, Community Housing Division, C.M.H.C. April, 1976.

EVALUATION OUTLINE

The value of evaluation as a development tool in the initiation and modification of public policy is often criticized as a waste of resources of doubtful value to decision makers and employing spurious methodological techniques. The relationship between evaluation and policy making is still in an embryonic and painful stage of development and the techniques used in this kind of research still require a great deal of refinement. However, despite its limitations, there is a growing awareness of the need for evaluation as a basis for making and modifying policy and programs. C.M.H.C.'s requirement that evaluation be an essential component in its experimental training program for social housing managers is an indication of this view.

Different definitions of evaluation abound in current literature. For example, Wholey et al⁴ defines evaluation in the following way. Evaluation a) assesses the effectiveness of an on-going program in achieving its objectives b) relies on the principles of research design to distinguish a program's effects from those of other forces working in a situation and c) aims at program evaluation through a modification of current operations. More simply, for the purpose of this report, evaluation is defined as a process of measuring and analysing program effectiveness. Its purpose being, to measure the success, failure and impact of the social housing management program offered in Winnipeg, to provide objective feedback to those responsible for organizing the program, and to the policy makers who sponsored the program.

There are five major components in any program evaluation exercise.

1. Problem definition; policy articulation; overall program design.
2. Definition of particular program objectives.
3. Description and examination of program inputs.
4. Description and examination of program outcomes.
5. Interpretations and recommendations.

The following report examines the Winnipeg program in the context of the five major evaluation components described above. It is divided into five sections. The first section briefly discusses the issues and problems which underlie the need for social housing management training; describes the policy framework under which specific training programs have been introduced; and discusses models used in the experimental program of social housing management training initiated by the Community Housing Division. Section two describes ^{the} objectives of the Winnipeg Course, examines the criteria for definition, and discusses the process of course development. Program inputs such as characteristics of participants, type of housing

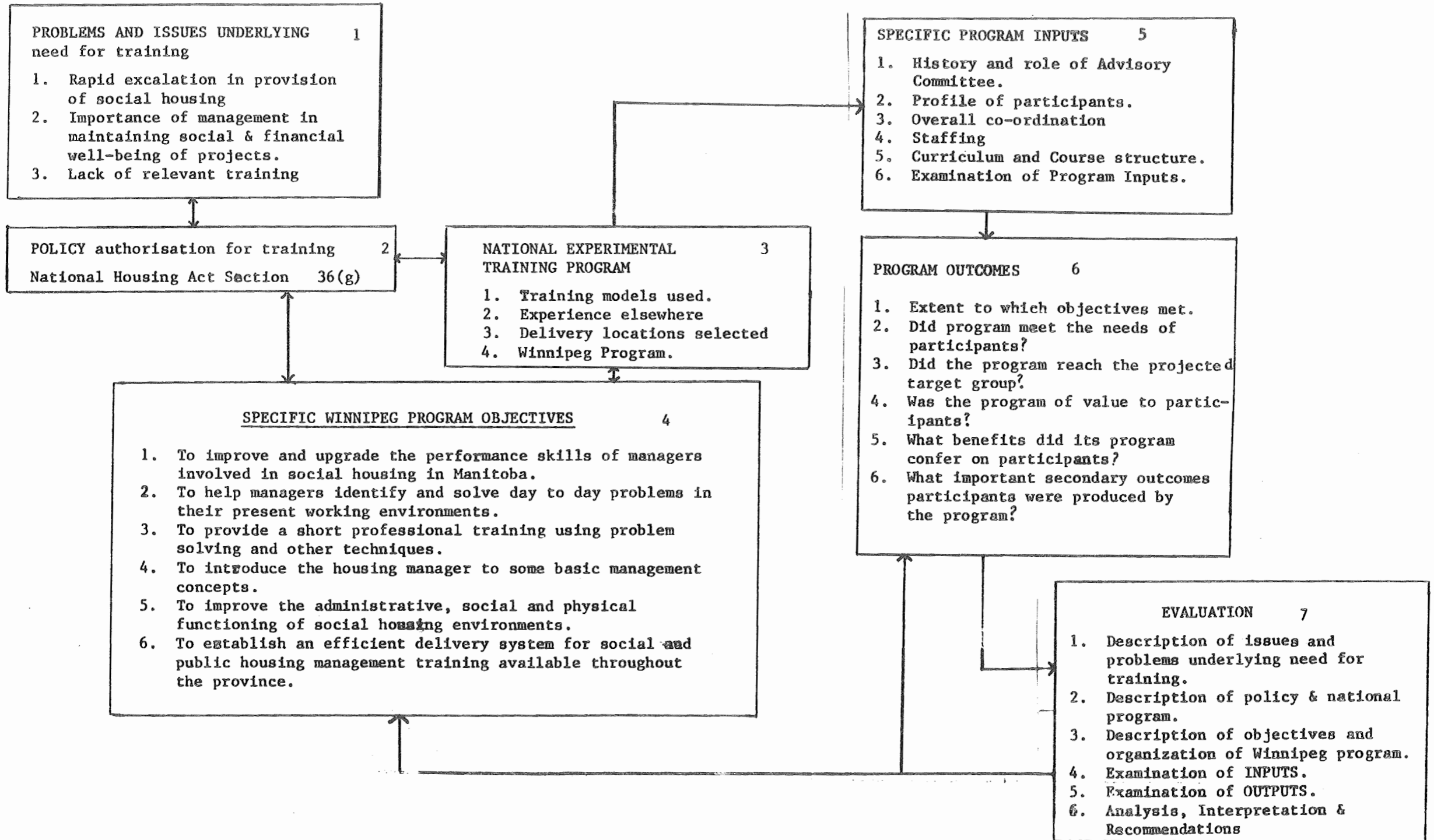
4. J.S. Wholey et al.....Federal Evaluation Policy, The Urban Institute, 1971.

represented, staffing, curriculum development, learning formats used, and course timetable are discussed in section three. Section four examines the impact and effectiveness of course delivery by evaluating program outcomes. It examines the extent to which the program was successful in meeting its objectives; considers whether the program met the needs of participants and if the program reached the projected target group; discusses changes in management behaviour that have been brought about by the program and describes the specific benefits participants feel they have gained from the course. It finally considers important secondary outcomes that were produced by the program. Data gathered from a self-administered questionnaire distributed to participants after the end of the course is used to examine both program inputs and program outcomes. The final section discusses suggested changes for future program delivery and offers some recommendations. Diagram 1 may further clarify the model or outline used to examine and assess the Winnipeg program by the Institute of Urban Studies.

In addition to the internal evaluation prepared by the Institute of Urban Studies, an external post course evaluation was commissioned which was conducted completely independently of this examination, by a Winnipeg consultant, David Garvie. His terms of reference and findings are set out in a report prepared separately from the I.U.S. evaluation.*

An independent observer from Manitoba Housing and Renewal Corporation, Mr. Jim Zamparelli also sat in on some of the course sessions. His observations and suggestions were extremely useful in the evaluation process.

* Vide, Appendix V.



S E C T I O N I

PROBLEM DEFINITION: POLICY ARTICULATION:
PROGRAM DESIGN

SECTION I: PROBLEM DEFINITION: POLICY ARTICULATION: PROGRAM DESIGN

a. Need for social housing management training.

The accelerated growth in social housing, has necessitated the recruitment of a new genre of housing administrator, the social housing manager. Managers came into social housing from a wide range of educational and occupational backgrounds. A review of public housing managers in Canada undertaken by the Policy Planning Division of C.M.H.C. in 1972, which examined the age, education, occupational background and length of tenure of managers, observed that 68% of managers had no post secondary education and 39% had not completed high school. The majority of managers were found to have occupational backgrounds in real estate, other commercial activities and civil service occupations unrelated to housing. Only 3% had backgrounds associated with social service work. Also, the study showed that a more than proportionate number of older managers had been recruited, 56% being 50 years of age or older and 79% being 40 or over.⁵

The need for some co-ordinated program of training for social housing managers and the importance of efficient and responsive management in the social and financial well-being of social housing projects, was articulated in a number of housing studies undertaken, and articles written, in the late sixties and seventies. The following quotations will serve to illustrate this point.

" A conscious effort to erase the kind of lord and master relationship which now tends to exist between tenants and their public supervisors could well produce a greater sense of community involvement and participation among public housing residents."⁶

".....the character of a development's management is the most important factor in determining whether or not the quality of the residential environment will meet the needs of residents."⁷

" Given the inflationary spiral in labour and energy costs, there is still enough evidence to suggest that escalating operating costs have resulted in some part from poor performance by management in such areas as preventive maintenance, energy conservation, rent collection, high resident turnover and means of dealing with tenant screening etc."⁸

b. Legislative mandate and experience elsewhere.

However, despite the acknowledged need for a co-ordinated program of training

5. Op. Cit., Dennis and Fish, p. 203.

6. Report of Federal Task Force on Housing and Urban Development, January 1969, p. 55

7. Michael Audain.....Beyond Shelter, Canadian Council for Social Development, 1972.

8. George Devine.....Social Housing Management: Housing and People Summer, 1975. Vol., 6. No. 2.

for social housing managers, no serious attempt was made to institute such a program until 1974. Under the legislative mandate provided for housing management training under the amended section 36(g) of the National Housing Act, the Community Housing Division of C.M.H.C. in July 1974, undertook formal steps to initiate a training program⁹. Under this mandate, C.M.H.C. gave a grant of \$18,950 to the University of Winnipeg to provide a short course in social housing management in the spring of 1976.

c. Experience Elsewhere and Program Design

In developing training models, examining experience in other places such as the United Kingdom and the United States^{*} is a useful exercise. However, other experience in social housing management training cannot be directly copied in Canada because of the special conditions, and the particular pattern of social housing delivery that has developed here. For example, Britain has been operating social housing programs for more than 50 years and has developed through the Institute of Housing Management, integrated professional training programs offered in educational institutions such as Colleges of Technology. Although recent graduate and undergraduate courses have been instituted, courses are mainly based on the apprentice or sandwich course principle, in which the aspiring manager spends part of his time in the job and part in the classroom. Most social housing managers function in the public sector,¹⁰ and are based in local housing authorities directly linked to the local council structure. Housing delivery and management are closely related functions, and are part of the package of services offered by elected local authorities. Apart from differences in scale, housing management functions are similar in each local authority, and there is an integrated career structure which allows job mobility between local authorities. It can be seen that few parallels can be drawn between the British pattern of housing delivery and management, and the way in which social housing delivery and management structures have developed here. Also, third sector housing has comparatively, made a much more significant contribution to social housing in Canada than in the United Kingdom. Although the British 1974 Housing Act provides for the expansion of third sector housing, particularly housing associations, the contribution that non-profit organizations have made to the housing stock is minimal. There are common skills such as financial management and budgeting, communication skills, and skills related to physical plant management, that social housing managers must acquire, wherever they function. However, because of the factors described above, it is not appropriate to copy models of social housing management training used elsewhere and apply them to the Canadian situation without substantial modification.

The national experimental training program initiated by C.M.H.C. has utilized two main mechanisms or models for training purposes. First, the workshop, which is seen more as a forum for communication and the exchange of information, than a training process; and second the short-course, which has been offered under

9. Community Housing Division C.M.H.C. Social Housing Management , Interim Activity Report, National Office, January 1976.

10. The involvement of local authorities in the provision of council on public housing is very great. In June, 1972, local authorities in England and Wales had provided 4,829,767 dwellings (The Comprehensive Housing Service.....Institute of Housing Managers, 1972).

* See footnote on next page.

the auspices of post-secondary institutions (colleges or universities). This model has been interpreted in different ways in just about each centre in which a training program has been offered. For example, the University of Guelph offered an intensive three week residential course whereas the University of Alberta offered an extension course based on evening and afternoon sessions, extended over a much longer period.

The short course offered by the University of Winnipeg during the first quarter of 1976 was offered in four segments, one of five days and three of four days, each separated by an interval of a week. The course was arranged and organized by the Institute of Urban Studies in co-operation with the Department of Continuing Education. Institute staff had the main responsibility for the detailed planning, organization and implementation of the course. A representative Advisory Committee composed of C.M.H.C. field staff, provincial housing officials, representatives of third sector housing, tenants and University personnel, assisted with the planning and assessment of the program. There were no educational requirements for entrance into the program, but all participants were either working in social housing organizations or closely concerned with their activities. The course was offered to twenty-nine participants and involved approximately 100 contact hours. Twenty-eight participants qualified for a certificate of proficiency granted by the University of Winnipeg.

* 'The American experience while borrowing planning and fiscal models from the British lacked the unitary government structure in delivery. As a result the Americans were forced to create "extraordinary" government authorities at the federal and local levels for the purpose of delivering and managing public rental housing schemes.'** In that the management system is insulated from the broader policy and delivery process in the case of public housing, the Canadian model of management is more similar to the American than the British model. Management training in the United States is also a fairly recent phenomenon. In the aftermath of spectacular problems experienced in certain public housing projects in the United States, a massive program was mounted under the auspices of the U.S. Department of Housing and Urban Development with funding of \$25 million in an effort to establish management systems responsive to residents needs, yet efficient and financially sound.

** Vide Social Housing Management..George Devine, Housing and People, Summer 1975.

S E C T I O N I I
DEFINITION OF OBJECTIVES OF WINNIPEG
PROGRAM AND COURSE DEVELOPMENT

SECTION II: DEFINITION OF OBJECTIVES OF WINNIPEG PROGRAM AND COURSE DEVELOPMENT

The following objectives were set for the Winnipeg Social Housing Management training course.

1. To improve and upgrade the performance skills of managers involved in social housing in Manitoba.
2. To help managers identify and solve day to day problems in their present working environments.
3. To provide a short professional training using problem solving and other techniques.
4. To introduce the housing manager to some basic management concepts.
5. To improve the administrative, social and physical functioning of social housing environments.
6. To establish an efficient delivery system for social and public housing management training available throughout the province.

The defined objectives for a particular training program offered at the local level represents a fusion of views and vested interests of those persons and organizations involved in the delivery of social housing management training. For example, Central Mortgage and Housing Corporation is concerned with encouraging the development of professional social housing management skills¹¹ and protecting its substantial investment in social housing. Social housing managers themselves are concerned not only with developing and improving their on-the-job skills but with developing an integrated career structure, and protecting their role and functions within it. Sponsoring agencies such as Public Housing Corporations and non-profit groups, see the improvement of management skills and techniques as a way of safeguarding the social and financial validity of their projects. Consumers are interested in improving management performance and responsiveness. These are major factors in the satisfaction of consumers living in social housing environments. Community organizations using space in social housing projects are interested in fostering co-operation with management to ensure that space continues to be set aside not only for specific project activities but for programs which benefit a wider community. Educational institutions such as Universities involved in local course delivery, are under an obligation to provide a balance between educational and vocational course inputs, which both meet the needs of the financial sponsors of the program, the needs of the group at which the program is aimed, and upholds the educational standards of the institution in which the course is offered. At the local level, the interplay of these factors determines the way in which course objectives are defined, implemented and translated into course development and delivery.

11. Vide, Social Housing Management Short Course Evaluation, Valerie Hueffed & Joan Simon, University of Guelph, 1975

In Winnipeg, course details such as criteria for curriculum development, staff selection, length of course units, length of teaching day etc. were developed on the basis of a number of factors. First, assumptions and decisions were made by the representative Advisory Committee. At an early stage in the planning process, it was decided to offer the first pilot course mainly to managers of urban large and small projects mostly based in the Winnipeg area. Approximately fifty managers were offered the opportunity to apply for places on the course. The four unit 'one week on' and 'one week off' model which allowed managers to spend alternate weeks in the classroom and on the job, was selected because it was thought to be the formula least likely to disrupt the working schedule of managers, rather than for its educational advantages.

Second, the process of course development was enriched and shaped by pre-course interviews with participants. Information was collected about the educational and occupational backgrounds of participants, policies and problems associated with their individual projects, management and communication styles, and course expectations. This information gave the co-ordinator and I.U.S. staff a much clearer picture of the skills, needs and expectations of the audience to which the course would be offered.

Third, information was gathered about experience gained from the experimental courses offered elsewhere. Personal contacts, telephone conversations and 'well thumbed' written data from the Universities of Guelph and Alberta were all important sources of information in developing the Winnipeg program. The importance of consolidating and building on previous experience in devising future social housing management training at both the local and national level, cannot be overemphasized.

A fourth factor which should be mentioned in connection with the development of the Winnipeg program is the explicit obligation which the University of Winnipeg had to C.M.H.C. to develop course content and staffing according to certain guidelines worked out for all experimental social housing management training programs. An attempt was made to relate course content as closely as possible to an outline of topics agreed with Community Housing Division, and to ensure that man/hours input from academic based resource persons, was 60% or more of total staff resources used in course delivery.

Finally, a number of educational decisions were made about how course content and course organization should be developed. For example, it was decided that for the pilot course, the content of each course topic should be developed by two more resource staff, at least one being an expert in their particular field. The purpose of this pairing was to broaden and deepen the knowledge and instructional capacity of each staff member to the extent that, in future deliveries, a single topic could be taught by a single instructor. Emphasis was placed on group work and it was decided where possible to use learning formats which enabled participants to identify problems and define solutions. It was also thought in Winnipeg, as in Guelph, that it was educationally desirable in order to facilitate 'professional development' rather than 'job-training' that participants should be drawn from all sectors of the social housing management field.

S E C T I O N I I I

DISCUSSION AND EXAMINATION OF PROGRAM INPUTS

SECTION III: DISCUSSION AND EXAMINATION OF PROGRAM INPUTS

This section discusses the different components which made up the Winnipeg program. The function and composition of the Winnipeg Advisory Committee has already been briefly mentioned. Its history and work will be further discussed below. A profile of course participants, examining variables such as age, education, occupational background and type of housing represented is next presented. Staffing policies and co-ordination, curriculum development, learning formats used, course timetable and overall co-ordination are also discussed here.

A. HISTORY AND ROLE OF ADVISORY COMMITTEE

The Advisory Committee which provided guidance and assistance to the Winnipeg program throughout the process of course development was formed in the spring of 1975. It was the successor of an earlier group, formed under the initiative of Mrs. Edith Nickel, then Supervisor of Research and Information for the Manitoba Housing and Renewal Corporation. The original objective of this group was to organize and gain funding for a course for managers of elderly persons housing. The Institute of Urban Studies and the Department of Extension, University of Winnipeg, became involved with the earlier group early in 1974 and at this point it was agreed that the scope of any proposed housing management training program should include the needs of all housing managers, not just those of elderly persons housing. A proposal for a prairie region housing management course to be offered under the auspices of I.U.S. and the Department of Extension requesting funding for planning and implementation from C.M.H.C. was prepared early in 1974. However, funds for the implementation of a training program were not granted at that time.

Funding was finally granted by C.M.H.C. in May 1975 after a meeting in January of that year, between Winnipeg community representatives and national and field office C.M.H.C. staff, on the basis of a further proposal prepared by the Institute of Urban Studies.

The Advisory Committee met frequently between September 1975 and April 1976, a total of eight meetings being held. Although for the most part, advice provided by the Committee was extremely useful and valuable, its early input into course development did not produce clear policy guidelines for the co-ordinator. One of the reasons for this was the lack of definition of the role of the Advisory Committee and confusion about what its function should be in relation to course development. At a meeting of the Advisory Committee held early in November, an attempt was made to clarify the functions of the Advisory Committee. It was decided that the Committee should concentrate mainly on defining course objectives and making policy decisions, rather than getting too deeply involved in the detailed arrangements for course delivery. A memorandum prepared by the co-ordinator provided the baseline for assisting the Committee to define course objectives and recap on, and confirm decisions already made. From this point on the Advisory Committee provided invaluable input on course format, selection of participants, course content, choice of resource staff and procedures for evaluation.

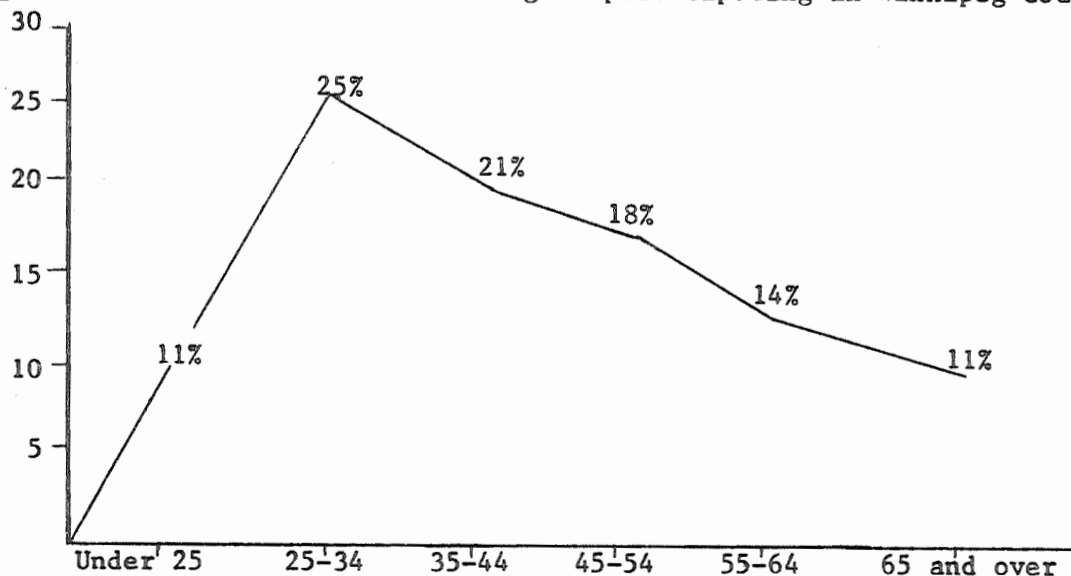
B. PROFILE OF PARTICIPANTS

Approximately 40% of participants on the Winnipeg course represented third sector housing, which included non-profit, co-operative and limited dividend. Fifty percent were from public housing, the remainder having both non-profit and public sector functions. Seventy-five percent of participants were managers or assistant managers of particular projects. All the remaining 25% were employees of public sector managing authorities of MHRC or CMHC. These participants tended to have fairly specialized management functions in relation to the generalist project managers.

A summary of a review of public housing managers in Canada conducted in 1972 included in the Dennis and Fish report¹² which examined age, education, occupational background and length of tenure has already been briefly discussed in Section I. It will be discussed again here for comparative purposes. Information was available for all provinces except Quebec and managers employed directly by Ontario Housing Corporation. They found that 56% of managers were 50 years of age or older and 79% were 40 years of age and over. Sixty-eight percent had no post secondary education, and 38% had not completed high school. The majority of managers were found to have occupational backgrounds in real estate, other commercial activities and civil service occupations related to housing. Only 3% had previous occupations related to social service work. Not unexpectedly, the great majority of managers were found to have less than five years experience in housing management. The Audain report also found managers to be generally middle aged and predominantly male.¹³ To what extent did the managers who attended the Winnipeg course conform to this national pattern described in 1972?

Although age categories used for the profile of participants on the Winnipeg program are not directly comparable with the C.M.H.C. 1972 review, it is clear that a larger proportion of Winnipeg course participants were younger than the sample studied in 1972. Thirty six percent were under 35, compared with 14% under 40 across Canada and 20% in Manitoba. This age group represented the peak of the age distribution. Figures for 1972 show a peak between ages 40 and 49 for Manitoba and ages 50 and 59 for Canada as a whole. This is represented diagrammatically on the following page.

DIAGRAM II Age distribution of managers participating in Winnipeg course

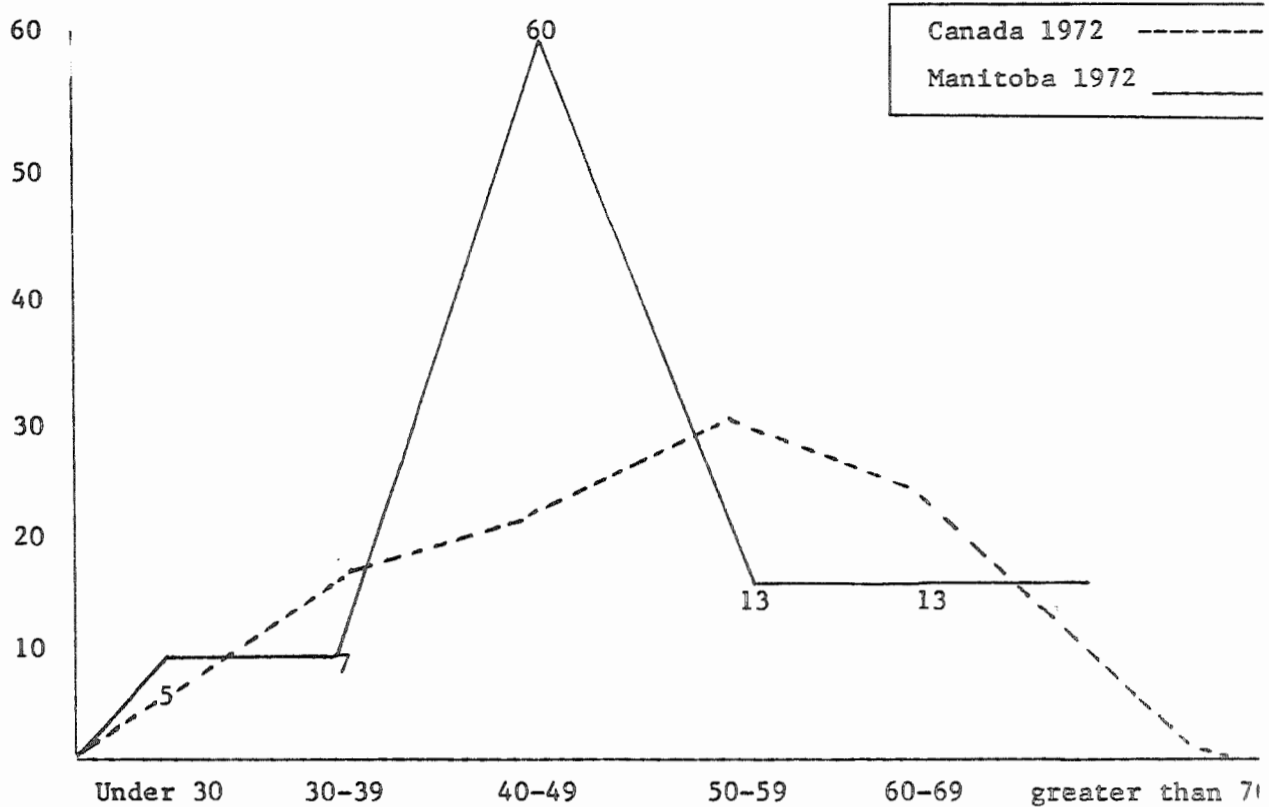


12. Op. Cit., p. 203

13. Michael Audain....A Study of Canada's Housing Development for the Elderly, Housing

DIAGRAM III

Age distribution of managers studied by CMHC in 1972 in Manitoba and Canada as a whole.



Participants on the Winnipeg course were predominantly male, only 25% being female. This rather supports Audain's observation,¹⁴ and contradicts the University of Guelph experience that social housing management appears to be attracting a large percentage of women.

As was found in Guelph, Winnipeg participants were much better educated than earlier studies of managers across Canada would indicate. Only 25% of Winnipeg participants had no post secondary education compared to 68% of the 1972 C.M.H.C. sample reviewed. Almost 40% of Winnipeg participants had bachelor degrees and more than half of those had either undertaken some post graduate work or obtained a post graduate degree. Thirty-two percent had undertaken some form of post secondary education after completing high school. This category included people with partial University training and graduates of Community College Courses.

Occupational Background

The C.M.H.C. review figures reported by Dennis & Fish found that the majority of managers have backgrounds in real estate, other commercial activities and civil service occupations related to social service work. Proportionately fewer Winnipeg participants were drawn from real estate and civil service occupational backgrounds, but proportionately more (21% compared with 3%) were formerly in clerical or accounting jobs. A significant minority of Winnipeg participants (11%) were school teachers before entering housing management. The following table indicates the type of occupational background from which Winnipeg participants were drawn.

14. Op. Cit., p. 5.

TABLE 1 Occupational background of Winnipeg participants compared with C.M.H.C. Review 1972.

| Occupational Background | CMHC Review 1972 | % Winnipeg Participants | % Public Housing Managers | % Non-Profit Housing Managers |
|--|------------------|-------------------------|---------------------------|-------------------------------|
| 1. Real Estate, Insurance, Property Management | 14.5 | 7 | 14 | - |
| 2. Other Management & Administration | 42 | 21 | 21 | 21 |
| 3. Civil Service - Provincial or Municipal | 14.5 | 11 | 14 | 7 |
| 4. R.C.M.P. - Armed Forces | 6 | 7 | 7 | 7 |
| 5. Blue Collar (labourer/sales) | 17 | 4 | - | 7 |
| 6. Social Services | 3 | 7 | - | 14 |
| 7. Education | - | 11 | 14 | 7 |
| 8. Student | - | 11 | 7 | 14 |
| 9. Clerical/Accounting | 3 | 21 | 21 | 21 |
| TOTAL: | 100.0 | 100 | 98** | 98 |

The pattern of job tenure shows little change from earlier studies, few Winnipeg managers having been in housing management for more than 5 years.

TABLE 2 Length of time as manager n= 27

| Time Category | CMHC 1972 % Review | % Winnipeg Participants | % Public Housing Managers | % Non-profit* Housing Managers |
|---------------------|--------------------|-------------------------|---------------------------|--------------------------------|
| 1. Under 2 years | 35 | 39 | 21 | 62 |
| 2. 2-5 years | 51 | 45 | 64 | 23 |
| 3. 5 years and over | 14 | 15 | 14 | 15 |
| TOTAL: | 100 | 99 | 99 | 100 |

Amongst the Winnipeg participants, over 60% of non-profit managers had been a housing manager for less than 2 years compared with 21% of public housing managers.

* Public housing managers included all managers working directly for MHRC individual projects; all managers working for regional housing authorities; and all managers working in projects directly financed by MHRC, but with sponsored management. Non-profit managers included managers from non-profit projects, co-operative projects and managers with both public and non-profit units. It also included one participant from CMHC responsible for non-profit and limited dividend housing.

** Throughout this report, all percentages have been rounded up to the nearest whole number. Total percentages may therefore not always add up to 100.

The majority of managers (64%) were responsible for a project or projects of 200 units or less. A significant minority (22%) were responsible for 500 units or more. This group consisted mainly of managers from regional housing authorities.

TABLE 3 Proportion of managers responsible for different numbers of units.
n=28

| No. of units | % Winnipeg participants | % Public Housing Managers | % Non-Profit Housing Managers |
|---------------|-------------------------|---------------------------|-------------------------------|
| Under 100 | 14 | 14 | 14 |
| 100-199 | 50 | 43 | 57 |
| 200-499 | 14 | 7 | 21 |
| 500&over | 22 | 36 | 7 |
| TOTAL: | 100 | 100 | 99 |

The following table indicates the types of residents for which Winnipeg participants were mainly responsible.

TABLE 4 Types of residents managed by Winnipeg participants

| Type of Resident | % Winnipeg Participants | Public % Housing Managers | Non %-profit Housing Managers |
|-----------------------------------|-------------------------|---------------------------|-------------------------------|
| Family Only | 12 | - | 25 |
| Elderly Only | 39 | 42 | 33 |
| Family and Elderly | 31 | 42 | 17 |
| Elderly and Infirm or Handicapped | 19 | 14 | 25 |
| TOTAL: | 101 | 98 | 100 |

Those three participants responsible for families only were all co-operative project managers. The majority of managers on the Winnipeg course were mainly responsible for elderly tenants, and most of the others had responsibility for elderly tenants as part of their daily management functions. This affected the emphasis of course content and development.

C. OVERALL CO-ORDINATION

It was the co-ordinator's responsibility to ensure that the different components of the course were assembled together in an integrated whole before and during course delivery. Her duties can be summarized as follows:

- Liason with, and chairing and servicing of the Advisory Committee.
- Conducting intensive pre-course interviews with participants.
- Developing course content and timetabling.
- Hiring resource staff.
- Conducting intensive interviews with all resource staff in connection with the content format, and integration of their contributions.
- Organizing and chairing two pre-course workshops for staff.
- Direction, co-ordination and teaching of classes during course delivery.
- 'In house' evaluation and preparation of project report.

D. STAFFING

The choice and use of resource staff was based on several criteria which included the following. First, as one of the main purposes of pilot social housing management training programs across Canada is to develop a viable future delivery system for social housing management training, C.M.H.C. requested that man/hours input/^{of}academic based staff be not less than 60%. In addition to I.U.S. core staff, academic based resource persons were recruited from several departments in the University of Winnipeg and the University of Manitoba, a local collegiate and the Manitoba Institute of Management. However, at this early stage in the development of housing management training, the input of expert resource persons working in housing management field situations is essential to provide relevant and informed input into course delivery and to assist academic based staff to relate their topic to social housing management. Non-academic resource staff were recruited from C.M.H.C., MHRC, Winnipeg Regional Housing Authority, the Government of Manitoba, several social housing projects and the private sector. Course content for each topic was developed by two or more resource staff. Normally, at least one resource person involved in the development of each topic was 'academic' based. Second, it was decided that for the pilot course, it was desirable to have course content and curriculum mainly developed by people who were experts in their particular field. Third, the need was recognized to balance adequate co-ordination and integration of material with the individuality of expert input.

Choosing and using staff on the basis of these criteria inevitably led to some fragmentation in course delivery and at times, the course perhaps lacked the flow and co-ordination which would have been present if the whole course had been tightly developed by two or three people. However, within the constraints of staff choice already described this small group of people who could combine relevant academic skills with expertise in social housing management did not exist at the time the course was being developed. However, using 'pairing' of staff wherever possible, a beginning has been made in developing a small team of staff based at the University of Winnipeg who in future course deliveries are sensitive to the training needs of social housing managers. In developing future

courses, former participants will also be a valuable additional resource. Post course suggestions about how the course offered might be changed or improved have already been sought from participants¹⁵ and it is anticipated that former participants will have a continuing input into the development of future training programs.

Tools used in staff and curriculum development and co-ordination included individual discussions between the co-ordinator and each resource person and two all day pre-course workshops.

E. CURRICULUM DEVELOPMENT AND COURSE STRUCTURE

Course content was related as closely as possible to an outline of topics developed by C.M.H.C. as guidelines for all sponsors of pilot training programs. The following course topics were offered in the Winnipeg program.

- The Context of Social Housing
- Administration and Policy Development
- Financial Management and Budgeting
- Management and Communications Concepts
- Human Relations - Problems and Processes
- Physical Design and Project Use.
- Physical Plant Management
- Program Administration and Co-ordinating Community Services

Pre-course interviews with participants provided valuable background information in connection with course development.¹⁶ The most common problems expressed by participants included: managing interpersonal relationships between tenants in a fair and diplomatic way: resolving the role conflict between compliance and supportive functions in relation to tenants of family housing: relating to Board and senior management colleagues: managing finances: physical problems of new buildings: program development and getting residents involve in developing their own activities; problems with outside agencies, such as Age and Opportunity and Care Services, offering activity and supportive home care services. This information was used in the process of curriculum development for particular topics, to assist resource staff to focus in on real life situations faced by social housing managers. The relationship between expectations of the course and benefits derived will be discussed later in this report.¹⁷

In developing course content, a balance was emphasized between helping managers acquire both conceptual, and practical, social housing management skills and information through participation in the course. A problem identification and problem solving approach to the learning and exchange of information process was developed for most course topics. An attempt was made to keep formal lecturing to a minimum because of a widely expressed preference in pre-course interviews with participants for group exercise work. Extensive use was made of group exercises and these were linked to case study work, role playing, gaming simulation and film presentations. Most group work was universally enjoyed and encouraged

15. Vide page 20.

16. Vide page 9, - Discusses kinds of information collected in pre-course interviews

17. Vide section IV.

maximum participation from all course members. The formal lecture format when used, was more likely to produce what one of our resource staff termed ^{the} 'hockey player syndrome'. This tended to occur at the end of the day when concentration and productivity waned, and amongst some participants resulted in negative behaviour such as apathy or aggression, wishing the day was over, and the tendency to pick fights with the instructors and fellow participants. The extent to which this occurred also tended to be related to the quality and relevance of the presentation offered by the resource person involved.

Problems such as this are also related to components of course structure such as length of teaching day, and intensive periods of concentration required in a short course such as the Winnipeg program. The structure devised for the Winnipeg course included four segments, one of five days and three of four days. Typically the teaching day began at 9:30 a.m. and ended at 4:30 with the usual breaks for coffee and lunch. The course timetable is set out in Appendix I.

F. EXAMINATION OF PROGRAM INPUTS

In order to examine and measure the effectiveness of particular program inputs, participants were asked to answer a number of specific questions about course structure and delivery. The following section analyses and discusses participant responses, examines how they perceived the strengths of the program, and looks at suggestions for changes which might be made in course structure, content and organization in the future.

1. Responses Related to Course Content and Organization

Replies to questionnaires showed that the amount of material included in the course was appropriate, 64% considering it to be 'about right.' Although almost half the participants (46%) were satisfied with the level of difficulty of the material included in the course, a similar proportion (46%) found the material rather more elementary than they would have liked. This was particularly true in the case of non-profit managers. However only one participant found the material too elementary. When educational background of managers was examined, it was found that it was mainly those participants with bachelor degrees or some post-graduate experience who found the material more elementary than they would have liked. Almost 60% of those managers with up to grade 12 education and 89% of those managers with some post secondary education found the level of difficulty 'about right.' This suggests that the course helped less educationally qualified participants more than better educationally qualified participants. It was this former group that C.M.H.C. and the Advisory Committee originally perceived as the primary target group for social housing management training.

The range of topics covered seems to have been fairly appropriate. 64% of participants considering it to be 'about right.' Reading materials and handouts were rated as useful or very useful by 68% of participants, the remaining 32% finding them of some use. More than 70% of participants rated the balance between different types of learning formats* good or excellent, 19% as average and 11% as fair.

TABLE 5 How would you rate the amount of material included in the course?
(n=28)

| Question rating | No. of Winnipeg Participants | % Proportion of Winnipeg Participants | % Proportion of Public Participants | % Proportion of Non-profit Participants |
|-----------------|------------------------------|---------------------------------------|-------------------------------------|---|
| 1. Insufficient | 1 | 4 | 7 | - |
| 2. | 2 | 7 | 7 | 7 |
| 3. About Right | 18 | 64 | 64 | 64 |
| 4. | 7 | 25 | 21 | 29 |
| 5. Too Broad | - | - | - | - |
| TOTAL | 28 | 100 | 99 | 101 |

* i.e. Proportion of lectures, group exercise work, role playing gaming simulation etc.

TABLE 6 Overall how would you rate the level of difficulty of the material included in the course? (n=28)

| Question rating | Number of Winnipeg Participants | % Proportion of all Winnipeg Participants | % Proportion of public Participants | % Proportion of non-profit Participants |
|-----------------|---------------------------------|---|-------------------------------------|---|
| 1. Elementary | 1 | 4 | 7 | - |
| 2. | 13 | 46 | 36 | 57 |
| 3. About Right | 13 | 46 | 57 | 36 |
| 4. | 1 | 4 | - | 7 |
| 5. Difficult | - | - | - | - |
| TOTAL | 28 | 100 | 100 | 100 |

TABLE 7 Overall how would you rate the range of topics included in the course? (n=28)

| Question rating | Number of Winnipeg Participants | % Proportion of all Winnipeg Participants | % Proportion of public Participants | % Proportion of non-profit Participants |
|-----------------|---------------------------------|---|-------------------------------------|---|
| 1. Too narrow | 1 | 4 | 7 | - |
| 2. | 3 | 11 | 14 | 7 |
| 3. About right | 18 | 64 | 57 | 71 |
| 4. | 4 | 14 | 14 | 14 |
| 5. Too broad | 2 | 7 | 7 | 7 |
| TOTAL: | 28 | 100 | 99 | 99 |

TABLE 8 Overall were the reading materials and handouts useful? (n=28)

| Question rating | Number of Winnipeg Participants | % Proportion of all Winnipeg Participants | % Proportion of public Participants | % Proportion of non-profit Participants |
|-----------------|---------------------------------|---|-------------------------------------|---|
| 1. Not Useful | - | - | - | - |
| 2. | - | - | - | - |
| 3. Of some use | 9 | 32 | 29 | 36 |
| 4. | 12 | 43 | 36 | 50 |
| 5. Very useful | 7 | 25 | 36 | 14 |
| TOTAL: | 28 | 100 | 101 | 100 |

TABLE 9 Overall, how would you rate the balance between different types of learning formats. (n=27)

| Question rating | Number of Winnipeg Participants | % Proportion of all Winnipeg Participants | %Proportion of public Participants | % Proportion of non-profit Participants |
|-----------------|---------------------------------|---|------------------------------------|---|
| 1. Poor | - | - | - | - |
| 2. | 3 | 11 | 14 | 8 |
| 3. Average | 5 | 19 | 7 | 31 |
| 4. | 14 | 52 | 57 | 46 |
| 5. Excellent | 5 | 19 | 21 | 15 |
| TOTAL: | 27 | 101 | 99 | 0 |

2. Suggestions for Retention or Change in Different Course Components.

Participants were given the opportunity to suggest ways in which they would have changed the balance of different types of learning formats used in the course and altered, improved or rearranged the topics and content offered. The majority of participants were fairly satisfied with the variety of learning formats used. Comments such as those set out below were fairly typical of those participants who were happy with the balance of learning formats.

" I found the format good for Adult Education"

"No change - group studies were excellent"

"I favour case studies and discussion groups but I don't think I would change the balance much. Variety was good."

"I think the mix was useful and being in different groups helped us to grow in a community feeling. Guelph group lived in, but I feel we achieved a togetherness without live-in ...glad we didn't have it."

However, many participants would have preferred to see more group discussions and fewer lectures included in the balance of learning formats. Other suggestions included:

"Participants should have more opportunity to structure the course to meet their own needs,* - less one-way "school room" approach."

"More time spent relating to the same topic but allowing for personal reflection and preparation of response i.e. seminar topics prepared by participants prior to seminar."

"More emphasis could be placed on character study of manager, specifically regarding self-control and behaviour."

"More time for advance reading in most topics - a couple of months head start on reading."

"More buzz groups with specific challenge to reach consensus - solutions on various topics."

The following changes improvements or rearrangements of course content were suggested:

a. Alternative Structure

- "Split course in two, distinct parts - Part 1 should deal with philosophically oriented material, with more time to deal with than we had this time. Give

reading references and strongly recommend that students do considerable pre-course studying for this section. Part 2 - Topics of more specific nature (budgeting, design, maintenance etc.) "

- "The course could have been divided into 3 overall sections:
 - 1) Dealing with people
 - 2) Aspects of construction-building
 - 3) Office work-accounting "

b. Inclusion of Options

- "I found the course quite heavily geared-especially towards the end to elderly persons housing. I realize that since there were a great many people enrolled in the course who were involved with this so that this was necessary for them. However, I would have preferred to have had more general information which would have been applicable to to all types of housing for this reason."
- "Alternatives might have been offered on days when topics were not relevant to all groups, eg. March 17th lengthy discussion re hiring of employees and application forms for employment was of little value to many of us."
- "There are areas of Social Housing Management that should be demanded of all but there are other areas that should be optional and the degree given on that basis. It will take more organizing, but this way, some with higher education levels in areas such as administration would be credited with that knowledge. Those who want specific broadening of skills can pick the area themselves."

c. General Comments or Content and Delivery

- "A new type of bookkeeping is being instituted by M.H.R.C. and it was not included in this course."
- "The topic and content of the course were all good. Administration and Policy Development and Tenant/Manager relations could have been presented differently such as dealing with what is actually happening in our role as managers etc."
- "I felt that the topic range was too broad. Topics that were of particular interest were covered too generally."
- "I felt that some material could have been compacted or intensified. I sometimes felt impatient when the contents didn't flow at reasonable rate. At that point I felt the pressures of work interfered with me when things moved slowly."
- "Other than having topics mixed up so that some would be maintenance oriented and others administration oriented I wouldn't want to see any change."
 - "More advance readings, more time to use the library. Individual rather than group assignments due within 3 days."
- "I feel that the topics offered were excellent. I would have liked more time spent on communications and interrelations between Boards, Managers and Tenants."
- "I don't think I could have improved on anything."
- "No changes."
- "I would have had more group discussions and work, along with more case studies and more detailed budgeting."
- "Some of the 'Professionals' who lectured lacked the ability to communicate and/or hold our attention. I see a need for more people who are more used to the classroom atmosphere and unafraid to communicate to a group."
- "I would have more time spent on maintenance. This is where the higher costs are."
- "Participants should have more say in what happens and when and how."

Rating of Course Topics

Participants were asked to rate the different course topics offered in the Winnipeg program on a scale of one to five. One meaning poor and five meaning excellent.

It was hypothesized in the same way as in the University of Guelph course evaluation that of the nine topics evaluated, a mean rating of 3 would indicate that most people were fairly satisfied with the topic and its presentation. Mean ratings of 1,2,4 and 5 would indicate a relatively consistent measure of approval or disapproval with the topic. Overall, Winnipeg participants seem to have been fairly satisfied with the content and presentation of the topics offered. No topic received a mean rating of less than 3. Seven out of nine topics received a mean rating of 3. One topic, the Context of Social Housing, had a mean rating of 4, and Management and Communications Part 1 had a mean rating of 5.

As the mean scores indicate, the topics that were the most popular were Management and Communications Concepts Part I and the Context of Social Housing Management. Frequent reasons given for enjoying the former topic included.

- 'Dynamic means of delivery which held everyone's attention.'
- 'Material good in making us look at our own reactions and biases.'
- 'Applicability of concepts.'

Reasons for enjoying the 'Context of Social Housing' included:

- 'Simple yet professional presentation.'
- 'Presented by instructors who know their subjects.'

The topics that were least enjoyed and most criticized were Management and Communications concepts: Part II and Program Administration and Co-ordinating Community Services. In the former case, the presentation of the instructor involved was described by some participants as unenthusiastic and inappropriate for the group. The material included was also considered too similar to that included in Management and Communications Part I. In fairness to the instructor involved, part of his session was seen by the co-ordinator as an opportunity to consolidate and build upon concepts introduced earlier. However, this approach was perceived as repetitious by some members of the group and did result in some negative reactions and restlessness. Although the opening presentation on Housing Policy was universally enjoyed, delivery of the topic "Program Administration and Co-ordinating Community services" was criticized because it seemed fragmented and the issues raised were not adequately drawn together.

4. Reaction to Group Work

Different kinds of group work were included in the Winnipeg course. One common grouping nicknamed the 'Fred Johnson groups' after the instructor for whom they were first formed, were retained throughout the course. Each of these groups consisted of 9 or 10 participants, and were the main discussion grouping. Participants in particular groups tended to get to know each other very well and developed a great deal of "comraderie." This was particularly evident in the role playing sessions when

a certain amount of good-humoured rivalry was evident between groups. Other smaller groups were used for assignments, some case-study work, special sessions such as the nominal group exercises and particular ad hoc discussions. Membership of these groups was changed to expose participants to a variety of different points of view.

The group work included in the Winnipeg course seems to have been universally enjoyed, 46% of participants indicating they had enjoyed it very much, and 39% recording above average enjoyment of the group exercise work. It was also found useful or very useful by 75% of the group. Managers from public sector housing particularly seem to have found group work enjoyable and useful.

TABLE 10 To what extent did you enjoy participation in the group exercise work? (n=28)

| Level of enjoyment | Total Number of Participants | % of all Winnipeg Participants | % of Public Participants | % non-profit Participants |
|--------------------|------------------------------|--------------------------------|--------------------------|---------------------------|
| 1. Not at all | - | - | - | - |
| 2. | - | - | - | - |
| 3. Average | 4 | 14 | 14 | 14 |
| 4. | 11 | 39 | 29 | 50 |
| 5. Very much | 13 | 46 | 57 | 36 |
| TOTAL | 28 | 99 | 100 | 100 |

TABLE 11 How useful did you find the group exercise work? n=28

| Relative usefulness | Total no. of Participants | % of all Winnipeg Participants | % of Public Participants | % of non-profit Participants |
|---------------------|---------------------------|--------------------------------|--------------------------|------------------------------|
| 1. Not useful | - | - | - | - |
| 2. | - | - | - | - |
| 3. Of some use | 7 | 25 | 7 | 43 |
| 4. | 12 | 43 | 43 | 43 |
| 5. Very useful | 9 | 32 | 50 | 14 |
| TOTAL | 28 | 100 | 100 | 100 |

Participants' ranking of their own responsiveness and the responsiveness of others were similar. The mean recorded for both 'own participation' and the 'participation of others' was 4 indicating above average responsiveness. Several instructors commented on how lively and informed participants appeared to be in class discussions. On occasions, plenary class discussions tended to be somewhat dominated by a few participants. This did not happen in group situations and on the whole, participants enjoyed sharing their views and ideas with each other and with the instructors.

TABLE 12 How would you rate your own responsiveness in plenary and group sessions? n=28

| Level of responsiveness | No. of Participants | % of all Participants | % Public Participants | % of non-profit Participants |
|-------------------------|---------------------|-----------------------|-----------------------|------------------------------|
| 1. Very unresponsive | - | - | - | - |
| 2. | 3 | 11 | 7 | 14 |
| 3. Average | 8 | 29 | 43 | 14 |
| 4. | 13 | 46 | 43 | 50 |
| 5. Very responsive | 4 | 14 | 7 | 21 |
| TOTAL | 28 | 100 | 100 | 99 |

TABLE 13 How would you rate the responsiveness of other participants in plenary and group sessions?

| Level of responsiveness | No. of Participants | % of all Participants | % Public Participants | % non-profit Participants |
|-------------------------|---------------------|-----------------------|-----------------------|---------------------------|
| 1. Very unresponsive | - | - | - | - |
| 2. | 1 | 4 | 7 | - |
| 3. Average | 14 | 50 | 50 | 50 |
| 4. | 8 | 29 | 29 | 29 |
| 5. Very responsive | 5 | 18 | 14 | 21 |
| TOTAL | 28 | 101 | 100 | 100 |

5. Responses Related to Course Structure.

Only a few participants (14%) thought the course was too long. The majority (64%) considered the overall length 'about right' and more than 20% found it shorter than they would have liked. Although the majority of participants (75%) were fairly happy with the division of the course into four units, one of five days and three of four days, each separated by approximately ten days, some expressed mixed feelings about the arrangement. Some participants would have preferred a continuous educational program, others a three day classroom week. One or two others would have preferred an evening course which would not have disrupted their work schedule at all. For this particular course structure model however, the interval between units was considered "about right" by 82% of participants. Although half the participants thought the length of the teaching day 'about right', the remainder considered it longer than they would have liked. Several participants suggested the day should have ended at 4:00 p.m. rather than 4:30 p.m. and complained of lapsing concentration during the last half hour of the day.

Responses to these questions seem to indicate a need to experiment with a number of different types of course structure models and where possible to provide options to accommodate a variety of tastes and preferences.

Over 80% of participants were enthusiastic about the campus location for the course, 29% rating it good and 54% excellent. The class accommodation was rated average by 18% and above average by 64%. There were some complaints from a few participants about poor ventilation in the rooms, particularly by non-smokers who with some justification tended to find the atmosphere, particularly in the windowless rooms used, somewhat oppressive towards the end of the day.

6. Overall Management and Co-ordination

There was a high degree of satisfaction with the day to day organization and management of the course by the co-ordinator, particularly amongst non-profit participants. Forty-three percent of all participants rated it as good, and 54% rated it as excellent. Only one participant recorded a rating of fair.

TABLE 14 How would you rate the day to day organization and management of the course by the co-ordinator?

| Rating | Number of Participants | % of Wpg. Participants | % Public Participants | % Non-profit Participants |
|--------------|------------------------|------------------------|-----------------------|---------------------------|
| 1. Poor | - | - | - | - |
| 2. Fair | 1 | 4 | 7 | - |
| 3. Average | - | - | - | - |
| 4. Good | 12 | 43 | 50 | 36 |
| 5. Excellent | 15 | 54 | 43 | 64 |
| TOTAL | 28 | 101 | 100 | 100 |

S E C T I O N I V

EXAMINATION OF PROGRAM OUTCOMES

SECTION IV: EXAMINATION OF PROGRAM OUTCOMES

The previous section has described and examined the inputs into the Winnipeg program. In addition to describing the systems in which a particular program operates, the outcomes of a program must be examined and measured if its relative effectiveness is to be assessed. Outcomes can be defined as measurable effects that have occurred, which can be directly attributed to the intervention of the program. In defining and examining outcomes of the Winnipeg program, a number of basic questions were asked.

- How successful was the program in meeting its objectives?
- Did the program reasonably address the needs of participants?
- Did the program reach the projected target group?
- What benefits did the program confer on participants?
- What important secondary outcomes were produced by the program?

There are several problems in attempting to measure the outcomes of an educational training program such as the Winnipeg Housing Management Course. First, the outcomes we may wish to measure may occur months or years after the participants have completed the program, and we may only be able to assess long-term outcomes after careful follow-up. Second, it is difficult to separate effects directly attributable to the intervention of the program from other unrelated factors. Third, in an educational training program of limited intensity and duration, there may be a tendency to overestimate the gains in knowledge and skill that can be acquired from such a program. Fourth, the secondary effects produced by the program, such as the catalyst or forum role it fulfills in getting participants together and the foundation it provides for building a network of future contacts for housing managers, may be just as important as the incremental educational gains produced.

This section of the report does not attempt to provide an exhaustive examination of program outcomes. Within the scope and timescale of this report, it is not possible to measure adequately whether all the program's objectives were met. For example, the extent to which certain objectives have been achieved such as:

- To improve and upgrade the performance skills of managers involved in social housing in Manitoba.
- To improve the administrative, social and physical functioning of social housing environments.

cannot be measured in the short term and perceptible changes in the long-run will ultimately not only be perceived by individual managers but by supervisors, Boards, tenants and sponsoring agencies. Future information will need to be collected from them before 'evaluation' can be completed. However, the questions we have asked managers themselves and the careful monitoring of the pilot training experience have provided indicators about the effectiveness of the program that was offered.

A. How successful was the program in meeting its objectives?

Within the limitations of the present 'evaluation' described above, the detailed examination of program inputs described in Section III suggest that in terms of course structure, content and organisation, the Winnipeg program was reasonably successful in "providing a short professional training using problem solving and other techniques". Responses in connection with Management and

Communication Concepts, Part I, indicate that the course was extremely successful in "introducing the housing manager to some basic management concepts", but less successful in consolidating this information.

In terms of other topics offered, the course seems to have been reasonably successful in providing content and organisation which was useful to the majority of managers in developing their day to day management skills. A few participants would have preferred to have been much more involved in shaping and organising the course. Although practising housing managers were members of the Advisory Committee, participants who have already been exposed to the pilot course will be a valuable additional resource in future planning.

At least 75% of the total group of participants considered that the course had helped them identify the causes, and devise solutions to problems, more easily in their day to day housing management situation. The course seems to have been particularly helpful to public sector participants, who manage individual projects. The responses set out below suggest that the program was fairly successful in achieving the objective "to help managers identify and solve day to day problems in their present working environments".

TABLE 15 In your housing management situation, to what extent are you able to identify the causes of a problem more easily since you participated in the course? n=28

| Extent to which able to identify causes of a problem more easily | Total Number | % Proportion of all Winnipeg Participants | % Public | % Non-prof |
|--|--------------|---|----------|------------|
| 1. Much less easily | - | - | - | - |
| 2. Less easily | - | - | - | - |
| 3. No difference | 7 | 25 | - | 50 |
| 4. More easily | 20 | 71 | 93 | 50 |
| 5. Much more easily | 1 | 4 | 7 | - |
| TOTAL | 28 | 100 | 100 | 100 |

TABLE 16 In your housing management situation, to what extent are you able to devise solutions to problems more easily since participating in the course? n=28

| Extent to which able to identify causes of a problem more easily | Total Number | % Proportion of all Winnipeg Participants | % Public | % Non-prof |
|--|--------------|---|----------|------------|
| 1. Much less easily | - | - | - | - |
| 2. Less easily | - | - | - | - |
| 3. No difference | 7 | 25 | - | 50 |
| 4. More easily | 19 | 68 | 93 | 43 |
| 5. Much more easily | 2 | 7 | 7 | 7 |
| TOTAL | 28 | 100 | 100 | 100 |

Participants were also asked if they found it easier to communicate with groups such as tenants, staff and their Board as a result of the course. Although some participants felt that approximately one month after the course was too short a time to assess its effects on their communication skills, of those participants who answered questions about communication skills, 58% said they found it easier to communicate with tenants, 59% with staff and 50% with their Board. Those participants who answered these questions were asked to provide examples of the ways in which they felt the course had influenced their communication skills. Some examples are set out below.

- "The course has had some impact on my communication skills; of course one has to make a direct effort to utilize knowledge from the course until it becomes part of one's personality. In other words, up to a point, you gain from the course if you make an effort to - it just doesn't happen on its own."
- "I listen more actively. I try not to feel threatened by negative statements. I believe I am more aware of the need to ensure that others understand what I am saying."
- a. "In daily interviews I am able to utilize my knowledge from experiences gained in the course, b. I can speak more freely to the Board and make my point more clearly."
- "I find that I am more comfortable with a tenant and think that I make the tenant feel more at ease. Also, I'm regarding the staff more as individuals."
- "I'm able to communicate in such a way as to get the work done on time without stepping on anyone's feelings, or by pressing the issue."
- "When communicating with other groups, I prepare my material more completely and take more care to make sure I am understood."

The final objective of the Winnipeg program was 'to establish an efficient delivery system for social and public housing management training available throughout the province.' As a pilot venture, the Winnipeg program did teach the organizers a great deal about the training needs of housing managers and how these needs should be met in the future. As in other training experiments, Winnipeg participants on the pilot course were very much 'guinea pigs' in the learning experience. Although concerted attempts through staff workshops and personal discussions with staff were made by the course organizers to ensure that the different component parts of the program were integrated into a meaningful whole, parts of the course were fragmented and the overall rhythm of the course was not as melodic as if the whole course had been tightly developed by a small team. However, it has already been observed that one of the goals of the first course was to develop initially a relatively large core group of instructional personnel out of which future pre-trained delivery staff could be selected. The object of using two or more staff to develop each course topic was also intended to build a more widely experienced team for future course delivery. In terms of preparing for future courses, the criteria for staff hiring and development have been fairly successful. Using a balance between academic and non-academic based instructors has given both types of staff the opportunity to broaden and deepen their knowledge and skills in different ways. The former should find it easier to adapt their particular subject area to make it more relevant for social housing

managers. The latter have been exposed to a variety of teaching formats and situations which should make it easier for them to present and communicate their area of expertise if asked to contribute to future training programs. Another important factor in planning future course delivery is the interest shown in the pilot course by the University of Winnipeg. It would like the Institute of Urban Studies to build upon the experience it gained from the pilot course. It has shown its tangible commitment and support of the program by granting a certificate of proficiency to qualifying participants, and by offering classroom accommodation, and use of facilities such as the University Library, sports accommodation, etc. to course participants. If adequate funding was available, it would support an extension of training programs similar to the pilot course. If required in the future, the University would consider entering into discussion with C.M.H.C. in connection with the development of a full certificate or diploma program which would a) make use of existing degree courses b) provide special new courses in social housing management and c) offer options to specialists in different forms of social housing. As it would be a new course, it would be subject to agreement of the University Grants Commission, approval of University Senate and adequate outside funding being initially available.

The University of Winnipeg is likely to be offered as the main base for future training programs in social housing management partly because of the scattered pattern of settlement in Manitoba outside Winnipeg. However alternative locations for delivery are being explored by course organizers. It is likely that some of the accommodation used by Inter-Universities North, a project organized by the Department of Continuing Education, would be used for more peripatetic forms of delivery. A decision on the exact form of delivery outside Winnipeg will depend on an examination of the needs of rural and small-town housing managers and the detailed information that should be provided on the scale and location of projects in Manitoba, by the Canadian Facts Study.

B. Did the Program Reasonably Address the Needs of Participants?

In a hundred hour course which covers a variety of topics, there are severe limitations on in-depth examination of subject areas. Although 50% of participants would have been prepared to attempt a more rigorous course of study, many participants do seem to have regarded the course as helpful in improving their basic skills. As participants were drawn from a wide variety of educational backgrounds, it is inevitable that in an educationally heterogeneous group, perceptions of the course will be diversified. However data presented in Section III, does show that the course was much more successful in helping less educationally qualified participants. Also, pre-course interviews showed that most participants were looking for more than incremental 'educational' gains from the Winnipeg program. Sharing problems and ideas with fellow housing managers and developing a network of contacts with people with similar problems, were considered just as important as the 'educational' gains participants hoped to get from the course. As many managers work in isolation, the course was an extremely successful and useful vehicle for bringing social housing managers together as a group. The course acted as a catalyst and fulfilled a 'forum' role for managers from similar and different working environments to exchange information and ideas. The sharing of common problems to a great extent superseded the differences they had previously perceived between different types of social housing managers. The diversification

of working environments gave a wider dimension to plenary and group discussions and enabled participants to better understand the context in which all social housing managers work. The Institute of Urban Studies would agree with the Guelph observation that in order to facilitate professional development rather than job training, future social housing management training programs should draw together participants from all sectors of the social housing management field.

C. Did the Program Reach the Projected Target Group?

One of the concerns of the Dennis and Fish report was that... "Looking at age education and occupational background it is clear that some managers will not be particularly sympathetic to the social problems of their tenants. That does not apply to all of them..... But the overall picture demonstrates the need to upgrade the professional qualification of present managers and to attract younger people with social orientations."¹⁸ How far did the Winnipeg program reach older, less educationally qualified and less socially aware social housing managers?

The simple rhetorical answer to the question posed above is that with the information presently available to course organizers, it is very difficult to tell whether the course reached those managers in Manitoba which most needed it. One of the problems was that 'projected target group' was never defined by local course organizers simply in terms of priority need for training. Other criteria used for defining the target group were a) participants should be drawn from manager of large and small projects mainly in the Winnipeg area and b) there should be a good mix of managers from different social housing environments.

In the latter objective, the course was successful, drawing 50% of participants from public sector and 50% from third sector housing. The latter included a good mix of managers from co-operative and non-profit projects, although Limited Dividend housing was rather under-represented. In terms of project scale, half the managers were drawn from projects with 100 to 199 units, few participants (14%) represented small projects, (less than 100 units) and the remainder were responsible for units of 200 or more. Without complete comparative information on project size in both public and third sector housing in Manitoba, it is difficult to know how representative the course group was in terms of project size. This information should shortly be available from the Canadian Facts Study. All but three participants were from the Winnipeg area, and there was a heavy representation of managers (approximately 2/3) whose main responsibility was elderly person housing. To some extent this probably reflects the slightly more than proportionate numbers of units of social housing built for elderly persons in relation to families, particularly in Winnipeg and

18. Op. Cit., pp. 203-204.

generally in Manitoba as a whole.¹⁹

It is likely that in terms of age and educational background, the Winnipeg course did not reach managers with the most need. On the other hand, although it perhaps made the pilot course harder to organize, drawing participants from a wide variety of educational and age backgrounds had the advantage of making course organizers more aware of a variety of training needs. It should be the function of future training programs to refine and tune course delivery, so that these different needs are met.

D. What Benefits Did the Program Confer on Participants?

As an educational experience more than 70% of participants rated the course as of good and excellent value, and all but one participant felt it has been of use in giving participants a better understanding of social housing and their role as social housing managers. There were no significant differences between non-profit and public housing managers in their perception of the value and usefulness of the course.

However, less well educationally qualified participants tended to rate its value and usefulness more highly. For example, 94% of participants with up to grade 12 or some post-secondary educational backgrounds rated the course as of good or excellent value to them.

All participants were asked what benefits they thought they had derived from participating in the course. Of those 25 participants who answered this question, all said they had derived benefits of various kinds from participating in the course. No clear pattern of benefits derived emerged from the data collected but those frequently mentioned included, "sharing ideas and concerns with other managers", "making contacts with other managers", "improvement of skills, particularly communication skills", and "gaining a better understanding of the context of social housing". A detailed list of the benefits participants said they derived and other general comments on the course made by participants can be found in Appendix III.

E. What Important Secondary Outcomes Were Produced by the Program?

1. Setting up of an Association of Housing Managers

A conscious decision was made by the Advisory Committee, that the issue of forming a professional organization should be generated from the grass roots,

19. Up to April, 1976, M.H.R.C. had built or committed 2265 units for families in Winnipeg and 1937 outside Winnipeg. The number of units built or committed for elderly persons was 3748 in Winnipeg and 1484 outside Winnipeg. At the same date, C.M.H.C. was responsible in Manitoba for 4938 limited dividend units, all for elderly persons. Co-operative units in Winnipeg would add approximately 921 family units and 52 E.P.H. units. These figures do not include units in personal care facilities for elderly persons.

rather than be suggested as a possibility to participants by course organizers. As a sense of group identity began to develop amongst participants, forming a professional association soon became an issue, and the group gathered information about, and asked for class time, to discuss the proposed objectives of such an organization and consider appropriate names. One post course meeting has been held in connection with the formation of a professional association and a working sub-committee has been set up to consider its objectives and liason with other existing housing groups.

2. Feedback of Views and Ideas of Managers to Policy Makers.

An important bonus in a course of this kind is the opportunity it provides for recording and preserving the feedback generated by participants regarding their actual on-the-job experiences and suggestions about ameliorating the system. Although an orderly system of gathering this kind of information was not instituted as part of the planning for the course, the value of information being generated, such as possible common problems experienced, possible problem solving strategies suggested, design case studies undertaken, was quickly recognized by course organizers. An attempt was made to record such information as the course progressed, and feed the information back to policy makers. In this connection, the co-ordinator worked closely with a representative of the research section of M.H.R.C., Mr. Jim Zamprelli. He also provided valuable feedback material on the course sessions he attended. It is strongly recommended that in future courses, the intent to record such information is recognized, stated and planned for at the beginning of the course.

3. Implications of Professional Training for Social Housing Managers.

Finally, once a program of professional development is embarked upon for a group such as social housing managers, through training programs, the implications for present and future managers, the organizational structures of social housing and educational institutions involved, must be fully recognized. Will some present housing managers feel threatened by the pressure to undertake further training? Should minimum standards be defined for entry into social housing management? What implications will this have for managers presently employed who do not meet these standards? Will participants in training programs see their involvement as a step on the ladder to advancement? Can the present organization of social housing offer or develop an integrated structure that will allow personal and career development and avoid frustration? How will tenant participation in management be affected?

If social housing management is to evolve into a profession rather than remain a vocational activity, the metamorphosis must involve the development of a formal education program with commonly accepted standards. Should in-service training programs for present housing managers be the first priority? Should the development of programs for potential managers proceed simultaneously with or supersede in-service training? There is clearly a need for the development of different types of training to meet different types of needs, but priorities may have to be decided if funding is limited.

At whatever levels future social housing management training is offered, the delivery system must combine two main components; the vocational relevance of courses offered, and educational viability and credibility. For the latter reason, in order to safeguard standards, established educational institutions must be involved in the delivery system, but they should work closely with practising housing managers, community representatives and emerging associations representing the profession.

SECTION V

RECOMMENDATIONS

SECTION V: RECOMMENDATIONS

The following recommendations are based on evidence collected in the in-house report on the pilot program prepared by the Institute of Urban Studies, the independent evaluation prepared by consultant David Garvie, of the Read Op Center Limited, suggestions made by the independent observer to the course, Mr. Jim Zamprelli, and observations from evaluation reports prepared in connection with other experiments in social housing management training.

STANDARDS and CERTIFICATION

There is an accepted need by C.M.H.C., practising housing managers and course sponsors to establish and develop standards for social housing management training that will be commonly accepted. There is also a need to ensure that all forms of social housing management training developed in the future combine educational viability and credibility with vocational relevance. In this connection, it is recommended that:

1. Social Housing Management training continues to be offered under the auspices of established educational institutions, and preferably unless evaluation indicates otherwise, those with pilot experience.
2. Local advisory machinery representing local housing / and tenant organizations, continues to be an integral part of the local planning process.
3. A national committee be set up under the sponsorship of C.M.H.C. composed of C.M.H.C. representatives, educational and housing professionals and representation from / tenants groups and emerging Housing Management Associations. It should have to have the following terms of reference:
 - a. To discuss and develop standards in social housing management training.
 - b. To discuss with educational institutions, and recommend, appropriate training models for practising housing managers with different training needs, and for potential housing managers, that can be developed nationwide.
 - c. To develop and standardise curriculum content.
 - d. To discuss and recommend funding policies for social housing management training.

SPECIFIC RECOMMENDATIONS RELATED TO FUTURE PROGRAMS IN WINNIPEG

4. A second course should be offered under the national experimental program by the University of Winnipeg before the end of 1976. Its purpose would be to consolidate curriculum development, implement and test suggested changes in course content and structure and explore the needs of rural and small town managers in Manitoba. It should offer some course options.

LOCAL ADVISORY COMMITTEE

5. a. The role and function of the local Advisory Committee should be clearly defined.

- b. Composition of the Local Advisory Committee in Winnipeg should include:
- (i) Present committee members*.
 - (ii) Three participants on first course (nominations would be sought from each member of the group).
 - (iii) Three housing representatives familiar with the needs of rural and small town managers.
- c. A working sub-committee should be established to work closely with the course co-ordinator to develop course content and learning formats.

6. A pre-planned system should be devised for recording and preserving feedback generated by participants regarding their actual on-the-job experiences and suggestions about ameliorating the system, so that it can be communicated to policy-makers.

7. Community Housing Division should begin negotiations with the University of Winnipeg to discuss the possibility of developing a certificate or diploma course in social housing management in the near future which would utilize some present degree credit courses and offer new special courses in social housing management. It is envisaged that such a course could be flexible and suitable both for housing managers presently employed and potential housing managers.

GENERAL RECOMMENDATIONS

8. It was noted by organizers of the Winnipeg program that there is a lack of appropriate media, literature, etc. directly related to social housing management which is readily available. The bibliography being prepared by the University of Guelph should help to alleviate this situation. However, it might also be useful to set up a Central Clearing House to which all course sponsors could contribute information, which would list special media developed for, or suitable for, social housing management education. In addition, the creation of a media lending library of films, tapes and other audio-visual aids would avoid duplication of costs and resources.

9. Finally, the following needs must all be recognized in future planning for social housing management education; the need for flexibility to meet the different educational upgrading needs of practising housing managers; the training needs of potential housing managers; and the need to develop and define commonly accepted standards for all forms of social housing management education.

* List of names of present committee members and organisations represented is set out in Appendix IV.

A P P E N D I X I

COURSE TIMETABLE

SOCIAL HOUSING MANAGEMENT COURSE TIMETABLE

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underline) |
|---------------------------|--|-----------------|---|
| Day 1 Monday Feb. 16th | | | |
| 9:30 a.m. | Welcome to the course and outline of its purpose | Plenary Session | <u>Christine McKee</u> (Institute of Urban Studies) |
| 10:00 a.m. | Orientation to University of Winnipeg: Tour of campus; seminar and lecture rooms to be used; library, bookstore and catering facilities. | Tour in Groups | I.U.S. Staff |
| 10:30 a.m. | <u>COFFEE</u> | | |
| | <u>CONTEXT OF SOCIAL HOUSING: PART I</u> | | |
| 10:45 a.m. | Issues, Needs and Problems Underlying the Provision of Social Housing | Plenary Session | <u>Christine McKee</u> |
| 12:30 p.m. | <u>LUNCH</u> | | |
| 1:30 p.m. | National Housing Act; Evolving role of C.M.H.C. regulatory to redistributive | Seminar | Leon Levasseur (Central Mortgage and Housing Corporation) |
| 3:15 p.m. | <u>COFFEE</u> | | |
| 3:30 p.m. | Provincial agencies involved in provision of social housing. Role of M.H.R.C. | Seminar | Paul Barbour (Manitoba Housing and Renewal Corporation) |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible <u>underlined</u>) |
|-----------------------------|--|---|--|
| Tuesday Feb. 17th Day 2 | | | |
| 9:30 a.m. | Manitoba Landlord and Tenant Act | Plenary Session (Film and Lecture) | <u>Joe Locke</u> (Rentalsman) |
| 10:30 a.m. | <u>COFFEE</u> | | |
| 10:45 - 12:30 | Group work on Manitoba Landlord and Tenant Act | Group Exercises | Christine McKee |
| 1:30 - 4:30 p.m. | <u>MANAGEMENT AND COMMUNICATION CONCEPT: PART I</u> Overview of theories on Organizational Behaviour; Summary of Management Systems; leadership patterns; individual attitudes and values; individual orientations towards planning | Plenary Informal lecture (encouraging audience participation) Group Exercises | <u>Rowley Grandpre</u> (Director, Manitoba Institute of Management) |
| DAY 3 Wednesday Feb. 18 | | | |
| 9:30 - 4:30 p.m. | Communications Theory and Models: The importance of awareness; Modes of Communication: factors which inhibit communication: Communication exercises Non directive interviewing Management styles Introduction to group interaction (The above topics will be covered during the course of the day interrupted by the usual breaks) | Combination of plenary and group exercise sessions (supplemented by handouts) | |
| DAY 4 Thursday Feb. 19th | <u>FINANCIAL MANAGEMENT AND BUDGETING</u> | | |
| 9:30 - 12:30 p.m. | Basic accounting principles and systems Some definitions: introduction to synoptic accounting system | Combination of plenary and group exercise sessions | <u>Greg Klassen</u> <u>Glen Cusac</u> (Manitoba Institute of Management) |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|---------------------------|---|-------------------------------------|--|
| 12:30 p.m. | <u>LUNCH</u> | | |
| 1:30 - 4:00 | Rent Assessment and Administration Assessment of Rent for Different types of property Assessment of rent and level of income - graduated rental scale Tenants financial assistance - Section 44 Avoidance and recovery of arrears | Seminar (supplemented by handouts) | Ron Fallis (Acting Property Manager M.H.R.C.) |
| 4:00 - 4:30 p.m. | Introduction to Budgeting Case Study and explanation of overnight assignment | | Christine McKee Wayne Bollman Participants Dave Clark C.M.H.C. |
| DAY 5 Friday Feb. 20th | | | |
| 9:30 - 10:30 a.m. | Value of Budgeting Budgeting and projection techniques Estimating controlled and uncontrolled expenses Return on investment and deficit recovery Reserves How to obtain sufficient income Operating budget | Plenary Session | <u>Fred Johnson</u> C.M.H.C. |
| 10:30 a.m. | <u>COFFEE</u> | | |
| 10:45 - 12:30 p.m. | Work on budgeting case study in groups | Group Exercises | |
| 12:30 p.m. | <u>LUNCH</u> | | |
| 12:30 - 5 p.m. | Work on budgeting case study in groups Preparation of presentation as manager, board and | | |

| | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|-----------------------------------|--|---------------------------------|--|
| Friday Feb. 20th <u>cont'd</u> | C.M.H.C. by different groups | | |
| 3:15 p.m. | <u>COFFEE</u> | | |
| 3:30 - 4:30 p.m. | Presentation of Case Study Funding policy and procedures Procedures involved in applying for and receiving funds. Rent Control (Handouts linked to illustrative case study) | Plenary Session Role Playing | |
| DAY 6 Tuesday March 2nd | <u>ADMINISTRATION AND POLICY DEVELOPMENT (DAY TO DAY)</u> | | |
| 9:30 - 11:00 a.m. | Organizational forms concerned with housing management and policy development - Relative responsibilities of Board, Manager, Accountant, tenant groups in different housing projects - Financial control | Plenary Session | <u>Ron Fallis</u> M.H.R.C. |
| 11:00 a.m. | <u>COFFEE</u> | | |
| 11:15 - 12:30 p.m. | How to arrange, plan and run meetings. Case study on Renew Housing project - prepared in groups from perspective of Board, Simulated Meeting | Group Exercises Role Playing | <u>Christine McKee</u> |
| 12:30 p.m. | <u>LUNCH</u> | | |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|--|--|---|---|
| <p>Tuesday March 2nd <u>Cont'd</u></p> <p>1:30 - 4:30 p.m.</p> | <p>Problem solving techniques Developing strategies for problem solving - weighing the pros and cons</p> <p>In groups - developing and selecting practical solutions using assessment matrix and cost benefit sheets Discussion of strategies Selection of options Evaluation</p> | <p>Plenary Session</p> <p>Group Exercise</p> | |
| <p>DAY 8</p> <p>Thursday March 4th</p> <p>a.m.</p> <p>12:30 - 1:30</p> | <p>Social Aspects of Management Tenant Characteristics and Lifestyles - Orientations Ethnic, Social, Age and lifestyle distinctions Special groups dealt with in Social Housing Identifying problems and needs of special groups and sub-groups - elderly problem families single parent families etc.</p> <p><u>LUNCH</u></p> | <p>Lecture</p> <p>Combination of plenary session and film presentations</p> <p>Films: <u>Would I ever like to work like the trees</u> <u>Propaganda Message</u></p> | <p>Garry Charles (Winnipeg Regional Housing Authority) <u>Gail Rebbeck</u> (Social Research Consultant)</p> |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|---|---|---|---|
| <p>Thursday March 4 <u>Cont'd</u> p.m.</p> | <p>Group discussions on above - personal reactions and attitudes of managers - how to cope more readily and reorganize own biases and prejudices</p> <p>Developing profiles, of individuals and the problems and dynamics of relationships because of different characteristic Review of group discussions Developing a community profile Tenant Selection Tenant Organizations and their role</p> | <p>Group Exercises</p> <p>Plenary Session</p> | <p>Gail Rebbeck Garry Charles Christine McKee</p> <p>Gail Rebbeck Garry Charles</p> |
| <p>DAY 9 Friday March 5th a.m.</p> | <p><u>CONTEXT OF SOCIAL HOUSING: PART II</u></p> <p>Critical Evaluation of Implementation of Social Housing Policies and Programs</p> <p>Types of social housing comparative discussion of management styles required in different types of social housing</p> | <p>Seminar papers presented to plenary session by participants</p> <p>Panel</p> | <p><u>Christine McKee</u></p> <p>Panel Members: Helmuth Klassen Peter Saunderson participants Jake Suderman (non profit) Bob O'Malley (public)</p> |

SOCIAL HOUSING MANAGEMENT COURSE TIMETABLE

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underline) |
|---------------------------|--|-----------------|---|
| Day 1 Monday Feb. 16th | | | |
| 9:30 a.m. | Welcome to the course and outline of its purpose | Plenary Session | <u>Christine McKee</u> (Institute of Urban Studies) |
| 10:00 a.m. | Orientation to University of Winnipeg: Tour of campus; seminar and lecture rooms to be used; library, bookstore and catering facilities. | Tour in Groups | I.U.S. Staff |
| 10:30 a.m. | <u>COFFEE</u> | | |
| | <u>CONTEXT OF SOCIAL HOUSING: PART I</u> | | |
| 10:45 a.m. | Issues, Needs and Problems Underlying the Provision of Social Housing | Plenary Session | <u>Christine McKee</u> |
| 12:30 p.m. | <u>LUNCH</u> | | |
| 1:30 p.m. | National Housing Act; Evolving role of C.M.H.C. regulatory to redistributive | Seminar | Leon Levasseur (Central Mortgage and Housing Corporation) |
| 3:15 p.m. | <u>COFFEE</u> | | |
| 3:30 p.m. | Provincial agencies involved in provision of social housing. Role of M.H.R.C. | Seminar | Paul Barbour (Manitoba Housing and Renewal Corporation) |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF <u>(Person mainly responsible underlined)</u> |
|--|--|--|--|
| Tuesday Feb. 17th Day 2 9:30 a.m. 10:30 a.m. 10:45 - 12:30 1:30 - 4:30 p.m. | Manitoba Landlord and Tenant Act <u>COFFEE</u> Group work on Manitoba Landlord and Tenant Act <u>MANAGEMENT AND COMMUNICATION CONCEPT: PART I</u> Overview of theories on Organizational Behaviour; Summary of Management Systems; leadership patterns; individual attitudes and values; individual orientations towards planning | Plenary Session (Film and Lecture) Group Exercises Plenary Informal lecture (encouraging audience participation) Group Exercises | Joe Locke (Rentalsman) Christine McKee <u>Rowley Grandpre</u> (Director, Manitoba Institute of Management) |
| DAY 3 Wednesday Feb. 18 9:30 - 4:30 p.m. | Communications Theory and Models: The importance of awareness: Modes of Communication: factors which inhibit communication: Communication exercises Non directive interviewing Management styles Introduction to group interaction (The above topics will be covered during the course of the day interrupted by the usual breaks) | Combination of plenary and group exercise sessions (supplemented by handouts) | |
| DAY 4 Thursday Feb. 19th 9:30 - 12:30 p.m. | <u>FINANCIAL MANAGEMENT AND BUDGETING</u> Basic accounting principles and systems Some definitions: Introduction to synoptic accounting system | Combination of plenary and group exercise sessions | <u>Greg Klassen</u> <u>Glen Cusac</u> (Manitoba Institute of Management) |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
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| 12:30 p.m. | <u>LUNCH</u> | | |
| 1:30 - 4:00 | Rent ASsessment and Administration Assessment of Rent for Different types of property Assessment of rent and level of income - graduated rental scale Tenants financial assistnace - Section 44 Avoidance and recovery of arrears | Seminar (supplemented by handouts) | Ron Fallis (Acting Property Manager M.H.R.C.) |
| 4:00 - 4:30 p.m. | Introduction to Budgeting Case Study and explanation of overnight assignment | | Christine McKee Wayne Bollman Participants Dave Clark C.M.H.C. |
| DAY 5 Friday Feb. 20th | | | |
| 9:30 - 10:30 a.m. | Value of Budgeting Budgeting and projection techniques Estimating controlled and uncontrolled expenses Return on investment and deficit recovery Reserves How to obtain sufficient income Operating budget | Plenary Session | <u>Fred Johnson</u> C.M.H.C. |
| 10:30 a.m. | <u>COFFEE</u> | | |
| 10:45 - 12:30 p.m. | Work on budgeting case study in groups | Group Exercises | |
| 12:30 p.m. | <u>LUNCH</u> | | |
| 12:30 - 5 p.m | Work on budgeting case study in groups Preparation of presentation as manager, board and | | |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|---|--|--|--|
| Friday Feb. 20th <u>cont'd</u> 3:15 p.m. 3:30 - 4:30 p.m. | C.M.H.C. by different groups <u>COFFEE</u> Presentation of Case Study Funding policy and procedures Procedures involved in applying for and receiving funds. Rent Control (Handouts linked to illustrative case study) | Plenary Session Role Playing | |
| DAY 6 Tuesday March 2nd 9:30 - 11:00 a.m. 11:00 a.m. 11:15 - 12:30 p.m. 12:30 p.m. | <u>ADMINISTRATION AND POLICY DEVELOPMENT (DAY TO DAY)</u> Organizational forms concerned with housing management and policy development - Relative responsibilities of Board, Manager, Accountant, tenant groups in different housing projects - Financial control <u>COFFEE</u> How to arrange, plan and run meetings. Case study on Renew Housing project - prepared in groups from perspective of Board, Simulated Meeting <u>LUNCH</u> | Plenary Session Group Exercises Role Playing | <u>Ron Fallis</u> M.H.R.C. <u>Christine McKee</u> |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|--|--|---|---|
| <p>Tuesday March 2nd <u>Cont'd</u></p> <p>1:30 - 4:30 p.m.</p> | <p>Problem solving techniques Developing strategies for problem solving - weighing the pros and cons</p> <p>In groups - developing and selecting practical solutions using assessment matrix and cost benefit sheets Discussion of strategies Selection of options Evaluation</p> | <p>Plenary Session</p> <p>Group Exercise</p> | |
| <p>DAY 8</p> <p>Thursday March 4th</p> <p>a.m.</p> <p>12:30 - 1:30</p> | <p>Social Aspects of Management Tenant Characteristics and Lifestyles - Orientations Ethnic, Social, Age and lifestyle distinctions Special groups dealt with in Social Housing Identifying problems and needs of special groups and sub-groups - elderly problem families single parent families etc.</p> <p><u>LUNCH</u></p> | <p>Lecture</p> <p>Combination of plenary session and film presentations</p> <p>Films: <u>Would I ever like to work like the trees</u> <u>Propaganda Message</u></p> | <p>Garry Charles (Winnipeg Regional Housing Authority) <u>Gail Rebbeck</u> (Social Research Consultant)</p> |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|---|---|---|---|
| <p>Thursday March 4 <u>Cont'd</u></p> <p>p.m.</p> | <p>Group discussions on above - personal reactions and attitudes of managers</p> <p>- how to cope more readily and reorganize own biases and prejudices</p> <p>Developing profiles, of individuals and the problems and dynamics of relationships because of different characteristics</p> <p>Review of group discussions Developing a community profile Tenant Selection Tenant Organizations and their role</p> | <p>Group Exercises</p> <p>Plenary Session</p> | <p>Gail Rebbeck Gary Charles Christine McKee</p> <p>Gail Rebbeck Garry Charles</p> |
| <p>DAY 9 Friday March 5th</p> <p>a.m.</p> | <p><u>CONTEXT OF SOCIAL HOUSING: PART II</u></p> <p>Critical Evaluation of Implementation of Social Housing Policies and Programs</p> <p>Types of social housing comparative discussion of management styles required in different types of social housing</p> | <p>Seminar papers presented to plenary session by participants</p> <p>Panel</p> | <p><u>Christine McKee</u></p> <p>Panel Members: Helmuth Klassen Peter Saunderson participants</p> <p>Jake Suderman (non profit) Bob O'Malley (public)</p> |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined>) |
|------------------------------|--|---|--|
| <u>Day 9 Cont'd</u> | | | |
| p.m. | Field visits to different housing projects - Lion's Manor St. Andrews Place Willow Park Co-op Gilbert Park | Conducted Bus Tour | |
| DAY 10 Tuesday March 16th | <u>MANAGEMENT AND COMMUNICATIONS CONCEPTS: PART II</u> | | |
| | <u>Managerial Communications, Motivation and Leadership</u> | | |
| 9:30 - 10:30 | Introduction and Lecture and Maslow's Hierarchy of Needs and McGregor's Theory X and Y | Plenary Session | <u>Garry Yunker</u> - Department of Psychology, (University of Winnipeg) |
| 10:30 | <u>COFFEE</u> | | |
| 10:45 - 12:30 | Film on " <u>Theory X and Theory Y and Discussion The Work of Douglas McGregor</u> " Parts 1 and 2 | Film Presentation Seminar Discussion | |
| 12:30 - 1:30 | <u>LUNCH</u> | | |
| 1:30 - 2:30 | "Win as much as you can" - game | Group Exercise | |
| 2:30 | <u>COFFEE</u> | | |
| 2:45 - 4:30 | Introduction to Likert's system IV Management philosophy and film. " <u>The Management of Human Aspects</u> " | Plenary session and film presentation | |
| | Discussion of reading assignment for next day: "Active Listening" by Rogers and Farson. | | |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|--------------------------------|---|-------------------|---|
| DAY 11 Wednesday March 17th | | | |
| 9:30 - 10:30 a.m. | Listening group exercise - presentation of views on topical issues in groups three | Group Exercises | Garry Yunker Christine McKee |
| 10:30 a.m. | <u>COFFEE</u> | | |
| 10:45 - 12:30 p.m. | Communication in management Discussion of reading assignment | Seminar | |
| 12:30 - 1:30 p.m. | <u>LUNCH</u> | | |
| 1:30 - 2:30 | Film: ' <u>Road Blocks to Communication</u> ' | Film Presentation | |
| 2:30 p.m. | <u>COFFEE</u> | | |
| 3:45 - 4:30 p.m. | Aspects of Personnel Management - Application blanks the selection interview testing and evaluation | Lecture | Garry Yunker |
| DAY 12 Thursday March 18th | <u>PHYSICAL DESIGN AND PROJECT USE</u> | | |
| 9:30 a.m. | Introduction | Plenary Session | <u>Eric Barker</u> Department of Landscape Design, University of Manitoba |
| 9:45 a.m. | Municipal Zoning By-laws | Seminar | Don Pentland (City of Winnipeg District Planner) |
| 10:30 a.m. | <u>COFFEE</u> | | |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|-------------------------------|---|--|---|
| Thursday March 18th Cont'd | | | |
| 10:45 a.m. | Housing Development/ Design / Construction Progress and its Constraints | Seminar | <u>Ernie Walter</u> (Architect and Partner-Desing 4) |
| 12:30 p.m. | <u>LUNCH</u> | | |
| 1:30 p.m. | The Consumer- Who is living here and what are their characteristics? What are their living patterns? Techniques for determining needs and living patterns of tenants and how these relate to design components | Lecture | <u>Eric Barker</u> (Developed in discussion with managers) |
| 3:00 p.m. | <u>COFFEE</u> | | |
| 3:15 p.m. | Design Explanation of Lion's Manor (EPH) and Tuxedo Park (EPH) Housing Projects | Lecture plus slide presentation | <u>Morley Blankstein</u> Architect and Partner No. 10 Architectural Group |
| DAY 13 Friday March 19th | | | |
| 9:30 a.m. | Presentation by managers of how their project suits the living patterns of their clients | Plenary Session Involving some slide presentation | <u>Eric Barker</u> Manager Presentations |
| 10:45 a.m. | <u>COFFEE</u> | | |
| 11:00 a.m. | Presentations continued supplemented with slide review of a number of family multiple housing projects | | |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|---|--|--|--|
| <p>Friday, March 19th Cont'd</p> <p>12:30 p.m.</p> <p>1:30 - 4:30 p.m.</p> | <p><u>LUNCH</u></p> <p>Managers as designers Information gathering and collection techniques - how to get input from tenants about design - how to identify design problems: noise under utilized areas, use of public areas etc. - observation techniques, questionnaires, consolidation of information Prescriptive solutions to design problems/ Role of manager as designer - Importance of manager input into design process</p> | <p>Seminar</p> | <p><u>Eric Barker</u> <u>Nancy Hilderman</u> (Department of Environmental Studies, University of Manitoba)</p> |
| <p>DAY 14 Tuesday March 30th</p> <p>9:30 - 11:30 a.m.</p> <p>11:45 a.m.</p> <p>12:30 p.m.</p> | <p><u>PHYSICAL PLANT MANAGEMENT</u></p> <p><u>Introduction to preventive maintenance</u></p> <p>Adequate servicing and appliance/part replacement Importance of weekly, monthly, annual checklists</p> <p>Maintenance of grounds and facilities Maintenance personnel: contract v. in house crews Janitorial services: efficient use of labour Relative responsibility of tenant and manager for maintenance Purchasing systems.</p> <p>Film</p> <p><u>LUNCH</u></p> | <p>Panel Format</p> <p>Film presentation</p> | <p><u>Christine McKee</u> <u>Gene Milgram</u> (Institute of Urban Studies)</p> <p>Panel: <u>Art Lerch</u> Bill Crosbie Stu Arnott Adam Schissler</p> |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|-------------------------------------|--|-------------------|--|
| Tuesday March 30th <u>Cont'd</u> | | | |
| 1:30 p.m. | Discussion of physical plant management policies | Group Exercises | (Panel members acting as group leaders) |
| 2:45 p.m. | <u>COFFEE</u> | | |
| 3:00 p.m. | Brief plenary session for group leaders to report on plant management policies | Plenary Session | |
| | Introduction of Design Project Case Study | | |
| 3:15 - 4:30 p.m. | Design Project Case Study | Group Exercises | |
| DAY 15 Wednesday March 31st | | | |
| 9:30 - 10:00 a.m. | Class Meeting on Association | | |
| 10:00 - 10:15 a.m. | Film on Vandalism | Film Presentation | <u>Gene Milgram</u> |
| 10:15 - 11:15 a.m. | Discussion on Film and Security Issues | Seminar | Brian Cox)Former R.C.M.P. officer and Security consultant) |
| 11:15 a.m. | <u>COFFEE</u> | | |
| 11:30 - 12:30 p.m. | Completion of DESIGN PROJECT group exercises and plenary presentation of designs by managers | Plenary Session | Christine McKee |
| 12:30 p.m. | <u>LUNCH</u> | | |




| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined>) |
|---|---|--------------------|---|
| Wednesday March 31 <u>Cont'd</u> 1:30 - 3:30 p.m. | Fire and other emergency situations A combination of film presentation, group discussion and demonstration of equipment will be used to address these issues Films shown | Plenary Session | <u>Gene Milgram</u> |
| 3:30 p.m. | <u>COFFEE</u> | Plenary Discussion | <u>Gene Milgram</u> <u>Christine McKee</u> |
| 3:45 - 4:30 p.m. | Management is a Property plus <u>people</u> compromise - Architectural determinism Principle of "common good" Controlling unreasonable demands on staff etc. | Plenary Discussion | <u>Gene Milgram</u> <u>Christine McKee</u> |
| DAY 16 Thursday April 1st | <u>PROGRAM ADMINISTRATION AND CO-ORDINATING COMMUNITY SERVICE</u> <u>A discussion of major policy directions in housing urban development, health and social development</u> | Lecture | <u>David Vincent</u> |
| 9:30 - 10:30 | Trends in post-war housing policy and urban development | Lecture | <u>Lloyd Axworthy</u> (Director, Institute of Urban Studies, University of Winnipeg) |
| 10:30 a.m. | <u>COFFEE</u> | Lecture | <u>Lyn Finemann</u> (Department of Health and Social Development) |
| 10:45 - 11:30 a.m. | The Role and Functions of the Office of Continuing Care, Department of Health and Social Development. | Lecture | <u>Lyn Finemann</u> (Department of Health and Social Development) |
| 11:30 - 12:30 p.m. | Project program development and problems | Group Exercise | <u>Christine McKee</u> |

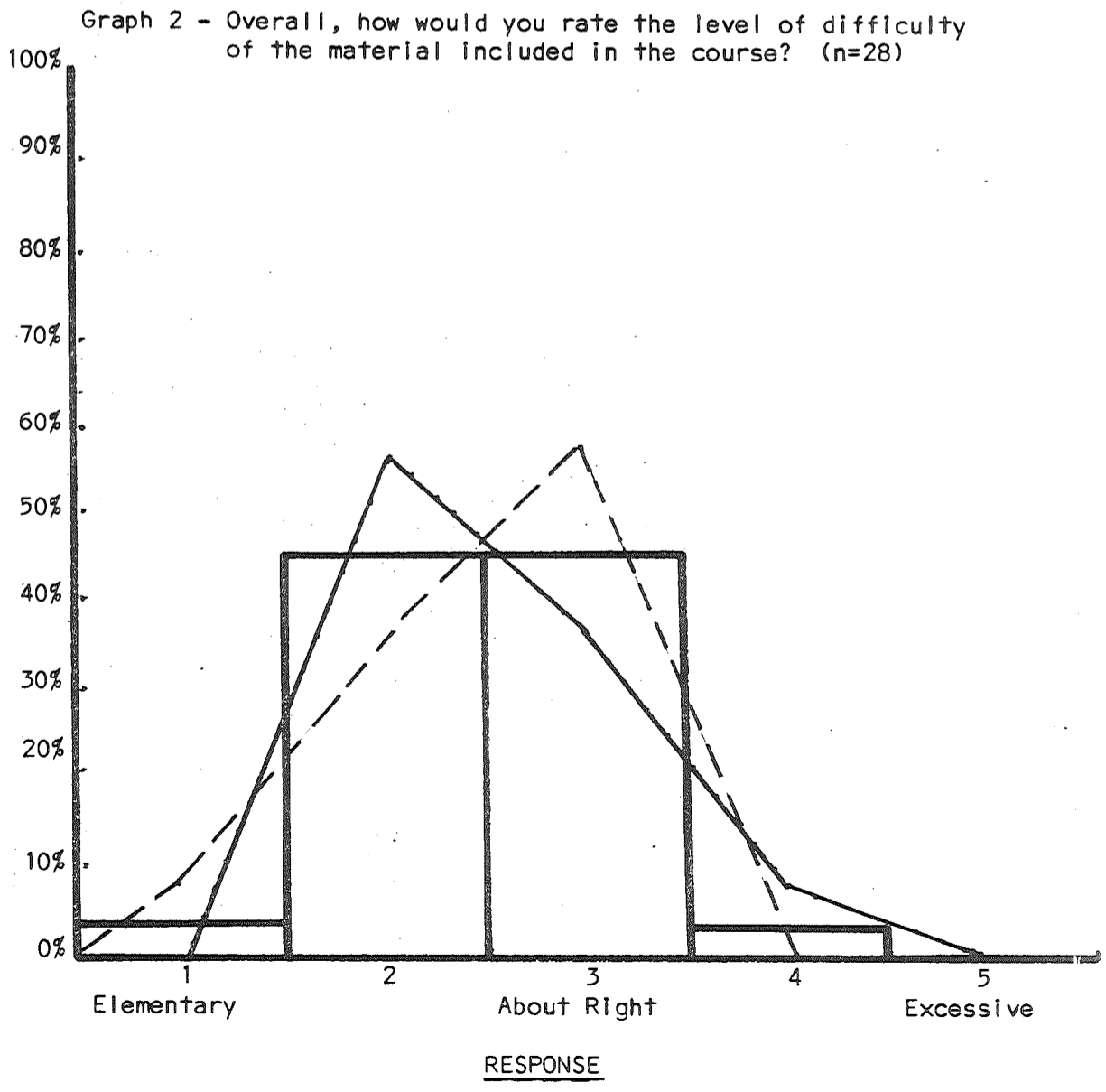
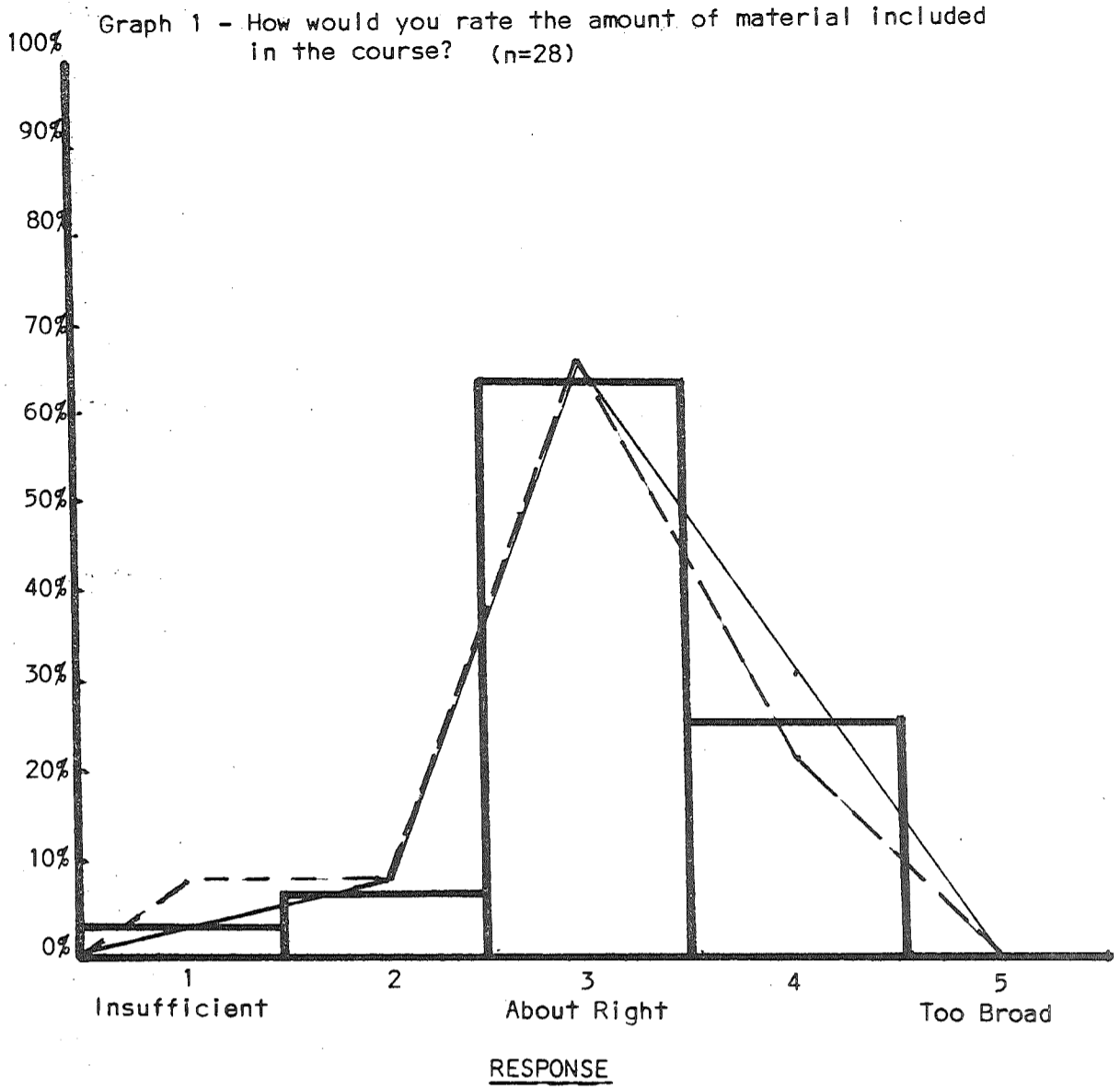
| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined) |
|--|--|------------------------------------|--|
| <p>Thursday April 1st <u>Cont'd</u></p> <p>12:30 p.m.</p> <p>1:30 - 4:30 p.m.</p> <p>5:00 p.m.</p> | <p><u>LUNCH</u></p> <p>A consideration of the Concept of Enriched Elderly Persons Housing - Seminar Paper presentation Panel presentations</p> <p><u>COURSE DINNER</u></p> | <p>Seminar</p> <p>Panel Format</p> | <p>Robin Weins Manitoba Health Services Commission</p> <p>Mrs. Jeanette Block Moderator, Office of Continuing Care)</p> <p>Mrs. Laura Bruce (EPH Tenant) Mrs. Barbara LeBow (Age & Opportunity Centre)</p> <p>Mr. Ron Isaac (Assistant Manager Lions Manor)</p> <p>Mrs. Audrey Silvias (Public Health Nurse, Department of Health and Social Development, Brandon)</p> |
| <p>DAY 17 Friday April 2nd</p> <p>9:30 - 12:30 p.m.</p> | <p>A panel discussion of resources for family housing identifying problems - examining prescriptive solutions</p> | <p>Panel Format</p> | <p><u>David Vincent</u> (Moderator) (formerly Institute of Urban Studies)</p> |

| DAY DATE TIME | TOPIC HEADING AND COURSE CONTENT | FORMAT | RESOURCE STAFF (Person mainly responsible underlined>) |
|-----------------------------------|--|-----------------|---|
| Friday April 2nd <u>Cont'd</u> | | | <p><u>Representative</u> (Manitoba Public Housing Tenants Association, Brandon) Mrs. Lil McIlwaine (Counsellor, Womans's Bureau Department of Labour) Ms. Winnie Fung (Executive Director, Family Services of Winnipeg, Inc) Mr. Paran Texiera (Executive) Director, St. John Bosco Centre Winnipeg,)</p> |
| 12:30 | <u>LUNCH</u> | | |
| 1:30 - 4:30 p.m. | <p><u>The Location of Public Facilities</u></p> <p>The Nature of Public facilities -- some definitions Noxious facilities The Provision of Public facilities at the macro and meso scale. The location of facilities at the micro scale. The evaluation of plan alternatives</p> <ul style="list-style-type: none"> - cost benefit analysis - the planning balance sheet - the goals achievement matrix | Lecture | Alun Joseph (Department of Geography University of Manitoba) |
| 4:00 - 4:30 p.m. | Course reflections | Plenary Session | Christine McKee |

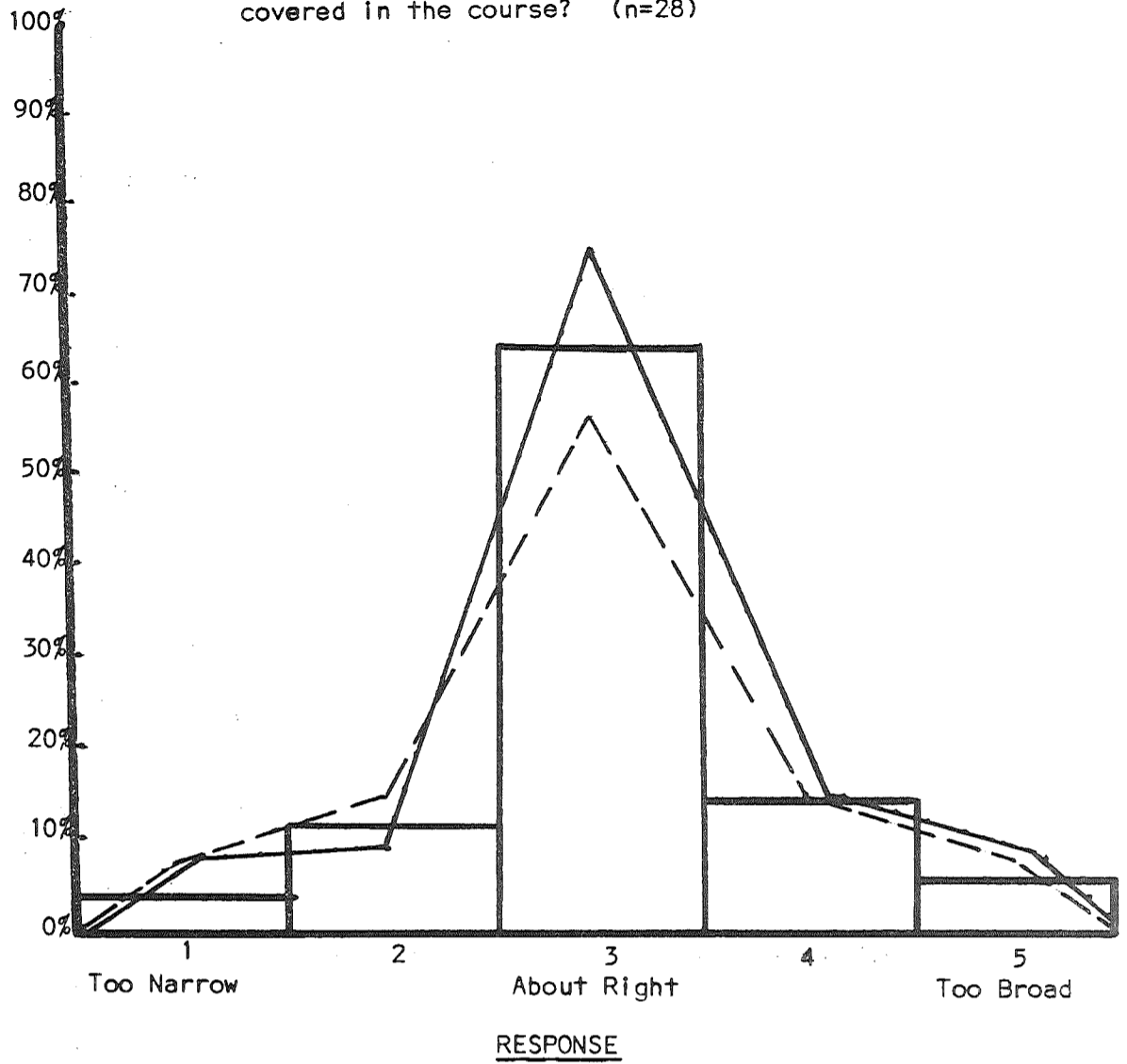
A P P E N D I X I I

GRAPHS PRESENTING PARTICIPANT RESPONSES

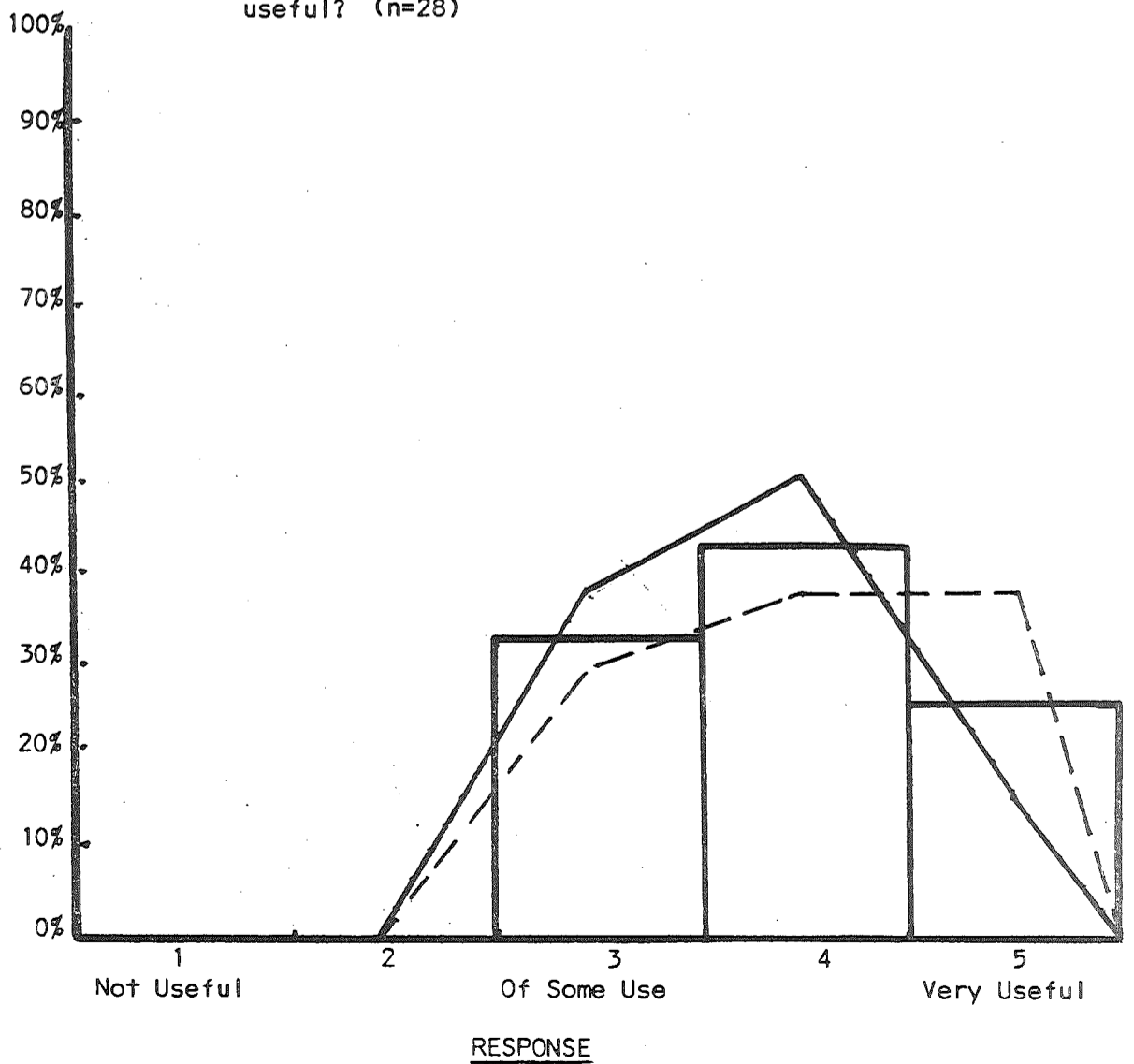
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| KEY | TOTAL |  in histogram format |
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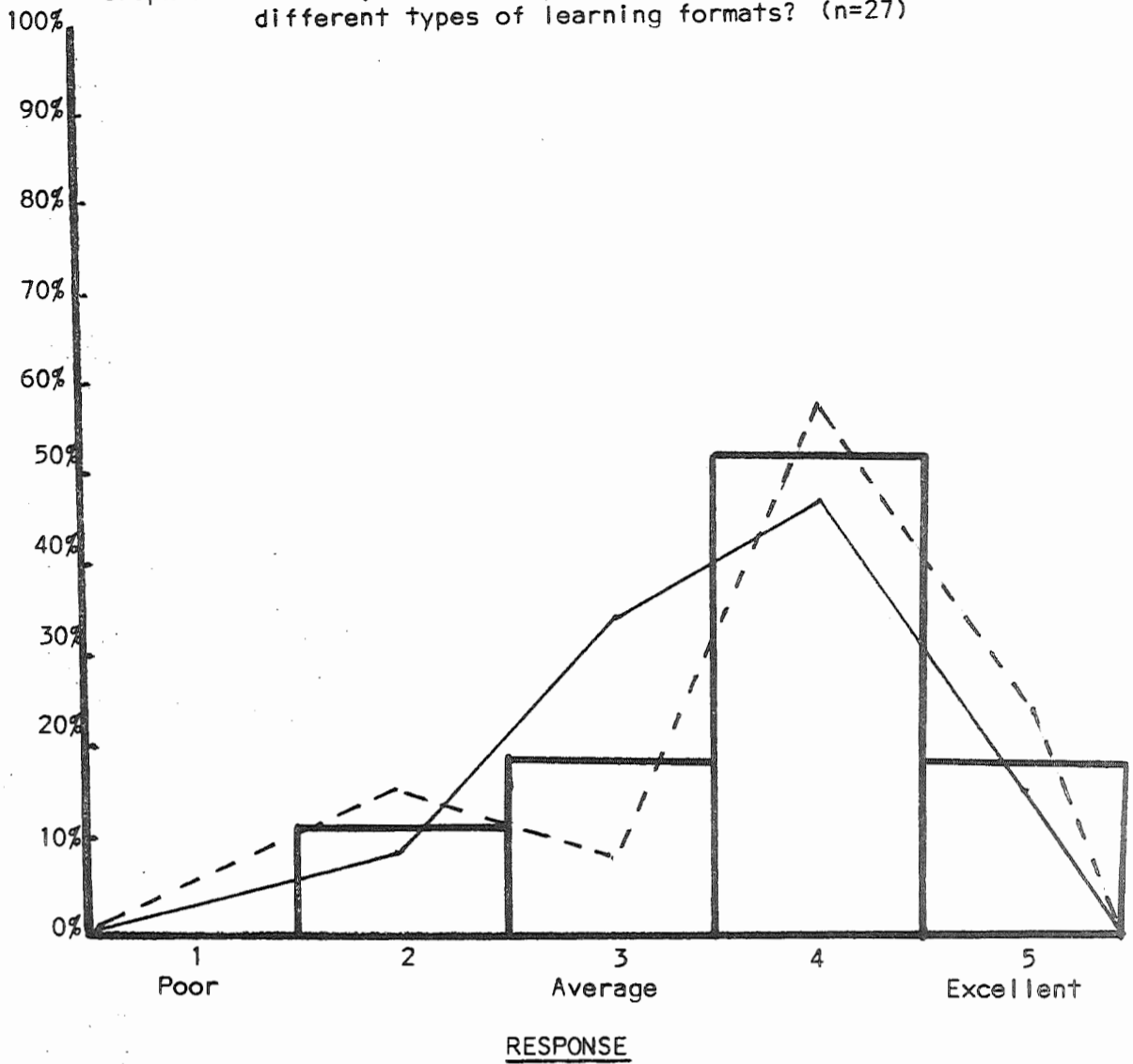
Graph 3 - Overall, how would you rate the range of topics covered in the course? (n=28)



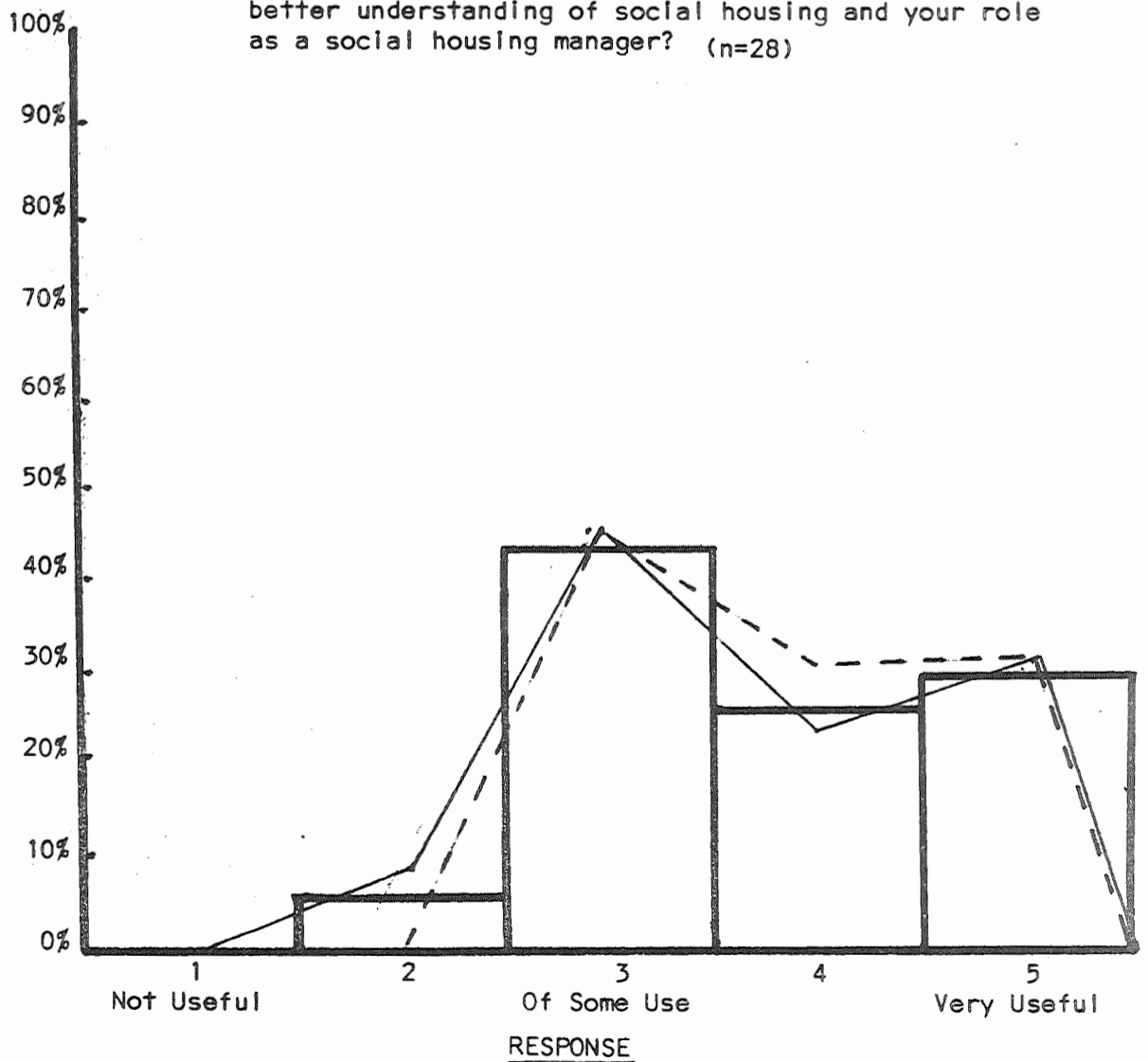
Graph 4 - Overall, were the reading materials and handouts useful? (n=28)



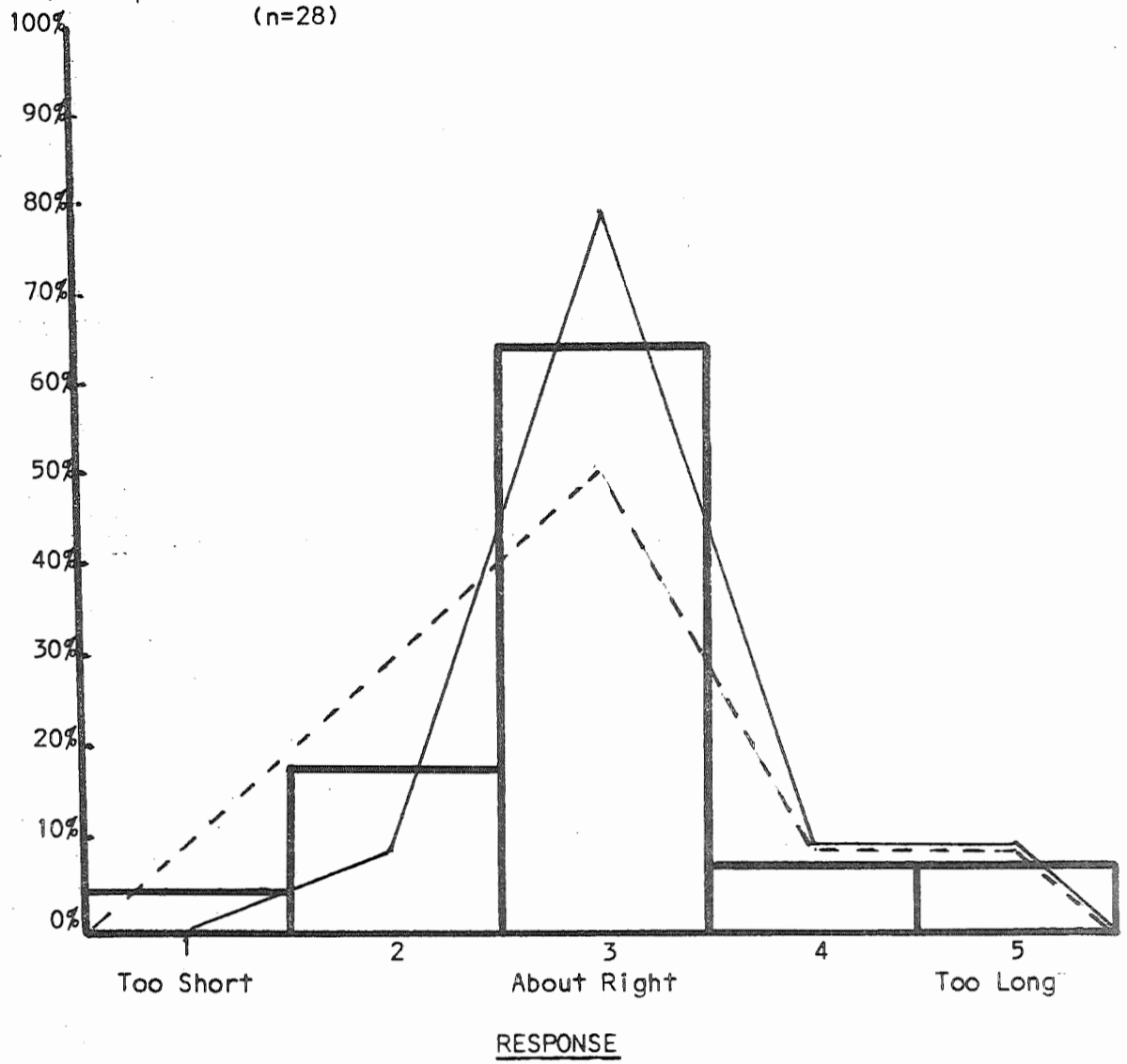
Graph 5 - Overall, how would you rate the balance between different types of learning formats? (n=27)



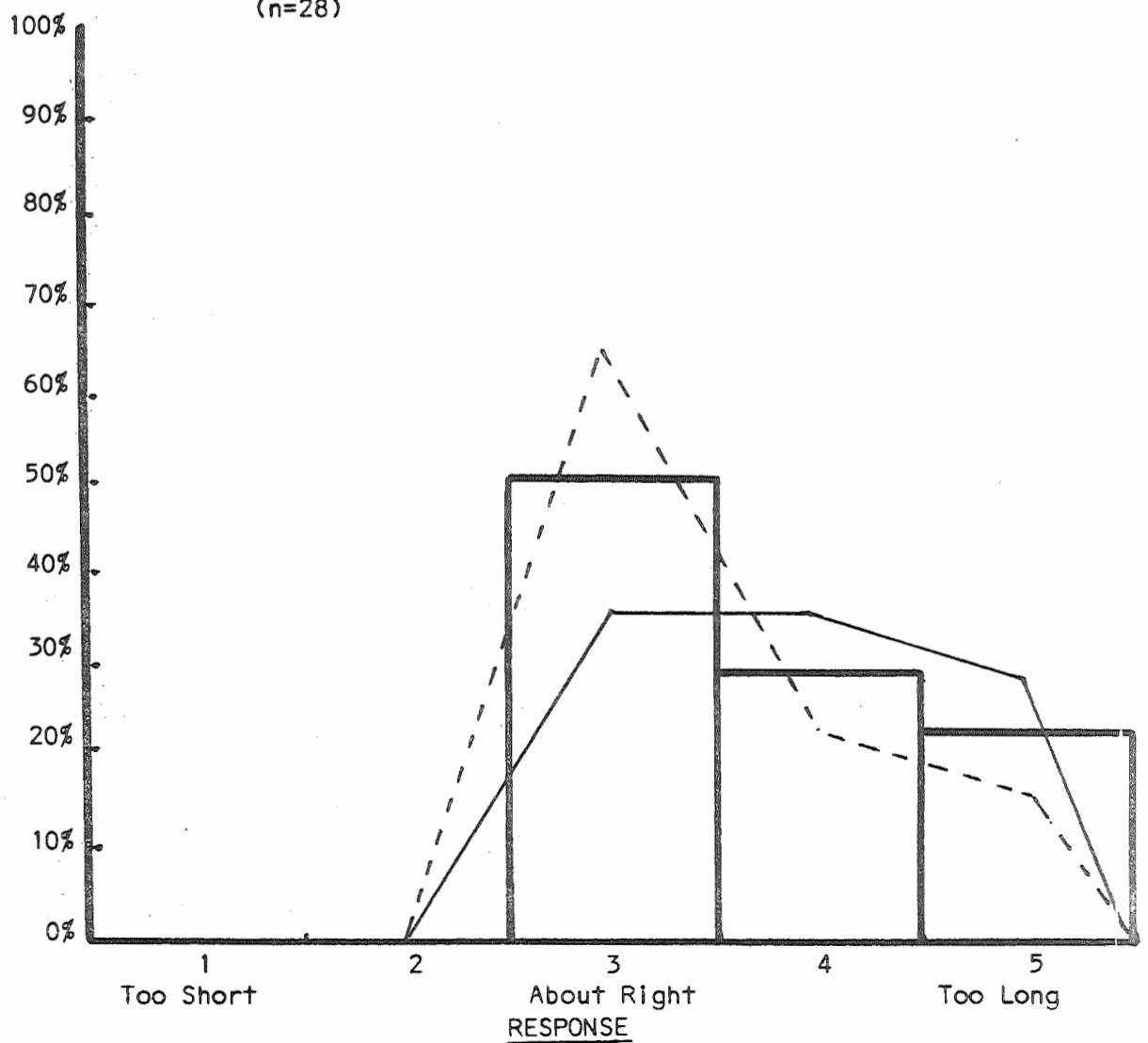
Graph 6 - Overall, how useful was the course in giving you a better understanding of social housing and your role as a social housing manager? (n=28)



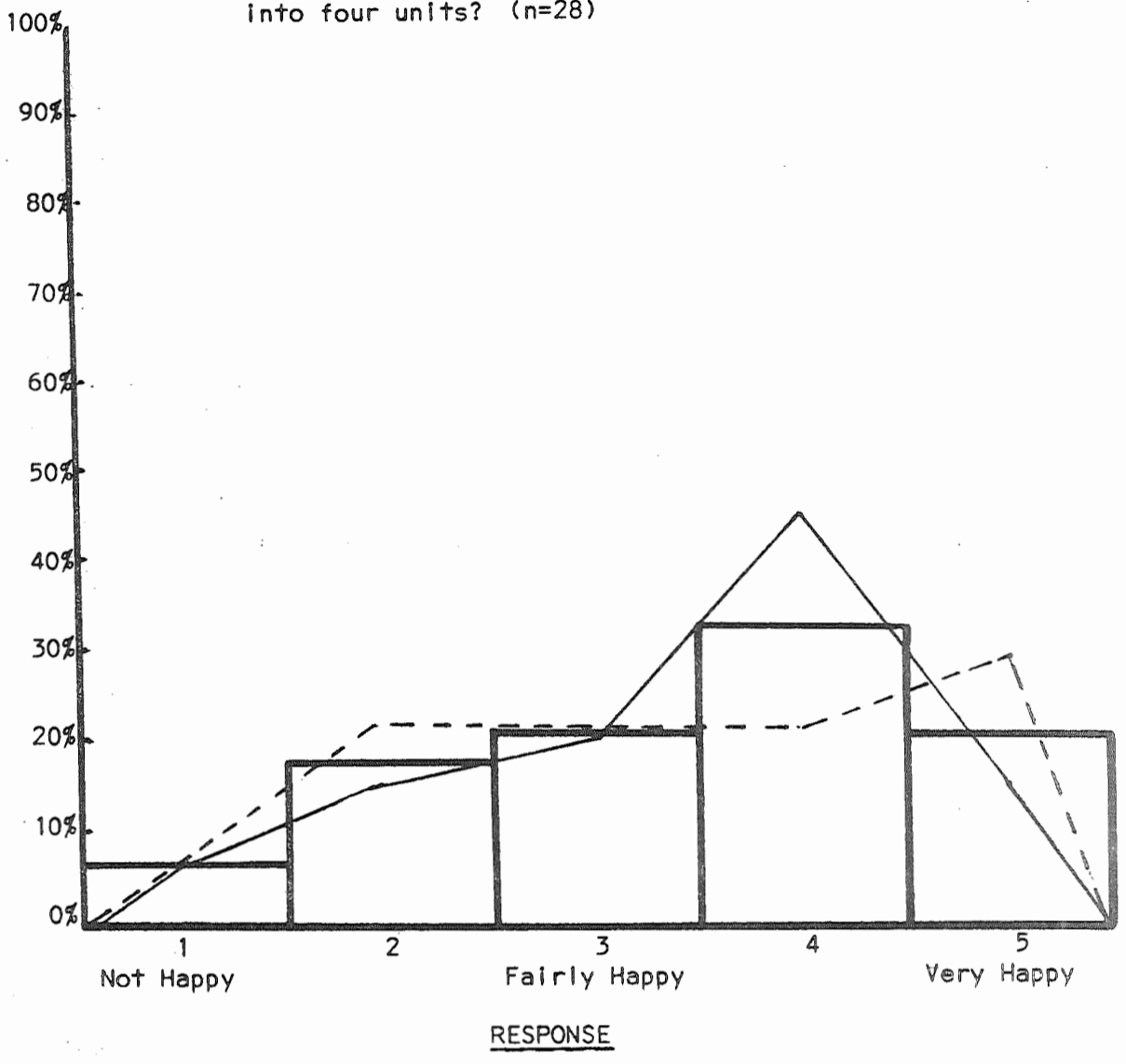
Graph 7 - How would you rate the overall length of the course?
(n=28)



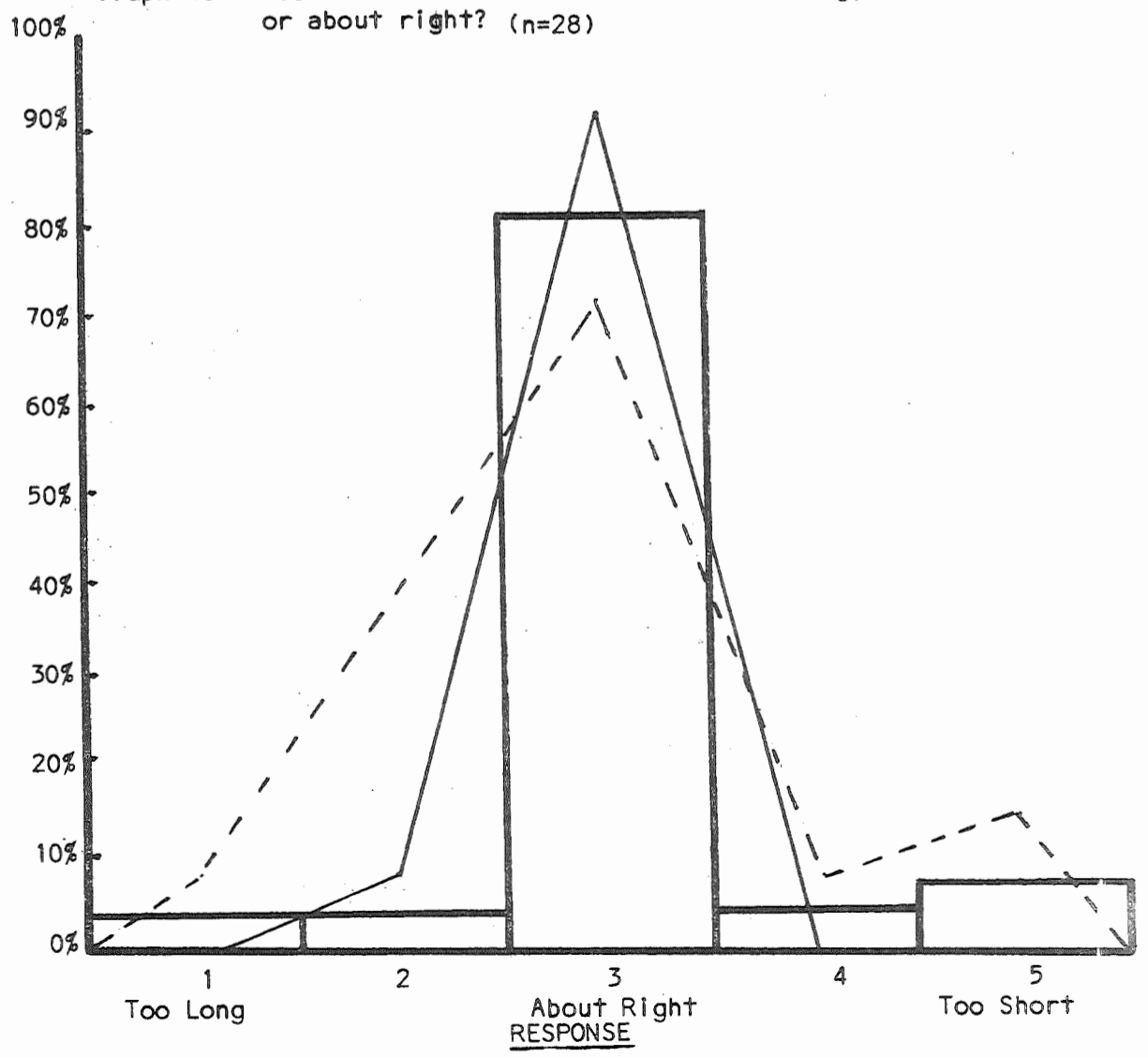
Graph 8 - How would you rate the length of the teaching day?
(n=28)



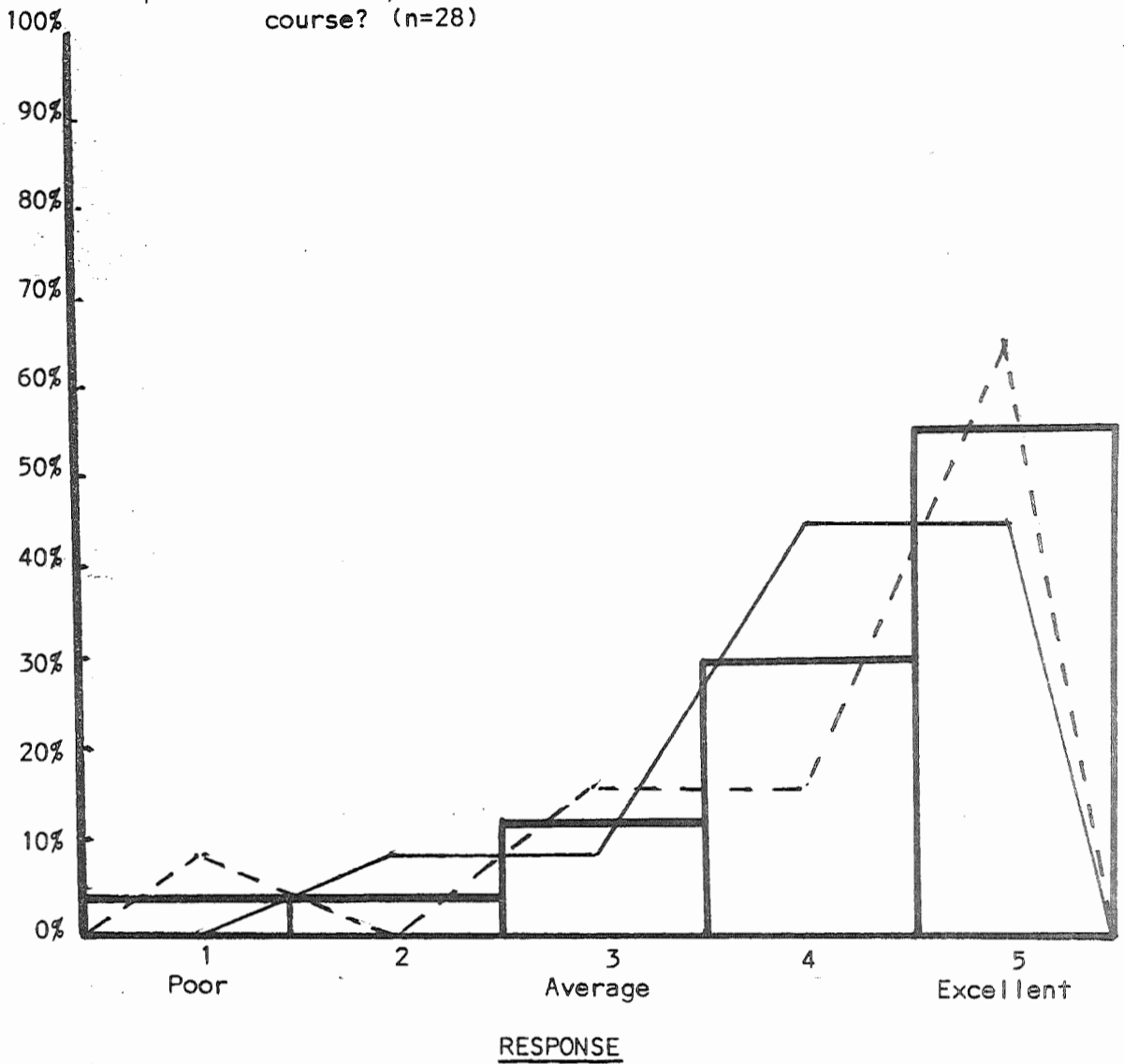
Graph 9 - Were you happy with the division of the course into four units? (n=28)



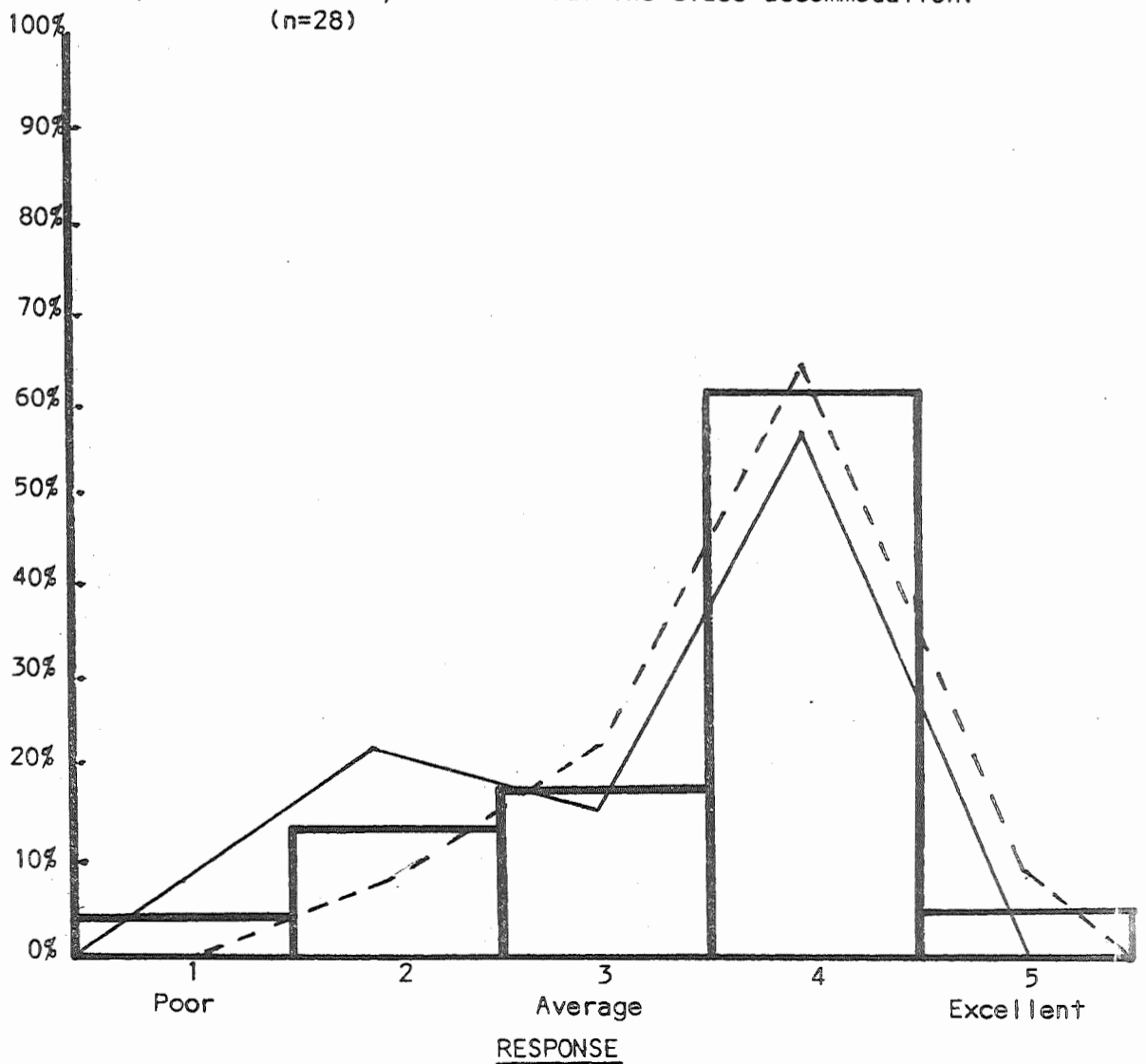
Graph 10 - Was the interval between units too long, too short, or about right? (n=28)



Graph 11 - How did you feel about campus location for the course? (n=28)

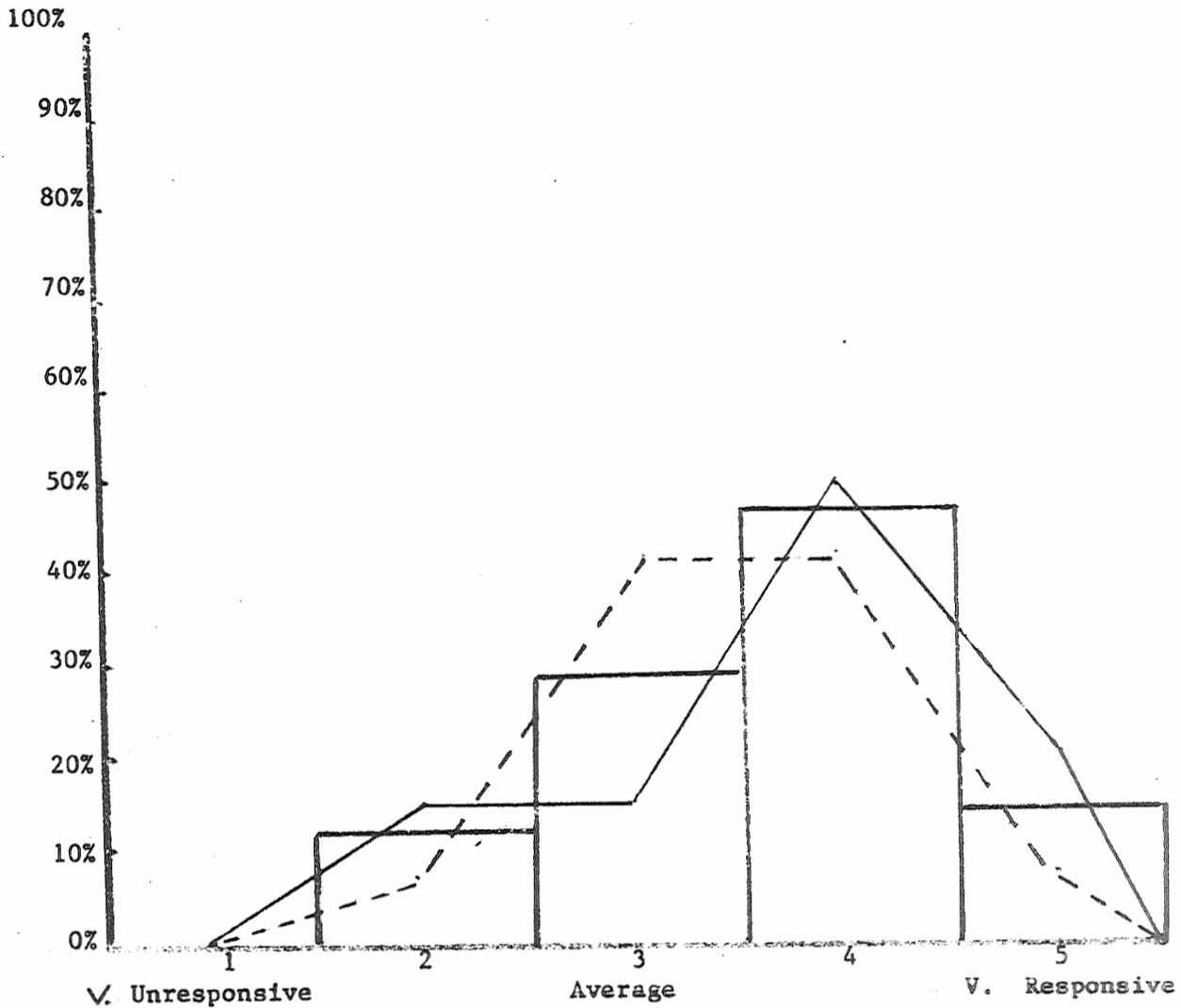


Graph 12 - How did you feel about the class accommodation? (n=28)

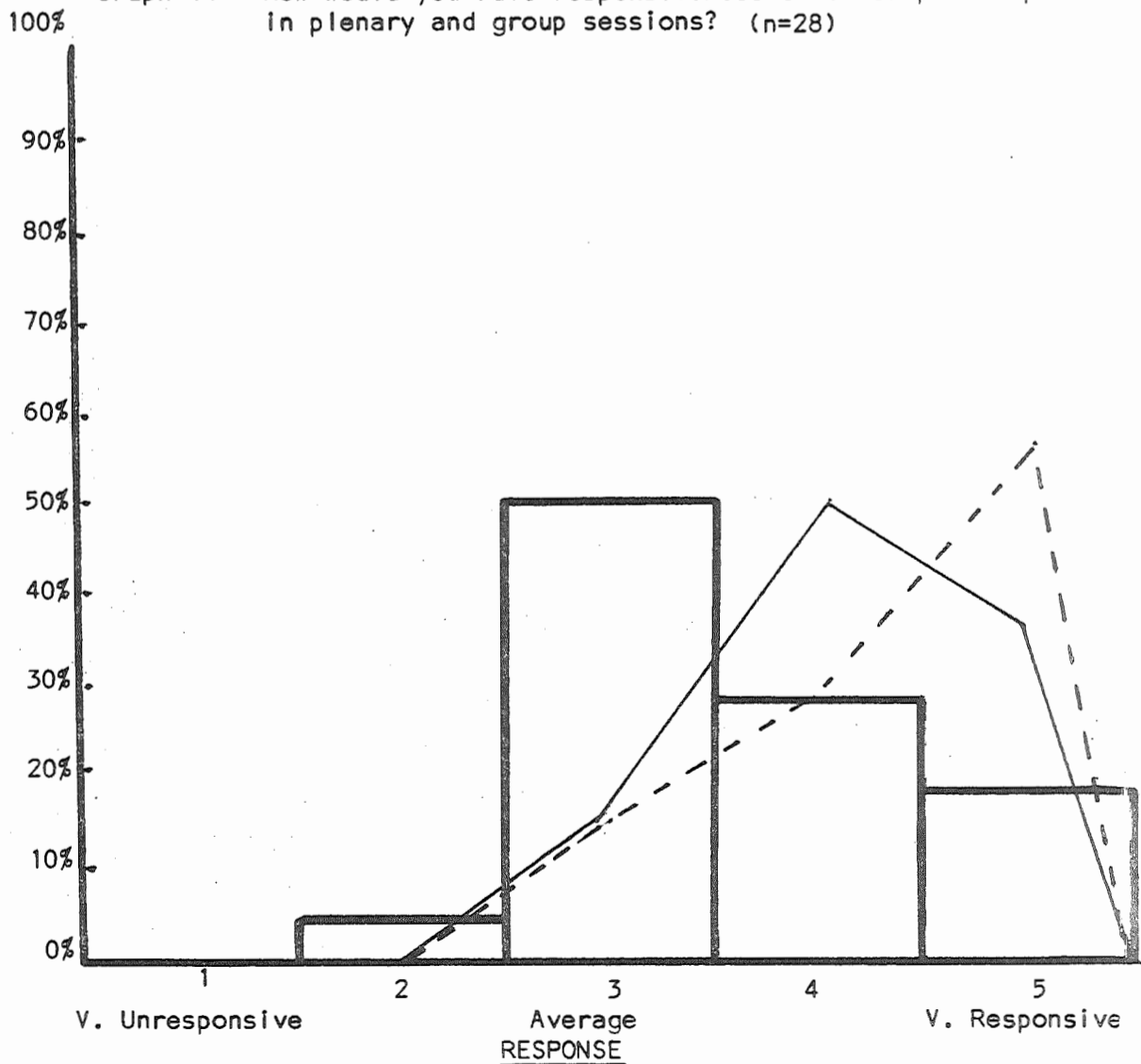


Graph 13

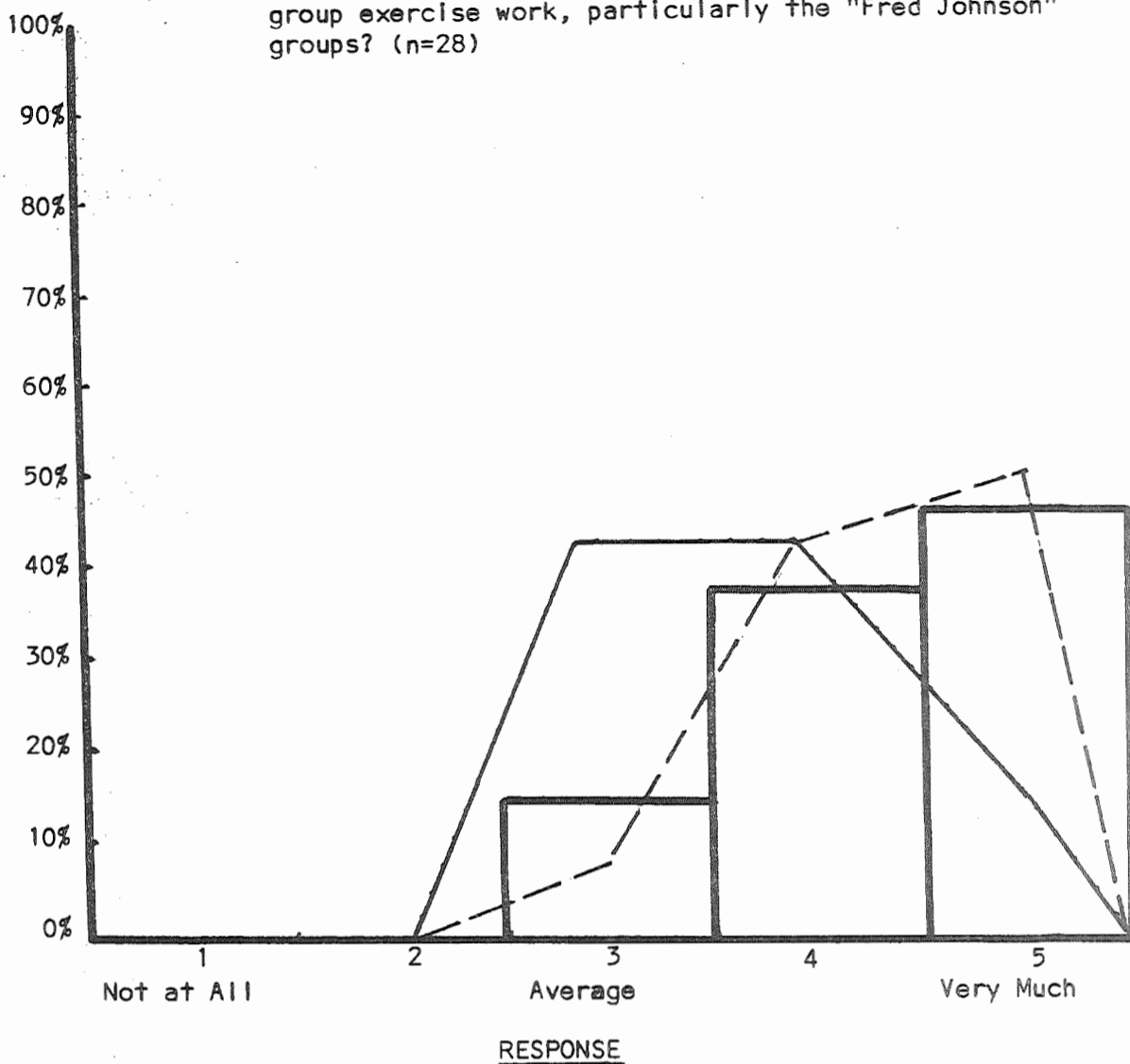
How would you rate your own responsiveness in plenary and group sessions? (n=28)



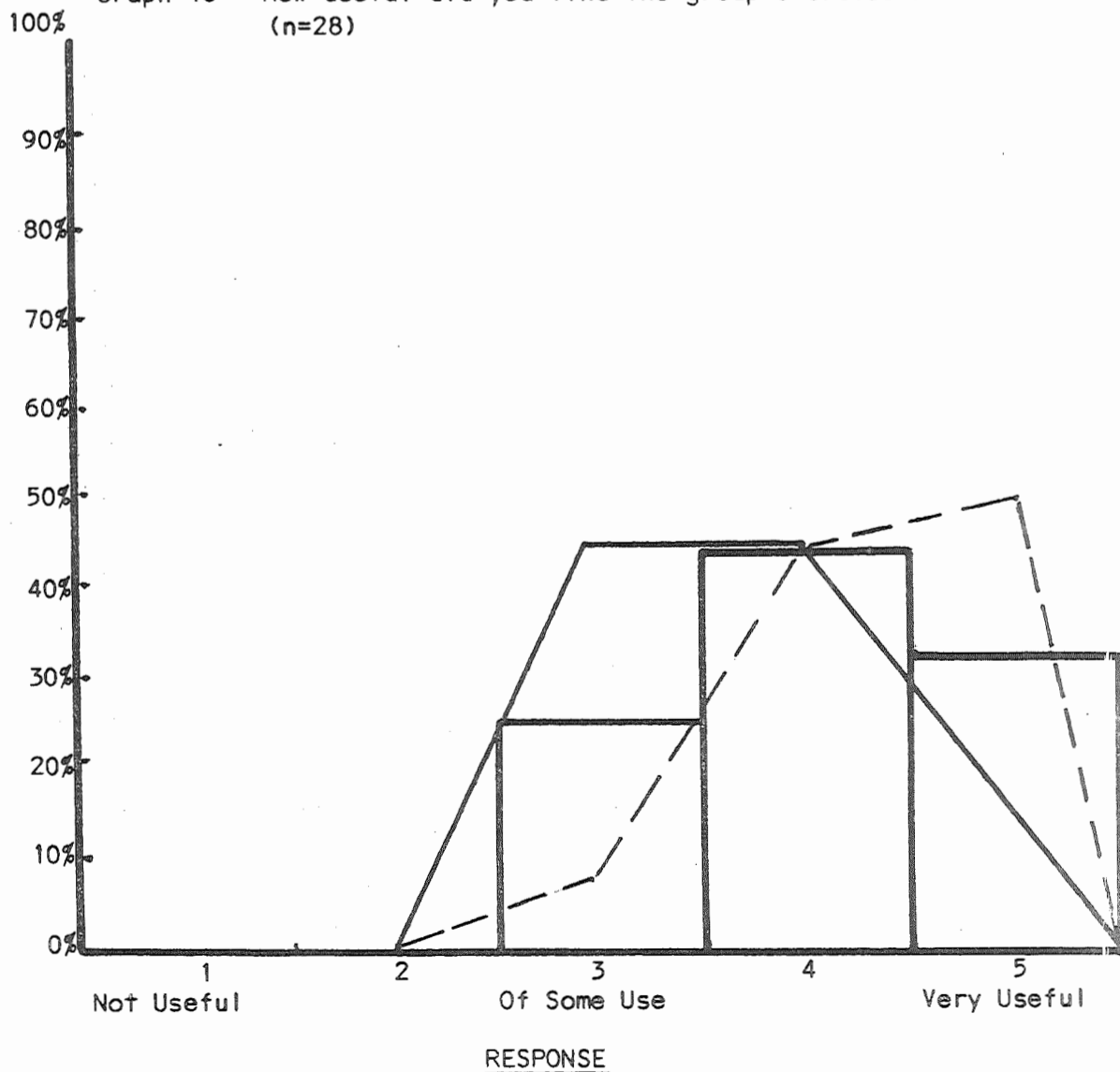
Graph 14 - How would you rate responsiveness of other participants in plenary and group sessions? (n=28)



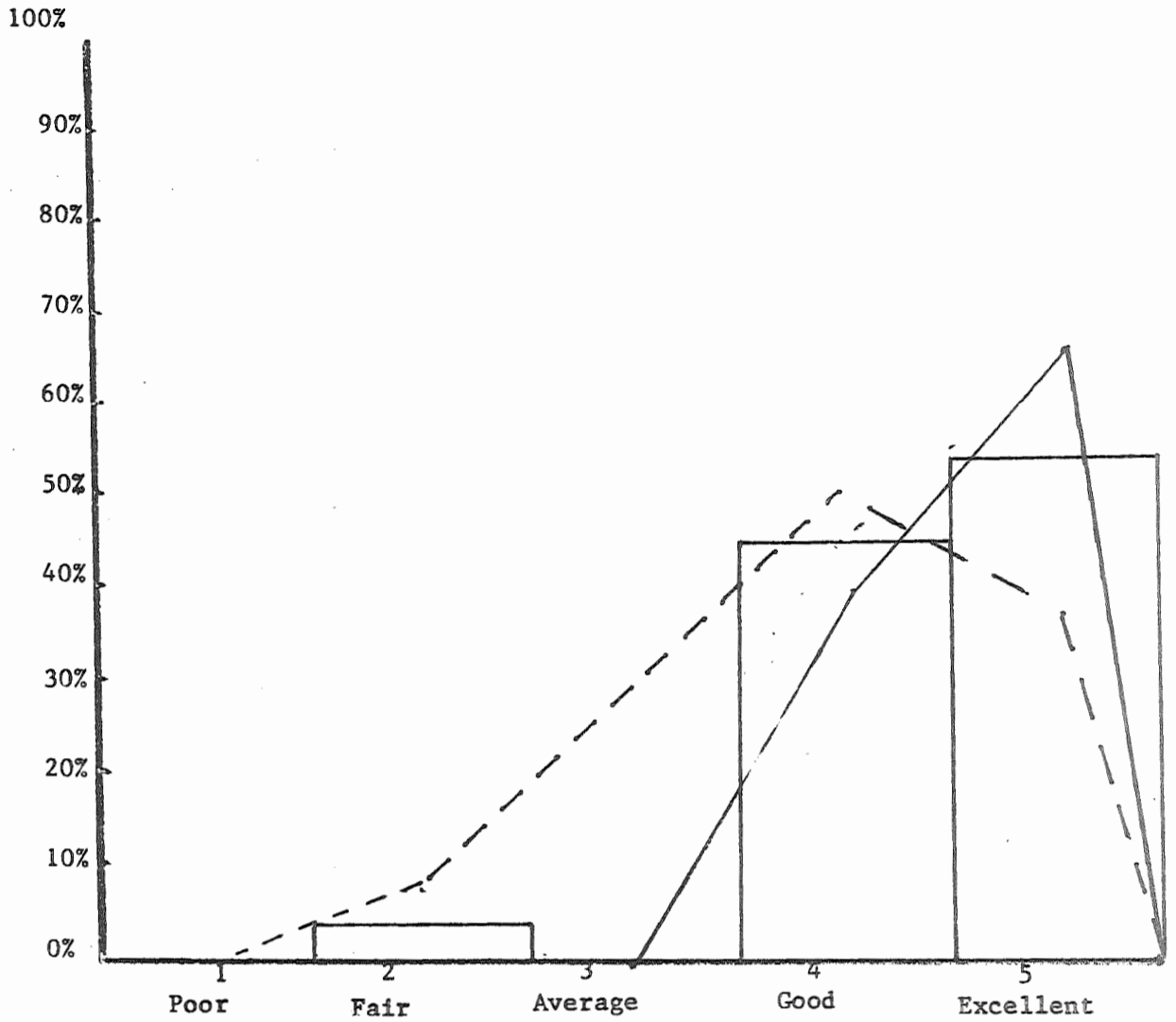
Graph 15 - To what extent did you enjoy participation in the group exercise work, particularly the "Fred Johnson" groups? (n=28)



Graph 16 - How useful did you find the group exercise work? (n=28)

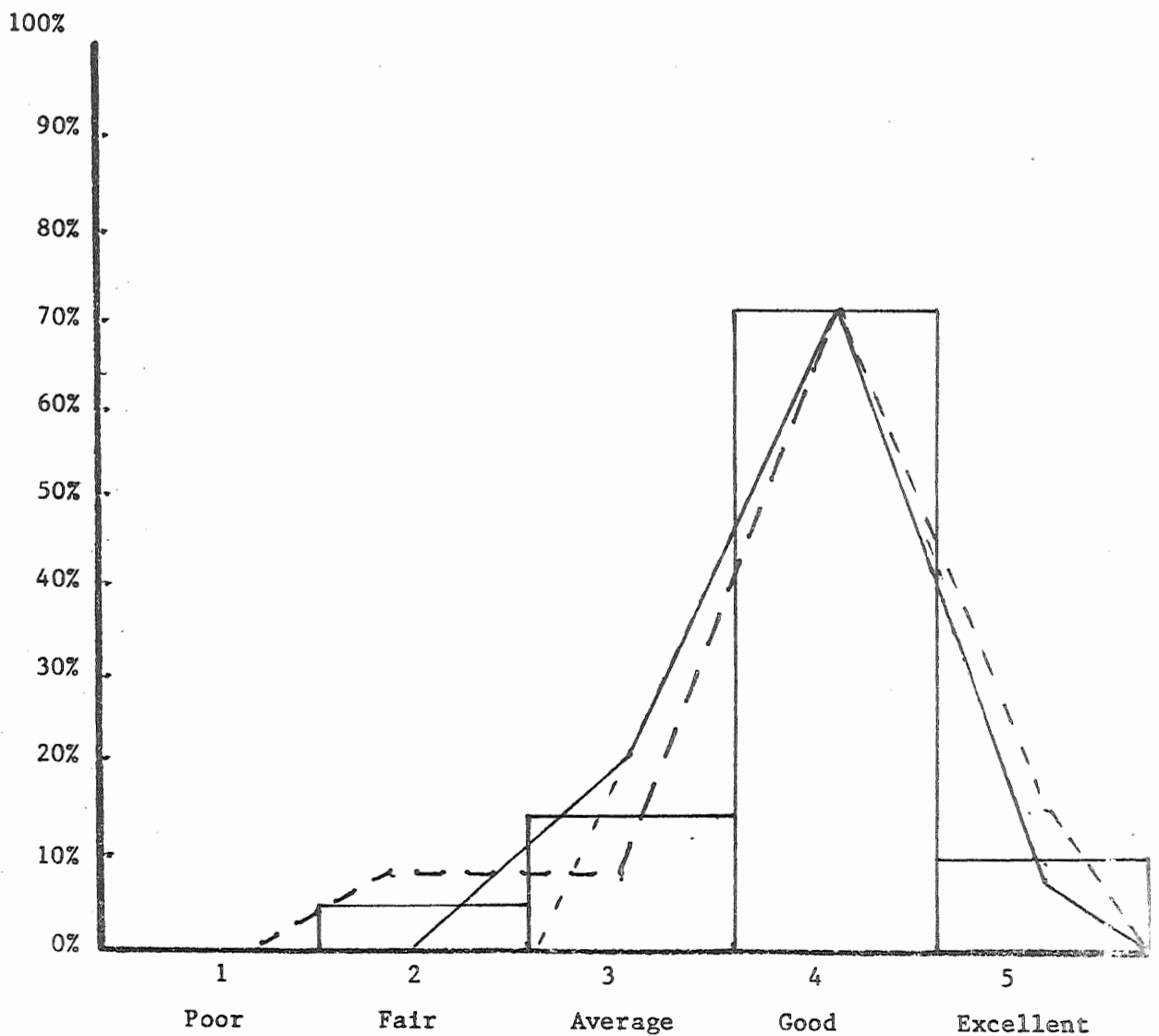


Graph 17 How would you rate the day to day organization and management of the co-ordinator? (n=25)

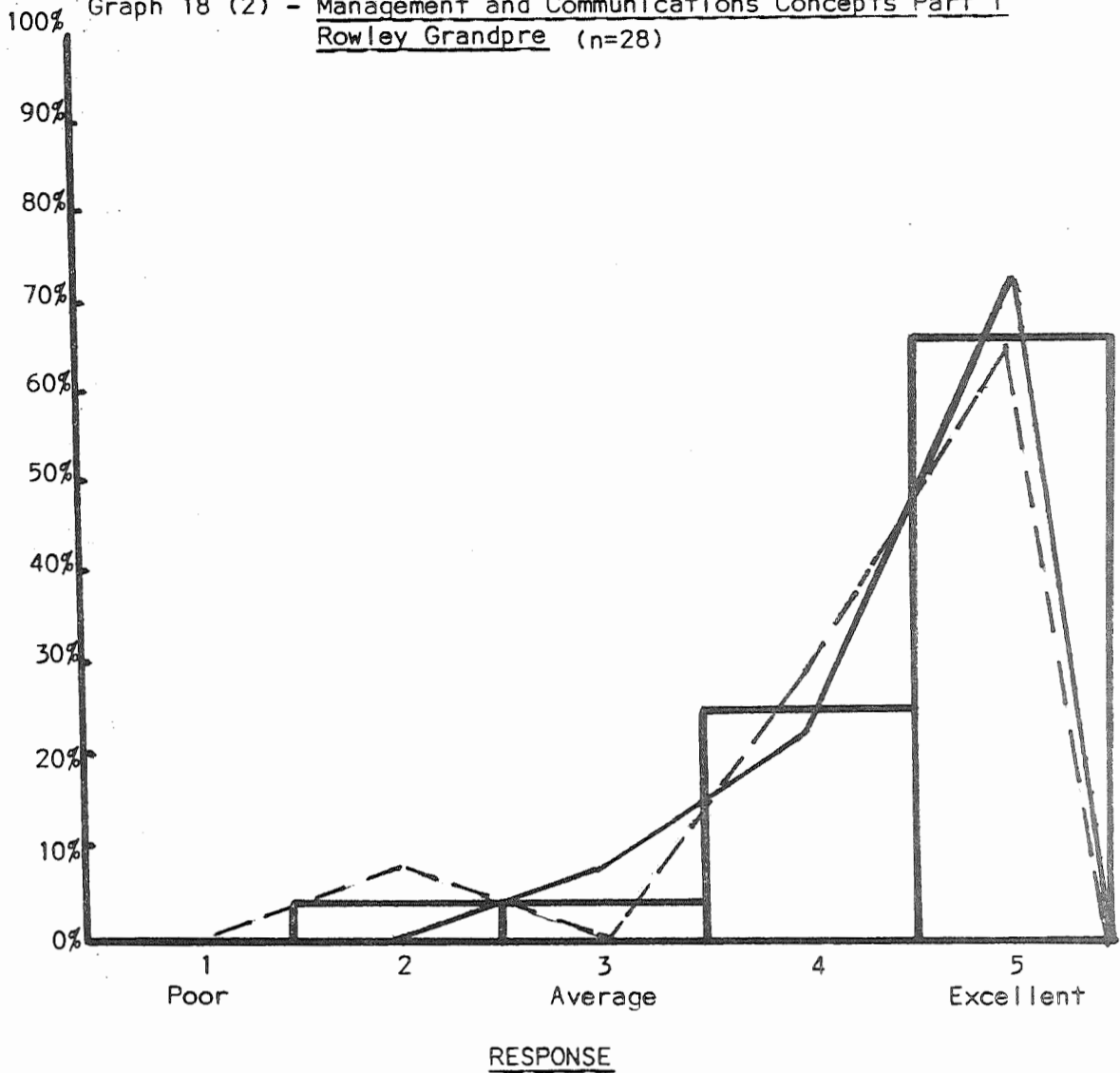


Rating of Topics: 1 Poor 2 Fair 3 Average 4 Good 5 Excellent

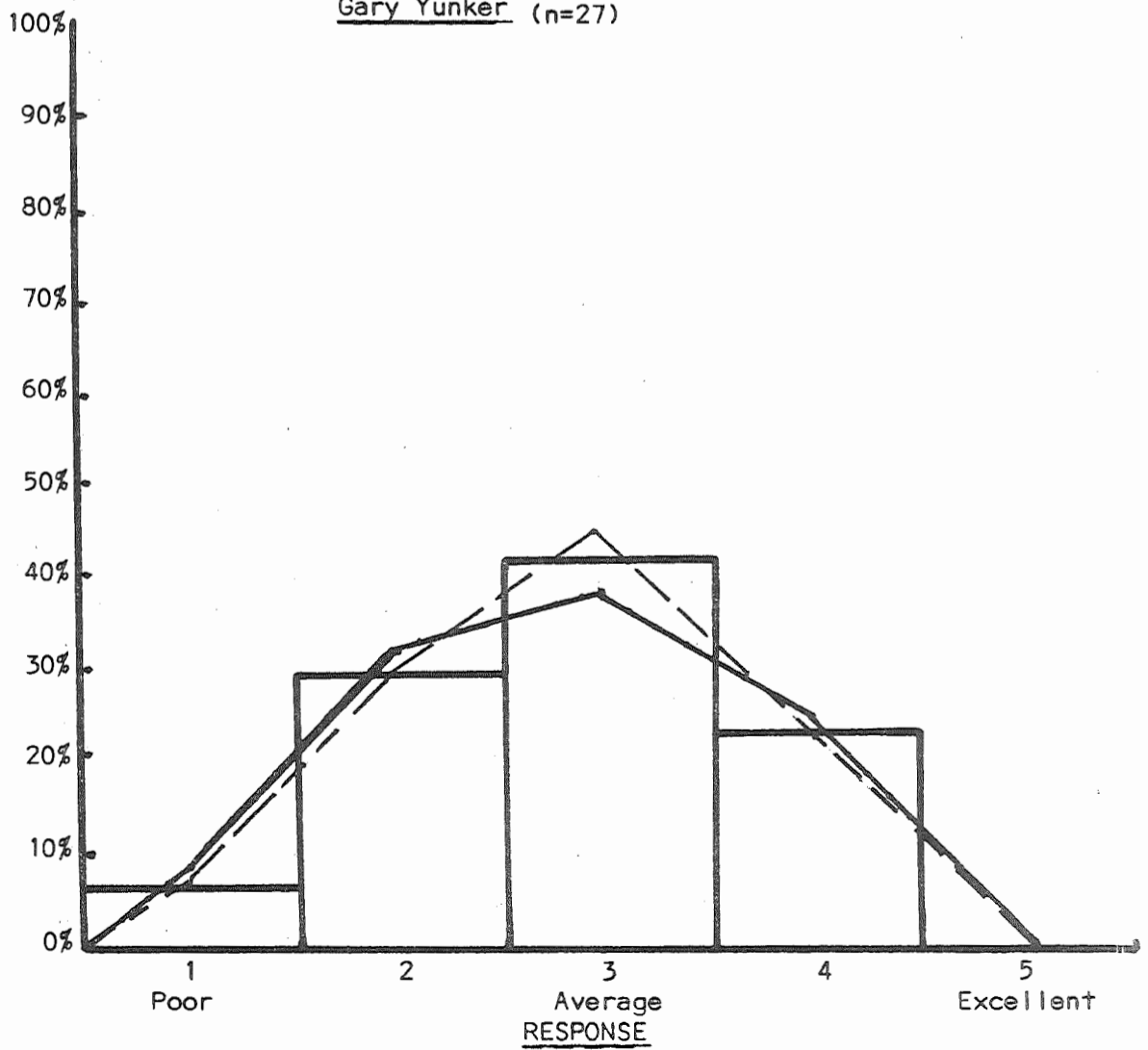
Graph 18(1) Context of Social Housing

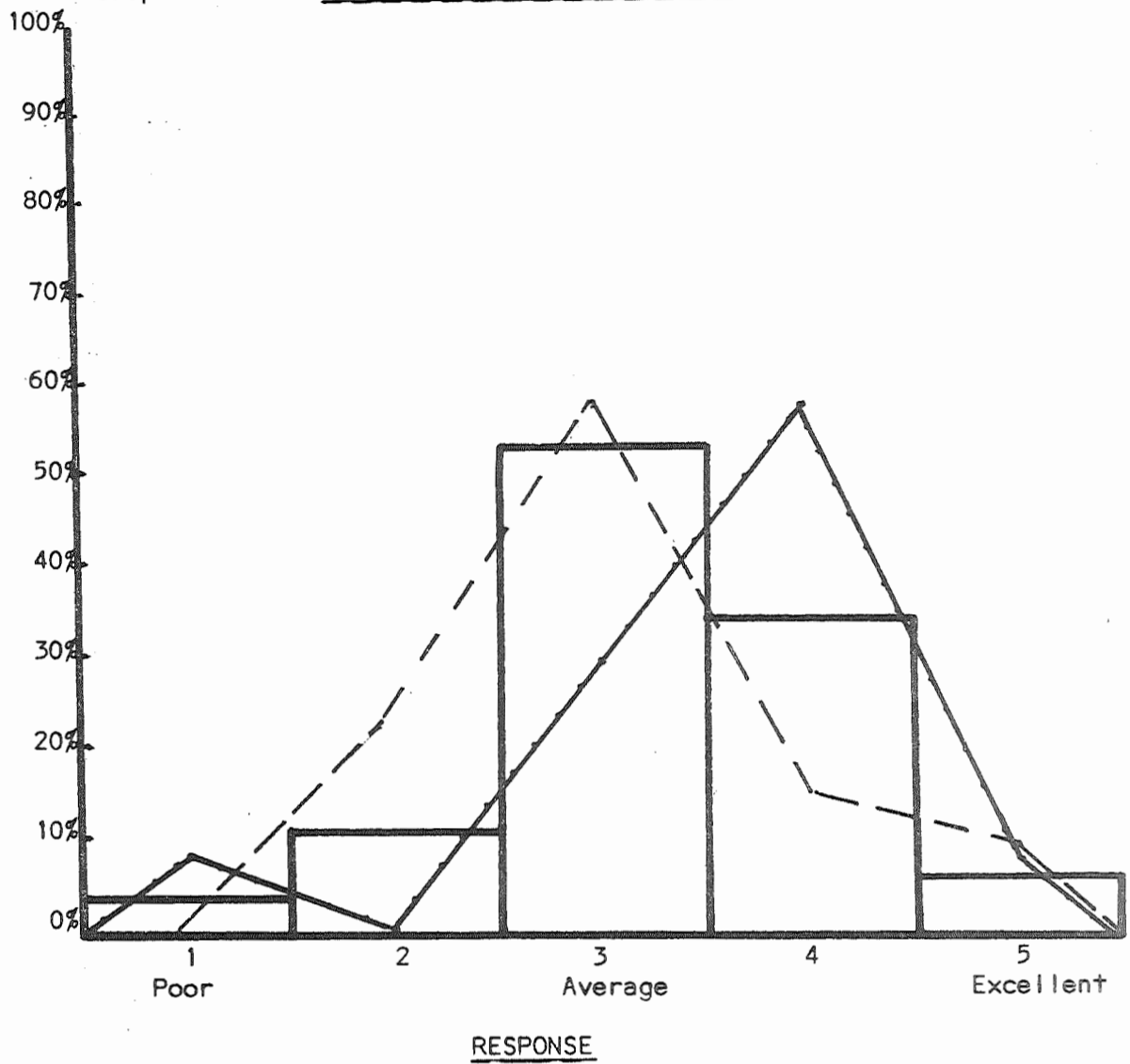
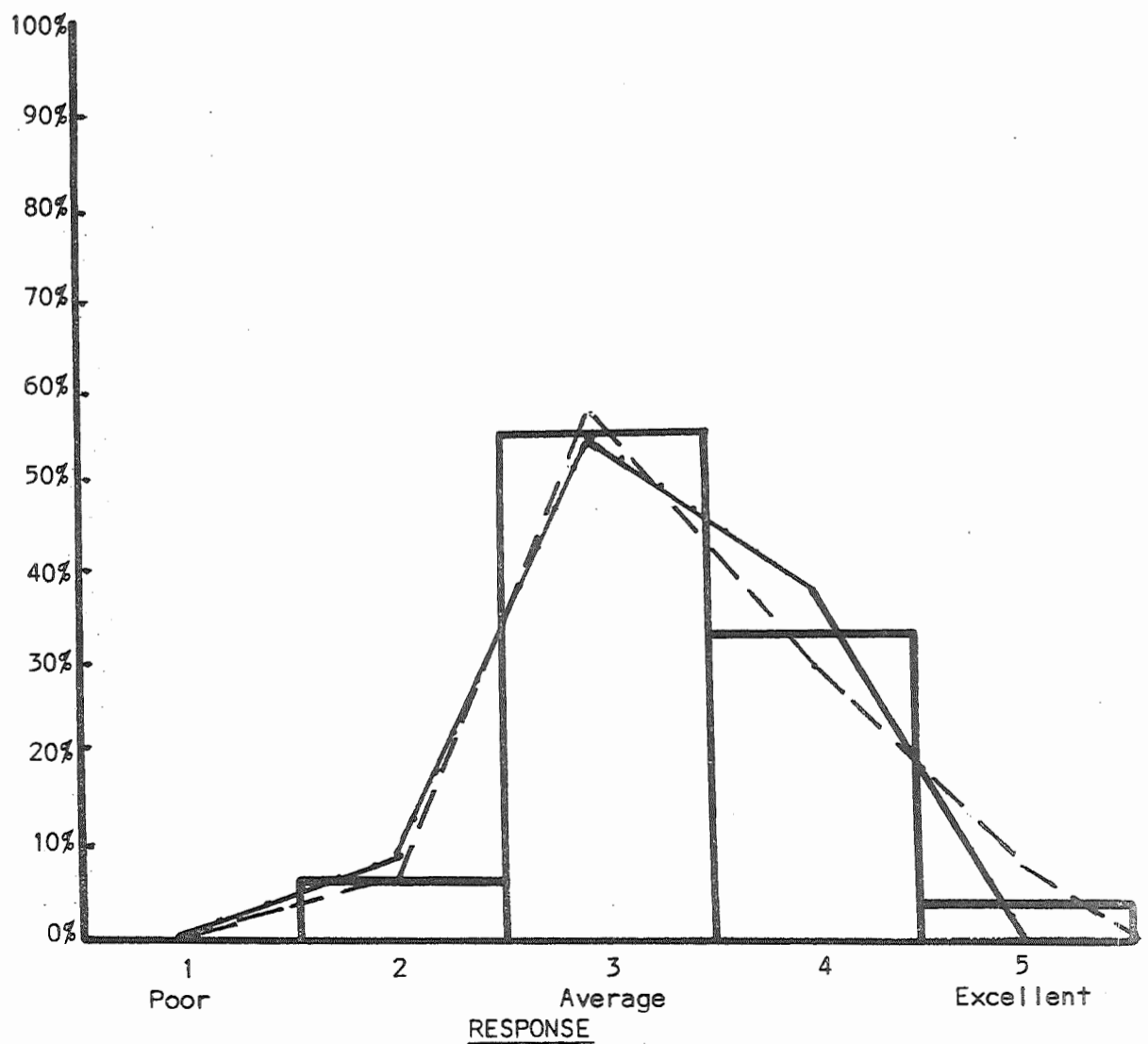


Graph 18 (2) - Management and Communications Concepts Part I
Rowley Grandpre (n=28)

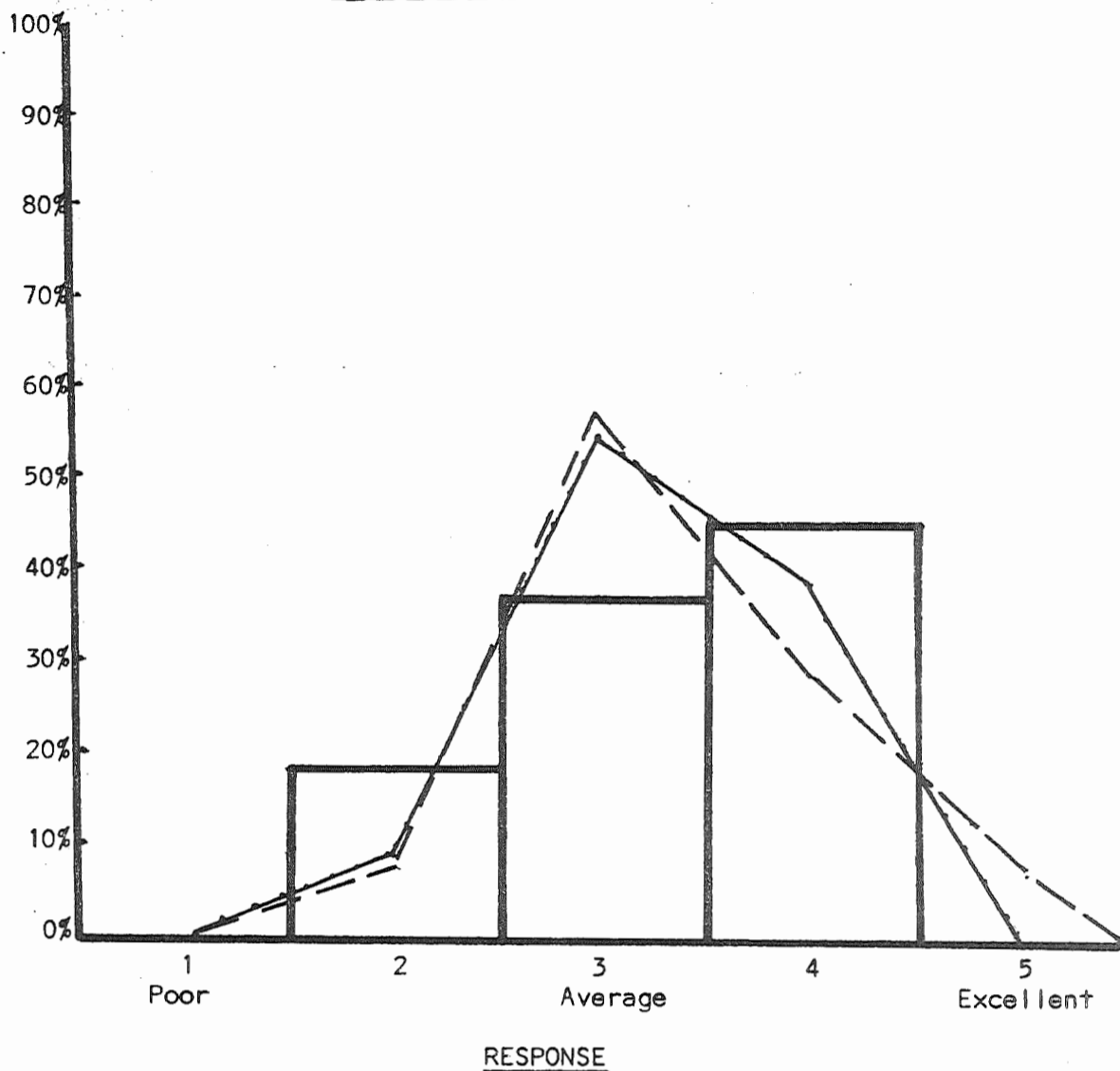


Graph 18 (3) - Management and Communications Concepts Part II
Gary Yunker (n=27)

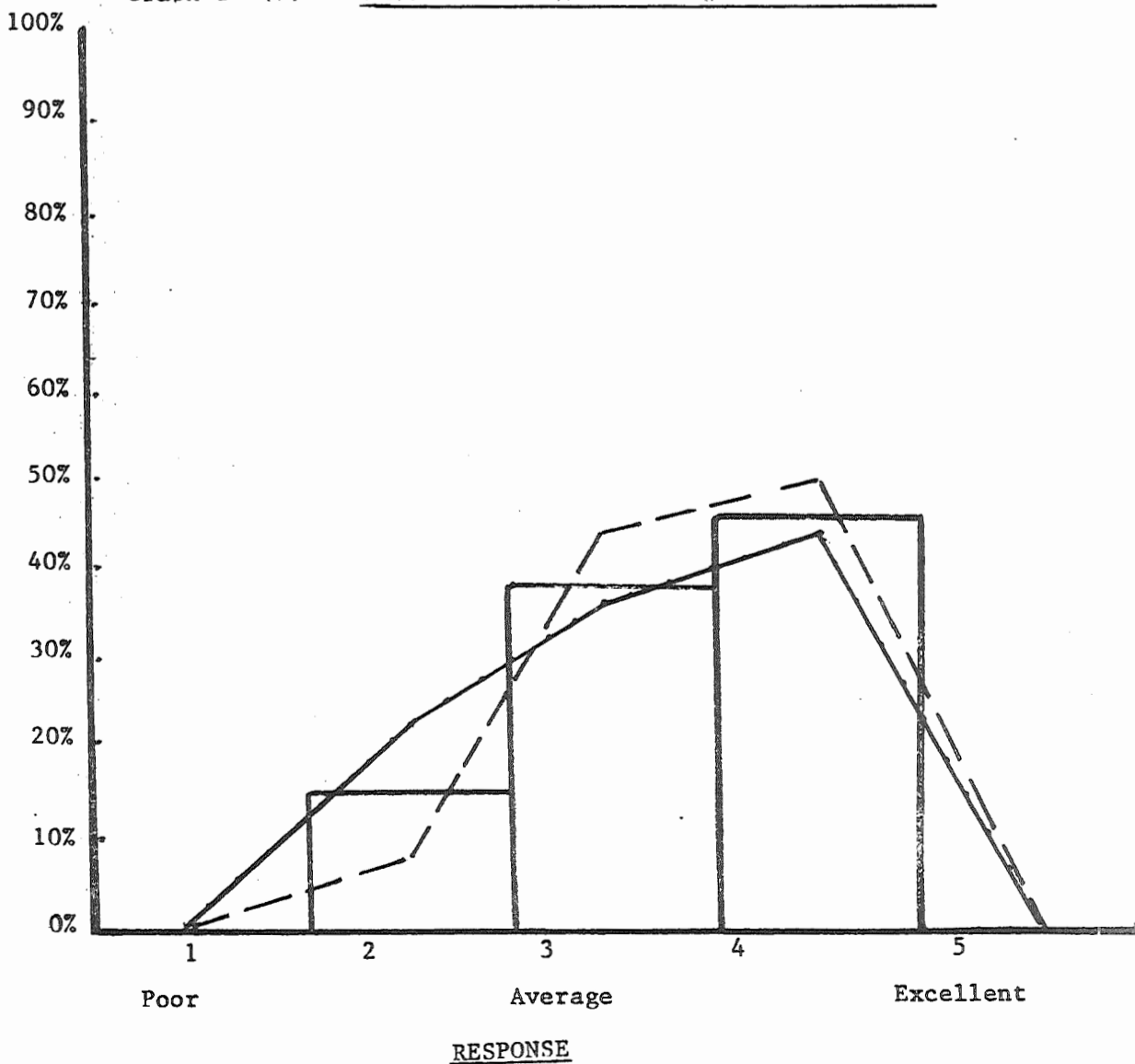


Graph 18 (4) - Financial Management and Budgeting (n=28)Graph 18 (5) - Administration and Policy Development (n=27)

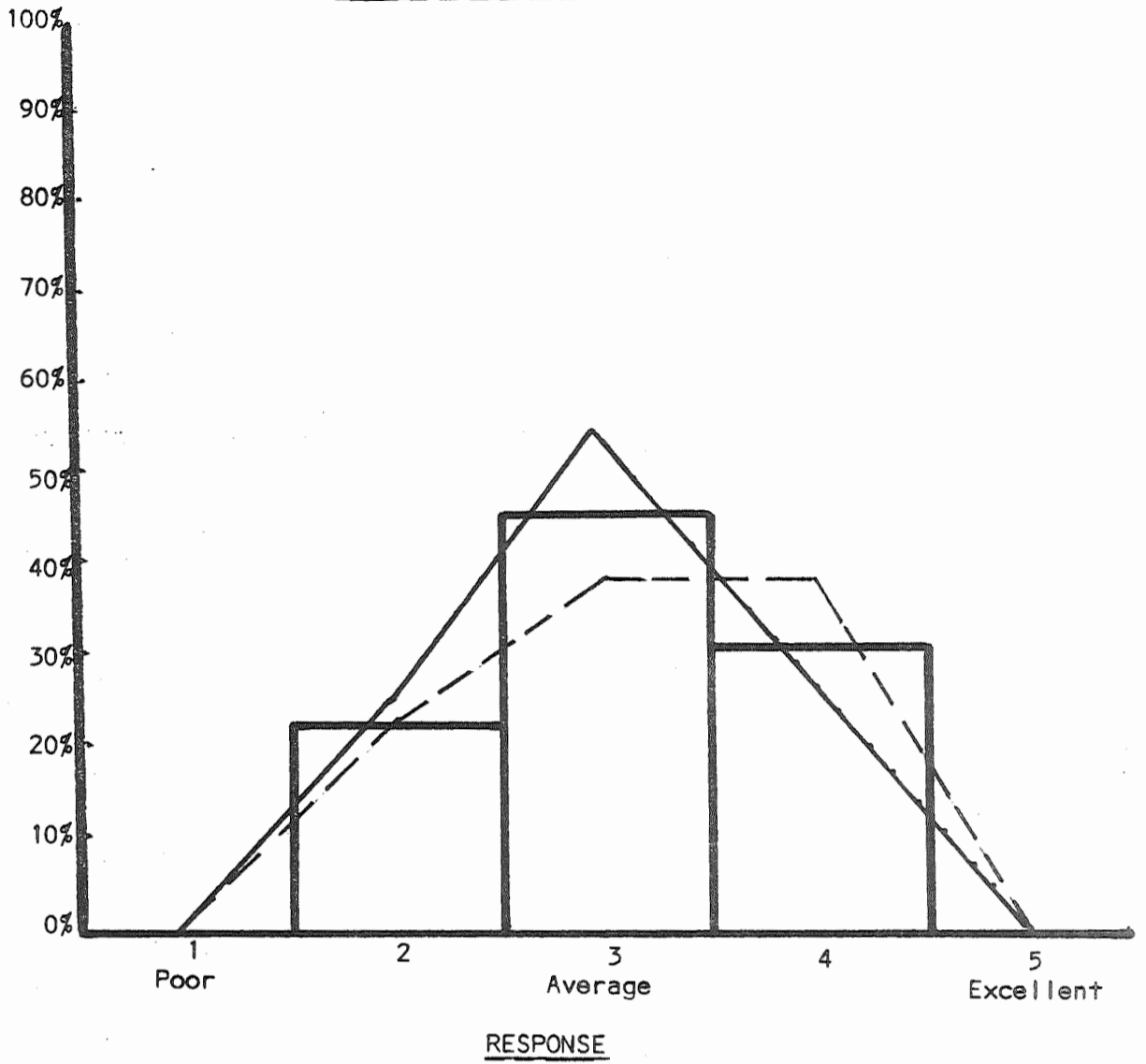
Graph 18 (6) - Human Relations - Problems and Processes (n=27)



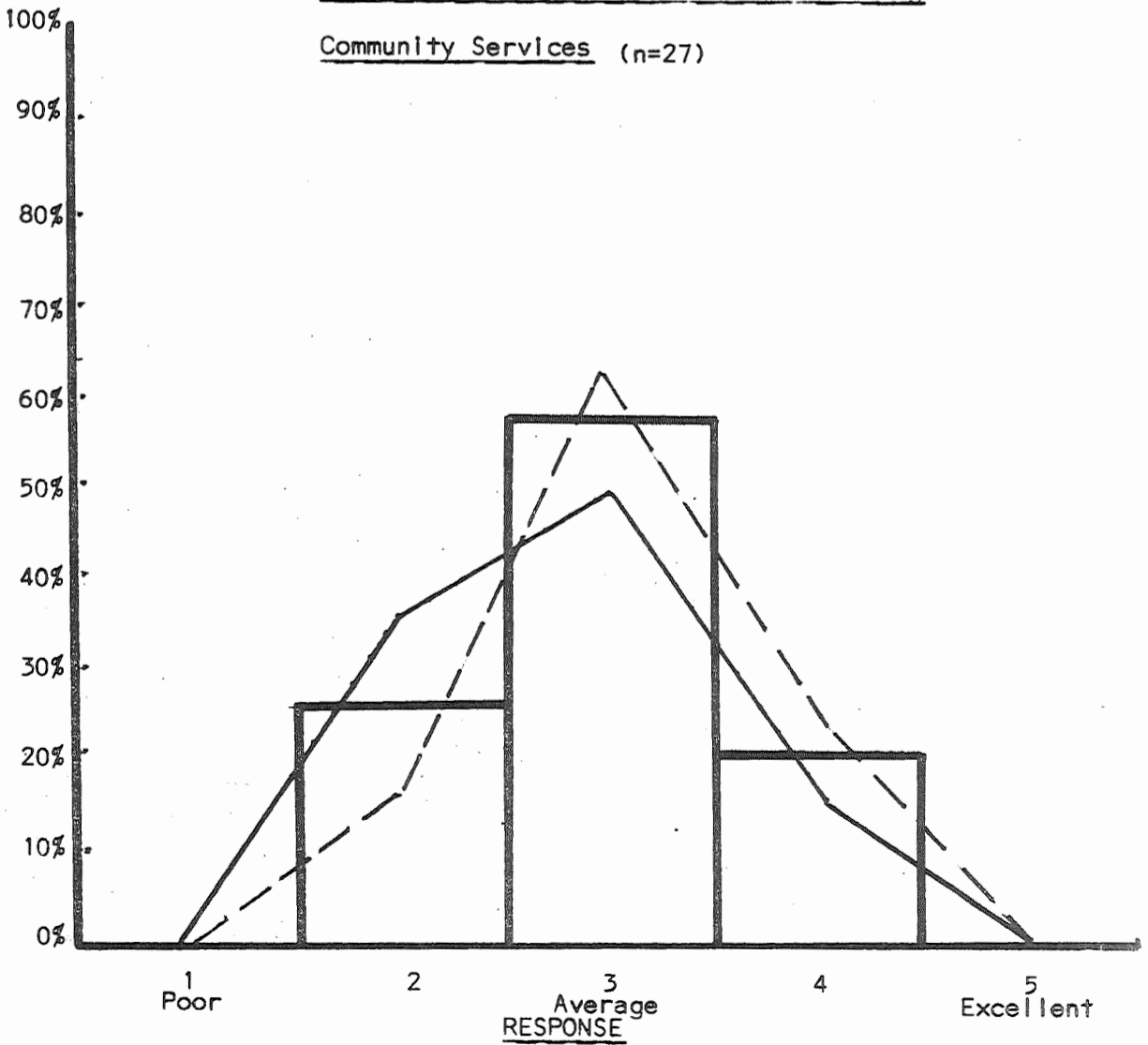
Graph 18 (7) - Physical Design and Project Use (n=28)



Graph 18 (8) - Physical Plant Management (n=26)



Graph 18 (9) - Program Administration and Co-ordinating
Community Services (n=27)



A P P E N D I X I I I

PARTICIPANTS COMMENTS

What benefits do you think you have derived from participating in the course?

1. I am not a housing manager, therefore I received quite an insight into the problems and responsibilities at the management level. I benefited from Budget Prep. session, project design and the communication session by R. Grandpre. I did not benefit much from the other "philosophical" parts of the course.
2. One of the main benefits of a course of this nature is that it promotes communication among managers- you learn from each other.
3. The course provided an opportunity to look at the broad picture in a provincial and national content. I had the chance to meet other housing managers and share ideas and concerns with them. There was an opportunity to pick up some useful information and to learn some new skills.

The class decided to explore the possibility of forming an association of social housing managers for mutual support and to present a unified position to government. This could be very beneficial.
4. More confidence.
5. A more businesslike approach to housing. As most social workers, I'm concerned with the "social" and inclined to let others worry about financial implications. These too are my responsibility and with innovation must be measured on its financial implications.
6. Recognize value in sharing challenge with other managers. Ability to confirm and adjust some social and Ph. concepts. Recognize potential to improve total (gen) management delivery capability.
7. I have learned some techniques of evaluating how others see me and how they interpret what I say. Active listening technique is helpful. Learned to know a lot of interesting people.
8. How to communicate more effectively. Information on budgeting and administrations. A greater awareness of needs of people.
9. Contact with student managers and professors proved to be an enriching experience. Responsibilities are more easily defined. You detect problems sooner. A greater desire to understand your fellow man now than you had before.
10. Some minor education advance.

Mostly group process and association with other managers since I am new in the field.
11. I got to know about others' problems.

I feel satisfied that I could help some people with the "tools" I had. I gained some theory to give confidence to my daily practice.

I would like to become actively involved in a "helping" role to those in similar situations as mine.
12. I really enjoyed meeting the other participants and finding out that my problems are shared by other types of housing. The course has changed my attitude towards my job in a positive manner.
13. I have learned to better communicate with people. I have a better insight regarding the whole concept of Social Housing.
14. - sharing of our diverse backgrounds and experiences

- knowledge of available resources to managers and tenants

- better understanding of the various types of social housing and the agencies involved in providing them.

15. A better understanding of how to listen to what residents are telling you. Meeting other managers of Social Housing projects and realizing they have the same problems day to day.

16. I have gained self confidence in what I have been doing. I am able to evaluate the situation more fully.

17. The people I have met.

The discussions I have had.

The ideas I picked up.

The resolutions I have made.

18. As you are no doubt aware, I am not a housing manager. However, by becoming aware of the problems and circumstances of one will be of great value to me. The course opened my eyes to a lot of problems experienced by managers of which I was previously unaware.

19. I have a broader scope of social housing which I hope to utilize in the future. Especially here at EPH Home.

20. Better understanding of social housing in all its aspects.

21. I did learn new things, ie. budgeting, design, etc. which did make me more aware of the operation although I presently am not involved. Other topics were repetitions. Some pertain to my work (but did not develop my knowledge) others were irrelevant, but interesting.

22. Benefits derived are numerous as a refresher and by the acquisition of information on problems and topics, relevant or applicable manager of Social Housing, the participation of group studies-discussion.

23. A knowledge of other people's problems. An appreciation of what we are doing. Up to date of the different departments.

24. Getting to know more about the different types of Social Housing.

25. Introduction to some of the areas I am not involved in and the meeting of other people in the area. Introduction to relevant reference materials in the related fields.

Other General Comments on Course

1. Course would be better with 2 distinct parts with long break in between. Week on - week off is good in theory, but I found it made a very sporadic schedule in practice. How about including in the future more skill oriented topics, eg. - letter writing, how government functions as it pertains to us on the receiving end of the legislation, how we can properly and effectively make representation to the bureaucracy, etc. More dynamic speakers like R. Grandpre. Better air circulation in the classroom (a small point maybe, but very important).

2. I enjoyed taking this course and found that I did learn quite a bit. We formed an organization of managers that should be very helpful in the future.

3. I haven't sorted everything out in my mind - I have slow recall. My over-

all feeling is I'm glad I was chosen - it has been a worthwhile experience on which I can draw as my responsibilities in the housing field enlarge and deepen. To you, especially, Christine, thank you for all the work, headaches, etc. The success is evident in the desire to organize and continue the learning process.

4. For a first course - excellent. I would recommend a real effort to get the class to develop consensus recommendations in many areas - consensus solutions, problems, etc.

-I'd be glad to participate in further development of this course.

-Information on CPM (real estate board) should be sought.

-Don't forget a few nuts and bolts concerns.

5. You did a tremendous job of organizing, Christine!

I thought we should have heard from the expert, David Vincent, rather only from representatives. Thanks for an enjoyable learning experience!

6. I cannot stress this too greatly in that the communication I received from other managers is and will continue to be very useful to me. Also, I am very pleased about the formation of a Social Housing Managers Association.

7. I'd like to pay a special tribute to Prof. Christine McKee. Her warm understanding personality made you feel at ease and at home. She is the kind of personality who will be remembered for a long time. She worked hard in making the course meaningful and effective.

8. Course content must be more fully assessed. Topics must be presented at a different pace. Six hours per day for 4 days with 3 topics is not education. You need time to digest, study and feedback on each area. Therefore, you may have to limit the number of areas or topics for the sake of education.

9. I would suggest that in future courses a day should be spent at specific 'institutions', doing a critical analysis of all existing systems, ie. books, policies, design, etc., etc. I appreciated your bearing with us - I have gained an appreciation for your systematic approach to course supervision.

10. I feel I have benefited from the course, and I hope that the course will be continued so that other people in housing can have the same benefits.

11. It was indeed a great pleasure to have attended this course. I have made many new friends but most important I have gained better knowledge of what my position is as a Manager of Elderly Persons Housing.

12. I feel very fortunate to have had the opportunity to participate in this course. There is no doubt our group will benefit from the information and knowledge I acquired and from the association formed with other managers.

13. I wish that a half a day or more would have been spent on co-op housing, the course was mainly based on EPH and a lot of the course content was not relevant to the co-op housing managers. The first part with Rowley Grandpre and Fred Johnson was of interest to all involved in the course.

14. I would like to extend my appreciation to Christine McKee as course coordinator for her patience and savoir-faire throughout the course.

15. Lets do it again.

16. Thank you Chris. Enjoyed your class very much. Hope to have similar

seminars to keep us updated.

17. Each professional presentation was greatly enjoyed, which gave greater insight into Social Housing.

18. I personally enjoyed every day and all topics presented. The benefits acquired will not necessarily come to surface on completion of the course but all the information received will be helpful in my work from day to day and in time to come. Special thanks to all involved in making this course available to us as managers of Social Housing.

19. Thanks for a good course Christine.

20. I would like to say that the whole study was just great and I feel certain, much of the information of the discussion and studies, etc. will come into good use in my day to day work as time goes on.

A P P E N D I X I V

ADVISORY COMMITTEE

07

A P P E N D I X IV

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Manitoba Housing and Renewal Corporation

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A P P E N D I X V

SOCIAL HOUSING MANAGEMENT COURSE

INDEPENDENT EVALUATION

PREPARED BY: DAVID GARVIE

OF THE READ* OP CENTRE LIMITED

THE BOARD OF CHAIRMAN (1971-1972)

CONCEPTS • EVALUATION • ANALYSIS • DATA • OPERATIONS • PROGRAM

SOCIAL MANAGEMENT

HOUSING COURSE

* * * *

AN EVALUATION

May, 1976

INSTITUTE OF URBAN STUDIES
RESEARCH • EVALUATION • ANALYSIS • DATA • OPERATIONS • PROGRAM

31 May 1976.

Advisory Committee,
Social Housing Management Course,
c/o Mrs Ynetta Gold,
Executive Director,
Age and Opportunity Centre, Inc.,
1102-211 Portage Avenue,
Winnipeg, Manitoba.

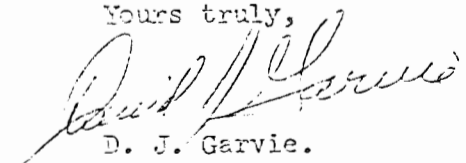
Dear Mrs. Gold:

The attached report, an evaluation of the Social Housing Management Course, is respectfully submitted.

It is my understanding that this report forms one element of the total evaluation of the course. To that end, it is based on information from the participants, and is reflective of their observations and experience at the course. As discussions with personnel from the Institute of Urban Studies have indicated that the focus taken in the conversations with the participants would provide data complementary to but separate from that being developed by the Institute, recommendations are not formally presented. Definitive recommendations appear to require the total data picture, and this report seeks to facilitate that activity.

During the interviews, several unsolicited testimonials were shared in favor both of the advisory committee and the co-ordinators. Also, several of the students expressed an interest in receiving a copy of the interpretive material prepared on the course.

I would like to extend appreciation to the members of the advisory committee, the staff at the Institute of Urban Affairs, and those who attended the course for the interest and co-operation which was afforded this firm during the preparation of the report.

Yours truly,

D. J. Garvie.

DJG/lg
Attach.

In co-operation with the Central Mortgage and Housing Corporation, with the Manitoba Housing and Renewal Corporation and the Department of Continuing Education at the University of Winnipeg, the Institute of Urban Studies "arranged and organized" a course entitled Social Housing Management, offered during February and April, 1976. Its purpose was "to provide an education process for those agencies and institutions actively involved in housing management in Manitoba."

As a pilot project, the course is subject to evaluative review. The Institute of Urban Studies is developing data relevant to the course and its effectiveness. At the request of the advisory committee to the course, the second element of the review was defined and this firm was directed to provide for the participants an opportunity to comment in a freer, more personal manner.

Thus this report presents the individual comments coalesced into a matrix. All twenty-nine students registered in the course were contacted through a telephone interview one month after completion of the course. This interview was somewhat structured but geared to provide an opportunity for the participants to indicate their specific thoughts on the experience. While there was one initial refusal, all agreed to share some comments on the course.

In determining the focus for the interviews with the participants, contact was initiated with some members of the advisory committee and with staff at the Institute of Urban Studies. The Institute staff felt that the data being gathered through these conversations with participants would prove complementary to that being developed by the Institute.

This report then presents data relative to the student's perceptions of the course, their involvement with it, and their achievements through it.

Perception at Registration

The course brochure outlines admission requirements as follows:

"There are no educational requirements for entrance into this program. It is expected that applicants will be either working in social housing organizations or be concerned with their activities."

All respondents reported themselves in staff positions. From the interviews, rather distinct groups emerged - - one younger, less experienced; one composed of building managers; one composed of employees of housing corporations. Differing degrees of commitment were also observed.

Most of the participants reported that they learned of the course through their work situation - attendance was suggested by their employers, and they were willing and interested in attending. Several (8) learned of the course through a conference in the fall of 1975, and cited that their interest and subsequent attendance stemmed from that. A similar number responded to the brochure and invitation to attend. Conversations with the advisory committee documented that the course attendance was invitational - a factor not specifically cited by the respondents.

All participants perceived that the course would relate to their work situation. When asked to outline their expectations for the course and reasons for registering, they related to their job. However, the individual goals were presented either in terms of very specific aims or as a more global interest in the field and in learning.

Some of the very specific aims cited were as follows:

- to learn material related specifically to co-operative housing
- want to know how to fight the Consumers Bureau
- to learn about problems related to the high cost of replacement equipment and painting and repair cycles
- to learn about accounting and budgeting
- to gain an insight into property management

(3 respondents)

Those with very specific aims in registering often expressed that their expectations in registering were not met - but it appears that their interest areas were so selective as to limit their involvement in the sessions.

The majority cited global expectations in registering. Common threads included an expansion of the individual knowledge base, and "to meet others in the same boat" - to develop a "broader view of the role of manager". The following were shared:

- to gain general information on other public housing and subsidized projects (2 respondents)
- to test out performance activities, for confirmation -3
- to provide an academic base for managing properties -4
- to improve communications with people and tenants -2
- to help enhance ability to handle the housing management problems -1

Those expressing more global expectations tended to report that their expectations had been satisfied. However, certain elements mitigated against this:

- no enhancement in ability to handle housing management problems--nothing to sink ones teeth into
- course at too high a level (ie. University) very educative
- too repetitious (eg. week one and week four on communication)
- objectives unclear which resulted in confusion and a let down feeling
- geared to elderly person housing

Two respondents indicated that for them it proved impossible to have any clear perception of expectations at time of registration, for they really registered on trust, and out of general interest - no brochure was available.

The objectives of the advisory committee were more articulated than those expressed by individual participants.

Conversations with members of the committee reflected that the intent had been to touch a lot of subjects lightly. The brochure sets the objectives out as follows:

1. To improve and upgrade the performance skills of managers involved in social housing in Manitoba.
2. To help managers identify and solve day to day problems in their present working environments.
3. To provide a short professional training using problem solving and other techniques.
4. To introduce the housing manager to some basic management concepts.
5. To improve the administrative, social and physical functioning of social housing environments.
6. To establish an efficient delivery system for social and public housing management training available throughout the province.

The personnel objectives and the formalized objectives could benefit from increased congruence, and, for the participants, greater articulation. Further, participants, while relating their expectations to the job, did so in a general sense as "learning" and "meeting others".

Satisfaction, presented in terms of the meeting of expectations was cited by 19 or 79% of the 24 specifically commenting in this area. Five (17%) reported unsatisfactory resolution.

For the remaining 5 participants, the interviewer noted an absence of feeling but no strong dissatisfaction. Taken as a factor of the total student population, 2 out of 3 cited that the course basically met their expectations.

Course Format

The brochure outlines the course format as follows:

"The course will be offered in four segments, one of five days and three of four days beginning February 16th. It will involve approximately 100 contact hours Extensive use will be made of small groups in the course....Role playing, case studies, observation techniques and field visits will all be used in addition to the more traditional lecture and seminar to enrich the learning experience and meet a variety of training needs".

The respondents commented primarily in terms of the module system when discussing course format. Three of four were in favour of the structure, citing that it facilitated meeting work, as well as class, demands. However, those not supporting the module structure indicated that while the modules were good in theory, in practice they were disruptive and disorientive. A lack of backup resources in the office was noted, suggesting that work pressures would only be met through their own efforts. Conversations with respondents from some larger offices indicated that the module system was less suitable than a continuous month. Other respondents further indicated that while the structure was effective, it did at one point conflict with billings, and they suggested that perhaps this timing problem could be resolved.

Universally there was a preference for the day session, although some 30% felt that evenings were a possibility.

While most indicated that the course length was generally appropriate, some comments were shared:

- decrease the length and avoid repetition (1 respondent)
- days were too rushed, and there was not enough time to digest material (2)
- the day was too long, particularly if there was a home assignment (5)
- the course was too demanding, stretch it out (2)
- conversely, three felt that they could have handled more material in less time.
- shorten the models - to half days or three (1)
- to start earlier in morning, so can terminate earlier in afternoon, day was too long (6)

The course was presented with no topic options and this was supported in that the majority of the respondents (3:1) favoured attending all the sessions. Only 5 indicated that they would have preferred to have been given the option for selectivity. Of those favouring the wholistic approach,

two did so on the basis that this was a pilot project, and therefore, selectivity was not practical,

There was almost universal acceptance of the appropriateness of the intermix of plenary and group sessions. The exceptions were two respondents who indicated that the groups were a sharing of ignorance and therefore not a valuable experience; they suggested lecture as the only necessary method. Conversely, the remaining respondents highly favoured the group interaction, for it allowed the participants to identify with others, to be more open in the airing of their views - facilitating the input of self into the course.

The comments on the instructors ranged along a continuum of poor to excellent with most respondents indicating a fair degree of satisfaction with the overall calibre of instructors. Comment was made by some that the speakers were not always aware of what others had presented resulting in repetition. Further, some did not have sufficient knowledge specifically related to social housing management.

There was universal acceptance of the University of Winnipeg as the setting for the course. It was handy and had provision for meals. However, certain cautions were noted - parking was a problem, it was very stuffy, no freedom to move around. One respondent would have preferred a more intimate setting where room changes were not required. Some of the committee members contacted expressed interest in a community college as a setting with two of the respondents posing the same suggestion.

In summary, the respondents, by a ratio of 3:1, supported the format of the course, with some suggestions for change. These directions plus the 25% not in favour of the module structure, suggest that some revision may be indicated. The study group noted that over a 7 week period, approximately 4 weeks were spent in class and 3 weeks in the office. Perhaps additional time to test out concepts in the practical setting with job demands being met might be beneficial.

Course Content

As defined in the brochure, the course was planned to cover the following topics:

- "the context of social housing
- administration and policy development
- financial management and budgeting
- communications and human relations
- physical design and project use
- physical plant management
- program administration and community services."

While the respondents were asked to comment on course content, in fact little was said. More was expressed on the meaning of the course, on the format, and on hopes for the future. The advisory committee indicated that an overview had been planned and essentially the students were accepting of this. There was no real preference indicated through the interviews

for hardware vs. software topics. Communications and budgeting appeared to be the most interesting areas.

Some comment (at least by two) was made of the repetitious nature of the course. An additional two indicated that the course content was not in keeping with the brochure, another two felt the course to be too intense, and three felt it could have been more intense. There were occasional comments as to lack of continuity.

One topic area repeatedly singled out as too simplistic and detailed in presentation was the material dealing with fire prevention.

In keeping with individual learning style and individual needs (both personal and on the job) respondents presented some suggestions for the future courses relative to content. Essentially they appear prepared to assign this responsibility to the planners. However, suggestions were made along the following lines:

- some free time at which students could present material
- more continuity between topics and speakers
- emphasis on teams
- development of a process whereby the participants articulate their needs and then structure the course around these needs, with a built in feed back system to self correct
- a practicum

On the whole, the respondents favoured a general course, with a wholistic, non-selective attendance requirement. They supported the complementary nature of group and plenary session and almost universally favoured groups. They confirmed that the course demands were in keeping with other pressures on them. Although some specific suggestions for course content were presented, they essentially supported that developed by the planners.

Group Activity

Recognizing that the participants enjoyed the group experience, two measures of group activity were noted:

1. attendance
2. Group cohesiveness

All the respondents reported their perception of regular attendance. Some commented that they had slipped out in the afternoon due to boredom, and feelings of fatigue with the long day. Reasons cited for missing elements of the course were usually related to illness (2), business (5), family problems (2) and miscellaneous problems. One respondent indicated that he altered the hours for himself to break up the program a little and to attend to business. Absence of 1 day was reported by 3, 2 days by 1, 4 days by 2 and 5 days by 1 - the remainder did not specify.

There was close to universal perception that the group attending the course did achieve cohesiveness as only two reported that the group

did not become cohesive. There was a feeling that cohesiveness took some time to achieve, but it was achieved. The comments also noted that while there was some similarity of function and interest, the group represented many disparate interest and philosophies and that cohesiveness developed in spite of this.

Relationship of Course to Work Experience

The respondents were asked to indicate their perception as to the effect of attendance and participation in the course on their job performance. 14 or 48% indicated definitely improved job performance and an additional 9 (31%) reported some positive change. Only 5 or 17% reported that attendance was not now being reflected in their job performance and one man asked that he not be asked that question for he felt it was impossible to answer.

The common theme underlying changed job performance was increased self confidence. Participation at the course resulted in the students, in their role as managers, feeling more able to handle the various elements of their jobs and being more comfortable in meeting the myriad expectations of their jobs.

Two of those citing no improvement in job performance have extensive experience and are complacent and comfortable with their own performance. The other three just noted no difference and were dubious if there would be some future improvement.

For those citing some degree of changed job performance, the following are reflective of the comments:

- more confidence; mellowed and softened with tenants, but no dramatic change in way he performs
- course created an awareness of how other people handled problems, and encouraged a more flexible approach
- picked up specifics and information on resources
- thinks more before trying to do things; calmer
- tuned him up and refreshed him and gave some awareness
- course reassured him and confirmed what he is doing
- trying to listen closer to people

Those indicating improved job performance presented along the following lines:

- able to take a firmer stand with people (2 respondents)
- learned to make decisions on own (1)
- has greater confidence in all aspects of job (1)
- has an overview of all facets of the job and many ideas to implement (1)
- attitude changed for the better in communication with tenants(6)
- specific information including community resources (6)
- Better listener (2)
- improved board relationships (2)

managers. It could provide an upgrading mechanism, would refresh and reaffirm - would positively affect confidence.

However, the certificate would have to be meaningful - and accepted in society. It was pointed out that the lack of examination or other testing of knowledge gained through this course detracted significantly from the value of the certificate. A continuing course leading to a certificate was considered a natural evolution of the profession and would positively reflect on standards. However, problems regarding the establishment and enforcement of standards was noted by nine respondents, who commented that the flexible nature of the job would mitigate against standardization, which to some seemed to mean stagnation. However, the remainder of the respondents were in favour of activities that would lead to articulated and then applied standards.

In terms of the future, there was agreement that there should be continued planning and educative strategies developed. An increased role for students and potential students in this process was outlined, but only four specifically indicated that such activity should rest with the managers themselves. Most of the respondents were content to let the current planners continue - perceived as a combination of the Institute (University) and the housing authorities. Again, two favoured the community college level. Funding was identified as a continuing problem and several who commented in this regard suggested that continued financial resources would have to be factored in - most looking to Central Mortgage and Housing Corporation.

The future auspices of the course seemed coloured for some by the fact that this pilot project had accomplished something positive in their eyes and that auspices had not been an issue as much as format, content, experience and peer contact. Thus, they were willing to leave it where it is, with changes.

The Future

The respondents indicated that theirs is an evolving field, indeed perhaps leading to a profession. In addition to need for a certificate course and standards as already articulated, the following were identified:

1. An Association for Social Housing Managers

There was universal interest in favour of the formation of an association for managers of social housing. A benefit was perceived to have been achieved from interaction for the common good. Differential roles for the association were identified - social action, influencing government and funders, collective activity to better the situation of the managers, inter and intra communication, identification and implementation of standards. There was one concern - it should not be a social organization, but should seek to do some real good for the managers.

2. Central Information Centre

Particularly cited by isolated building managers, this centre

would provide resources and direction when problems were experienced.

Comment

To the participants in the course, it was a meaningful experience - for 83% indicated that they would suggest it to another building manager and 79% reported that attendance at and participation in the course has resulted in improved job performance. While recognizing that some change would improve the course should it be again offered, there is support for the pilot course as 79% reported satisfaction of the expectations.

In reviewing the objectives of the course, most appear to have been achieved, or to be in process. It did provide a training program, and the establishment of a system for such training is under review. It did upgrade the performance skills of managers, by their own admission. This should have positive repercussions on the environment in which the manager is working. Certain other elements not specifically articulated were achieved - the interaction, the confidence building.

The course sought to be both academic and general learning as well as staff development, or "in service" as the brochure states. It is difficult to run staff development which related to specific needs and specific setting in a neutral setting as a learning experience. The need for staff development/cum supervision was obviously a felt need of the participants, and continues to be so.

The participants mandated continuing educative mechanisms awarding meaningful certification - also an association for the benefit of managers.

This course was a first, and therefore unique. As a first, it received support from its students who, at the same time, pose a challenge for continued and creative growth of such course situations.