

Gold Medal Training: Strategies and Techniques to Facilitate Superior Employee Learning



BRECHER
& associates
incorporated

Presented to: BOMA International 24 June 2014
Presented by: Natalie D. Brecher, CPM[®], CDEI[™]
Sponsored by: The Institute of Real Estate Management



Natalie D. Brecher, CPM[®], CDEI[™] is a seasoned authority helping organizations enhance workplace performance and managers develop and improve leadership skills. She provides consulting, coaching, training and keynote speeches to fortify positive, lasting change. Brecher brings a dynamic, creative approach to skill-development, engaging audiences in interactive, practical, and solution-oriented programs that improve performance. She held executive leadership positions with major national real estate firms for more than 26 years and is a veteran instructor for the Institute of Real Estate Management, also serving to train its instructors. Brecher has presented hundreds of training and keynote programs internationally, including Japan, Russia, Kenya, Bulgaria and South Korea. An accomplished author, she has written two books, numerous articles, and writes a column on leadership for the *Journal of Property Management*. www.BrecherAssociates.com

The Benefits of Gold Medal Training

Give a man a fish and you feed him
for a day. Teach a man to fish and
you feed him for a lifetime.
~ Chinese Proverb

Objectives *You will be able to...*

1. Identify adult learning concepts
2. Recognize an effective learning objective
3. Know the components of content design
4. Identify teaching/learning methods & activities
5. Develop a Personal Action Plan

I. Know the Learner: Adult Learning Concepts

Key Question _____



EXERCISE: Differences in Educating Children (Pedagogy) & Adults (Andragogy)

<i>Children...</i>	<i>Adults...</i>



EXERCISE: Methods of Learning and Retention

Below are six methods of learning in alphabetical order. Using the percentages shown on the overhead, mark the percentage retention you think is applicable for each method of learning in the "Guesstimate" column.

<i>Method of Learning</i>	<i>Guesstimate</i>	<i>Research Results</i>
Demonstration	_____ %	_____ %
Discussion	_____ %	_____ %
Experience/Use	_____ %	_____ %
Lecture	_____ %	_____ %
Practice by Doing	_____ %	_____ %
Reading	_____ %	_____ %

II. Plan to Win: Learning Objectives

Key Question _____

def. A description of performance—knowledge, skill, attitude—you want your learners to be able to exhibit. It is the intended outcome of the instruction. Objectives should be specific and measurable descriptions of performance.

The learner will be able to _____



EXERCISE: Assess Objectives of Training

Are these objectives specific and measurable descriptions of performance?

<i>Yes</i>	<i>No</i>	<i>The learner will be able to...</i>
<input type="checkbox"/>	<input type="checkbox"/>	...process a new tenant into the system
<input type="checkbox"/>	<input type="checkbox"/>	...schedule the timing of preventive maintenance actions, using Outlook, to meet the annual plan
<input type="checkbox"/>	<input type="checkbox"/>	...understand how to work with brokers to show space for the purpose of securing profitable leases
<input type="checkbox"/>	<input type="checkbox"/>	...document the physical condition of common areas using an inspection report form and camera

III. Get Fit: Plan the Content

Key Question _____

List Content in Outline Form	<i>Sample 1</i>	<i>Sample 2</i>
	I. Topic A. Concept 1. Statistics 2. How to apply B. Concept 1. History 2. How to apply 3. How to monitor 4. How to evaluate	I. Duty A. Task 1. Step 2. Step B. Task 1. Form 2. Step 3. Step



Build Sequentially	<ol style="list-style-type: none"> 1. Chronological 2. Step-by-step 3. Prerequisite K/S/A prior to new 4. Known to unknown 5. Simple to complex 		
Add Supporting Content	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> History Principles Theories Policy </td> <td style="width: 50%; vertical-align: top;"> Forms Resources Statistics Checklist </td> </tr> </table>	History Principles Theories Policy	Forms Resources Statistics Checklist
History Principles Theories Policy	Forms Resources Statistics Checklist		

TOOL: Resource Materials

- Your organization's Policy and Procedure Manual
- Job descriptions with tasks broken down
- Books on the topic
- "Bookshelf" training programs (package programs you buy from companies)
- Manufacturer's operating manuals and plans (for equipment)
- Employees who are doing the work
- Employee Handbook
- Vendors who can teach specific content
- Professional trainers
- Professional associations such as BOMI International and IREM®

IV. Add Muscle: Identify Instructional Methods & Learner Activities

Key Question _____

TOOL: 16 Instructional Methods & Learner Activities (Page 5)

I hear and I forget.
I see and I remember.
I do and I understand.
I think and I know.

Lesson Plan Format — Sample

Training Topic: Train-the-trainer					
Objective(s): <i>The learner will be able to...</i>					
<ol style="list-style-type: none"> 1. Identify adult learning concepts 2. <i>(List of objectives would continue here.)</i> 					
Lesson Plan					
Min-utes	Object-ive No.	Instructor's Content/Activities	Text Page	Learners' Activities/Involvement	Instructional Devices*
5		- Opener - Objectives of training session	1		PPT #1, 2
10	1	Adult Learning Concepts Pedagogy vs. Andragogy - Debrief: Build list of differences (& add to)	1	- Groups of 3 - 4 people to list characteristics of each - Respond with results	PPT #3, 4 - Flipchart, markers
<i>Continue Lesson Plan through all objectives with the instructional content, methods and learner activities.</i>					

* *Instructional devices include audio/visual components, handouts, materials, equipment, props, etc.*

TOOL: Trainer Attributes (Page 6)



V. Take Action: Ensure Your Own Learning Transfer



EXERCISE: 2 + 2 = Score !! Action Plan™

1. Rate your level of skill for each training concept you've learned today.
2. Pick the top 2 skill areas you would like to improve.
3. List 2 action steps you will take to improve: One for *each of* your top two areas.
4. Note the date you will have these steps completed.

<i>Training Concept</i>	<i>Level of Skill</i>		
	<i>Expert</i>	<i>Intermed-iate</i>	<i>Beginner</i>
1. Andragogy Theories			
2. Learning Objectives			
3. Content Outline and Organization			
4. Development and Application of Instructional Methods and Learner Activities			

<i>Action Step</i>	<i>Due Date</i>
1.	
2.	



RESEARCH CHALLENGE: Explore Evaluation Methods

Google "Kirkpatrick's Four Levels of Evaluation Model" to learn more!

Your Feedback is Requested



EXERCISE: Participant Survey (Last page)

Educational Resources

Books

- *The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator*, Peter Renner
- *The Instructional Design Process*, J.E. Kemp
- *The (Quick) Instructional Planner*, Peter Renner
- Anything written by Robert Mager—the guru of adult education

Professional Associations

- American Society for Training and Development: www.astd.org
- BOMI International www.bomi.org
- Institute of Real Estate Management www.irem.org

"If I had eight hours to fell a tree, I'd spend four hours sharpening my ax."
~ Abraham Lincoln



16 Instructional Methods and Learner Activities

Here are some of the various training techniques to incorporate into your training to add stimulus variation and support learning. You will note that some of the “Xs” indicate the technique can apply to either one or all of the variables under the heading, depending on how it is structured. For example, a debate’s content could be determined by the trainer or the learner...depending on how you, as the facilitator, construct the technique.

Remember...some of these can be given as pre-training assignments.

<i>Technique</i>	<i>Content Determined by</i>		<i>Learners' Role</i>		<i>Learning Style</i>		
	Trainer	Learner	Passive	Active	Visual	Auditory	Kinesthetic
1. Case studies: Learners read, analyze, and discuss real situations or scenarios	X			X		X	X
2. Debate	X	X		X		X	
3. Demonstration: A person shows how to do the work	X		X		X	X	
4. Discussions	X	X		X		X	
5. Field Trips: Learners leave classroom and visit areas for analysis or work	X			X			X
6. Fishbowl: Some learners discuss the concept taught and others listen, and then the roles are reversed. Follow with a debrief.	X	X	X	X		X	
7. Games	X			X	X	X	X
8. List Building	X			X		X	
9. Note-taking: Provide an outline of key topics and allow learners to fill in blank spaces with details.	X	X		X	X	X	X
10. Presentation by Facilitator	X		X		X	X	
11. Questionnaires	X			X			X
12. Questions: Closed, open, probing, polls, recall, comprehension, application, analysis, evaluation	X			X		X	
13. Reading	X		X		X		
14. Research	X			X	X		X
15. Role plays (Simulations): Learners act out situations	X			X			X
16. Video/Film	X		X		X	X	
17. Warm-up activities (Icebreakers)	X			X	X	X	X



Trainer Attributes

An exceptional trainer should have...

1. An interest in training
2. An understanding of adult learning concepts and how to use them
3. The ability to use Instructional Systems Design (ISD) to write training
4. Communication skills to apply effective verbal, nonverbal, and written communication methods to achieve desired results
5. Listening skills
6. Patience
7. The ability to capture and hold learners' attention
8. The respect of the learners
9. Relevant examples of the concepts to share (*does not have to be personal experience, but don't misrepresent as yours*)
10. Enthusiasm for the topic and the ability to show it
11. Time management skills
12. Organizational skills
13. Demonstrable knowledge of the material
14. The ability to adapt his/her teaching style to the needs of group
15. The ability to respond to questions with respect
16. The ability to measure the success of training
17. Empathy for the learners
18. Flexibility
19. Platform skills, e.g., good pace, animation, and movement
20. Speaking skills, e.g., enunciation, resonance, and variety
21. Humility!
22. A good sense of humor (for your benefit as well as the learners!)
23. Most of all...the students' learning as his or her purpose for training!

It's about the learners, not the teacher.

*An exceptional trainer does **not** have to...*

- ❖ Be in the personnel department
- ❖ Be a manager (or superior to those who are being trained)
- ❖ Be the person who wrote the training materials
- ❖ Personally know how to do every task that is required of someone in the position being trained
- ❖ Be the most experienced



Participant Survey

(BOMA 24 June 2014)

Please answer the questions and finish the sentences below.

Content

- Which topic(s) or section(s) did you find the most useful? And why?

- Which topic(s) or section(s) did you find the least useful? And why?

- I wish the content had included...

Your comments are greatly appreciated. It is my objective to ensure the highest quality programs. Thank you for taking a few minutes to provide your feedback!

Instruction

- About your instructional abilities, I'd say...

- You helped me learn most by...

- I wish you had...

General

- I would recommend this program. Yes No

- To sum up my thoughts about the workshop, I'd say...

A Request (Optional)

We use testimonials from our clients on promotional materials. If you care to, would you please make a comment for our marketing efforts and provide your name, company and title so we may attribute you correctly? **Thank you!**

Name _____
 Title _____
 Company _____

Referrals are our source of business. Could your organization or one you know benefit from a keynote speech or training? Yes If so, please tell us how to contact you below.

For information about our keynote speeches and seminars, please give us your contact information.

Name _____ Telephone _____
 Organization _____ Position _____
 Address _____ E-mail _____
 City, State, Zip _____ **(We will *not* share your e-mail with anyone!)**

Please leave for the presenter after the program or send to:

nbrecher@brecherassociates.com Brecher & Associates, 2201 Voorhees Ave, Redondo Beach, CA 90278

Brecher & Associates Incorporated Tel 310.370.9505 www.BrecherAssociates.com ©Natalie D. Brecher 2005 - 2014