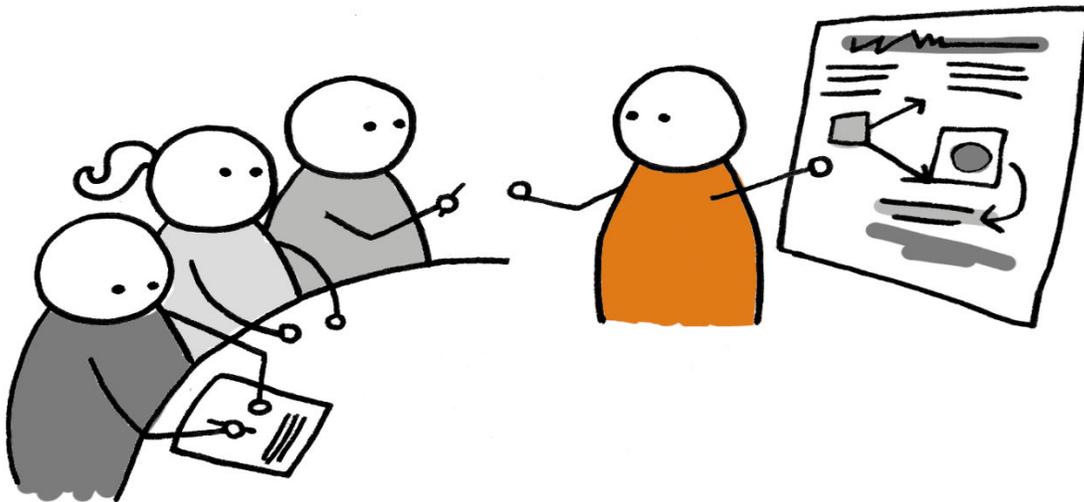




**MIDWEST ASSOCIATION OF HOUSING COOPERATIVES**  
To SUPPORT AND CHAMPION THE CAUSE OF QUALITY HOUSING  
THROUGH EDUCATION, LEGISLATIVE ACTIONS, PARTNERSHIP AND  
ADVOCACY FOR HOUSING COOPERATIVES



Sponsored by the  
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2020 MAHC Workshop Training Guide  
May, 2020

**Key functions of MAHC’s educational training program**

As you begin developing your workshop, it is important to keep in mind the key factors that make up the educational training that MAHC strives to provide to its members. MAHC has offered this annual conference to its members and each year the educational programs improve as trainers continue to provide up to date information on topics that are important to attendees.

**Four key services that MAHC attempts to provide through educational training are:**

1. Deliver knowledge, build skills, and change attitudes of cooperative housing members and professionals.
2. Disseminate information regarding public policy initiatives within the cooperative housing sector.
3. Motivate cooperative members to become more involved in their cooperative.
4. Create an open exchange or network of struggles, solutions, and suggestions to conference attendees and their respective co-ops.

After gathering workshop evaluations, collecting feedback on our member needs assessments, and speaking to our attendees, we have found that the majority of our attendees participate in the conference for similar reasons. These five reasons listed below are a summary of the data we have received and should give you some guidance in developing the content of your presentation.

**Top Five Reasons for Attending the MAHC conference**

1. To obtain new tools and ideas on cooperative management.
2. Looking for help regarding specific issues pertaining to cooperative housing.
3. Networking opportunities and a chance to meet other cooperative board members.
4. Motivation – both personal motivation and techniques to motivate co-op members.
5. Learn the roles and responsibilities of each board member within their co-op.

### **Mutual Expectations**

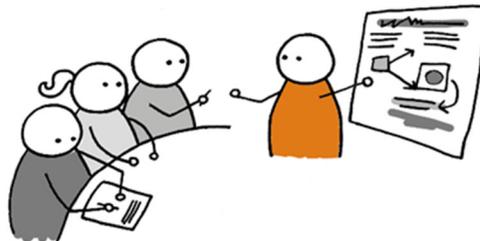
MAHC looks at the relationship with trainers as a partnership in educating cooperative housing members and professionals. We hope that you will agree that communication and advanced planning are two of the most important ingredients in creating a successful conference. Our intentions in proving this list is not only explain what MAHC expects from its trainers, but also to state what trainers can expect from MAHC.

#### **MAHC expects conference trainers to:**

- Follow through with commitment to meet established deadlines and submission dates
- Develop a dynamic, engaging workshop tailored towards the MAHC audience profile
- Deliver appropriate content to meet workshop objectives and description
- Present current, up-to-date resources and experiences

#### **Conference trainers can expect MAHC to:**

- Assist trainers in developing workshop content to match the objectives set forth for the course by offering samples of instructional materials used in previous years, making referrals to articles relating to your particular topic, or simply brainstorming with you by email or by phone on how to structure your session.
- Supply trainers with as much audio-visual equipment as possible in order to ensure a productive workshop
- Facilitate an evaluation process during the conference, which will give trainers feedback on their performance at the conclusion of the meeting



### **The MAHC Conference Attendee Profile**

This profile was developed through information that MAHC has received from its members and represents their demographic data as well as their motivations for attending our conference. While the makeup of our membership is ever changing, this should give you some idea about whom you will be speaking to at the conference.

#### Demographics

- 87% of MAHC's attendees are over 40 years old, with a large percentage between the ages of 51-60 years old.
- 69% are women who have lived at their cooperative an average of 17 years and served on their cooperative boards for an average of 9 years.

#### Conference Attendees

- Participants will include housing cooperative board members, management personnel, consultants, attorneys, lenders, and other professionals.
- 40% of our attendees use the Annual Conference as the annual training opportunity for their new co-op board members and management staff.
- 20% of the attendees are first-time attendees. More than 33% of attendees have attended between 2 and 4 MAHC conferences. 24% have attended 10 or more conferences. Therefore, your presentation should be "refreshed" from year to year.
- The majority of our attendees (62%) are sent to the annual conference by their cooperative boards or management companies. The remainders have chosen to attend on their own as an industry professional.

#### Cooperative Structure

- $\frac{3}{4}$  of the co-ops represented at the conference are structured as limited equity co-ops.
- 53% of the co-ops at the conference are townhouses and 21% are garden-style or walk-up apartments.
- Sixty-five percent of the co-ops were built as a cooperative and thirty-five percent were converted from a rental property.
- The top three government programs that our members participate in are 236, Section 8, and 221 (d) (3)-BMIR.

### **Instructor Requirements**

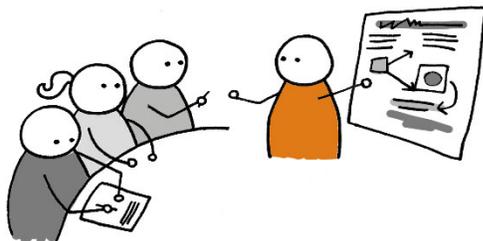
MAHC works with a bank of dedicated professionals that volunteer their time and skills to help with training and expertise that is valuable beyond measurement. The workshops offered at the annual conference is trained by individuals that can take material (many times created by them) and present it to the group with timing and delivery and expertise. These workshop topics are filled with volunteers and no compensation is offered but there is great appreciation for their knowledge on the subject they offer and teach at the annual conference.

Instructors need to be able to set up the room, which many times lacks extension cords, a clean white wall or screen for the projector, etc. and can have a projector and laptop to take to the class. The instructor will be responsible for making sure all material is present from books to tests to sign in sheets and mail back class sign in sheets and test sheets as necessary to the MAHC office.

MAHC is constantly and consistently looking for a group of instructors that can work in their region or area as well as help step in to teach when a request comes in for a class. Recruitment is key and sometimes difficult for people to make the time requirement necessary.

### **Work Shop Goals**

With any workshop presented for MAHC, the instructor or creator (usually the same person) has a goal of presenting knowledge and skill in the message they are trying to present. Generally, (but not always) material is in written form and power point form for the students attending that workshop. Each instructor agrees to present this material to MAHC in a written electronic format to be given or used for future workshops or seminars. The maker of this material should submit a copy to the MAHC office in the same format as it is presented to the seminar attendees.



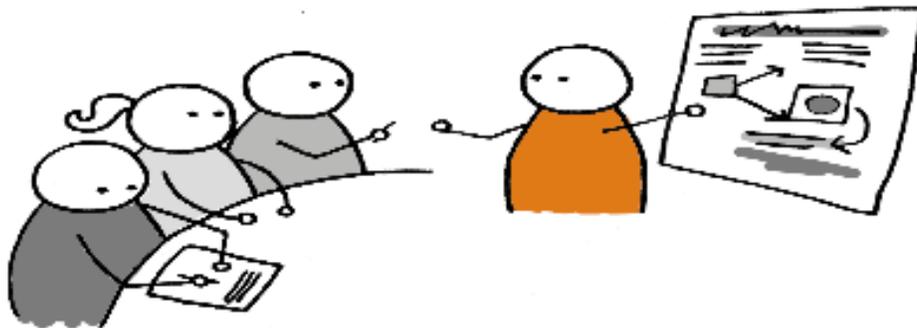
### Learning Objectives

During the instruction, the principles of adult learning and the concept of multiple learning styles should be used.

- The instructor should be aware of their surrounding they present in, and allow for effective communication skills and facilitation skills.
- The instructor must manage their time allotted for the class.
- The instructor must be able to use technical skills in projector, power point, and other means of presentation.
- The instructor should use the feedback from the evaluations of the class for any changes in presentation and in materials.
- The instructor should use interactive discussions during the delivery of the material while still managing the time allotted.

### Ground Rules

- Include clear, readable, copies of any material or handouts given to students with enough copies for all attendees.
- Stay on time, task, and topic.
- Respect others comments, ideas and opinions.
- Have all cell phones on mute or off including the instructor.
- Make sure all attendees can hear you and move about the room as necessary.
- Make sure you understand start and ending time and if breaks, allow for these.
- Make sure the attendees know where the bathrooms and other areas are.
- Make sure to hand out evaluations and get those back from students and turn into the MAHC office.
- Have Fun!!!!



## Learning Styles

Recognize the conditions under which adults learn best and use experiential, interactive learning activities. Training that uses only lectures and slide presentations require the learner to *passively* absorb and retain large amounts of content. Reading from the material or from the slide to the students is redundant, they know how to read. Keeping them on point is different. Referring to we are on “page 6, second paragraph” helps everyone progress at the same level.

To *retain* learning, a learner needs opportunities to connect with the content and apply the learning to real situations. Use lecture, slide presentations, exercises, props, interactive tools, and other ways to engage the learner.

It is important while teaching to remember:

*We retain approximately:*

*10 percent of what we see!*

*30 to 40 percent of what we see and hear, and*

*90 percent of what we see, hear and do!*

## Visual Learners

Learn by looking, seeing, viewing, and watching. The instructor need to know what their facial expressions and body language is doing to their audience. You cannot set down and teach very effectively, but you can sit, stand, walk and gesture to keep the attention of the audience. Remember that they also be interpreting your body language differently than you want to project or want them to see. Have you watched yourself on video? You should.

Visual learners tend to think in pictures and learn best from visual displays. During a discussion, they tend to take detailed notes to absorb information.

### Ways to Engage a Visual Learner:

- Use visual materials, pictures, charts, maps, etc.
- Use direct eye contact with the audience.
- Use color to highlight important points in text.
- Write a story and illustrate it.
- Visualize information as a picture to aid memorization.

### **Auditory Learners**

Learn by listening, hearing and speaking.

Learn best through lectures, discussions, and brainstorming.

They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed, and other speech nuances.

Written information has little meaning to them until they hear it.

They benefit best by reading text out loud.

Ways to Engage an Auditory Learner:

- Encourage them to make presentation.
- Discuss their ideas, even it after the class.
- Use analogies and storytelling to explain their points.
- Read out loud something they need to remember or have them read it.
- Create musical jingles to aid memorization.
- Have them participate in the discussions. Call on them is you need too.

### **Kinesthetic/Tactile Learners**

Learn by doing, moving and experiencing.

Learn best by a hands-on approach and actively exploring the physical world around them.

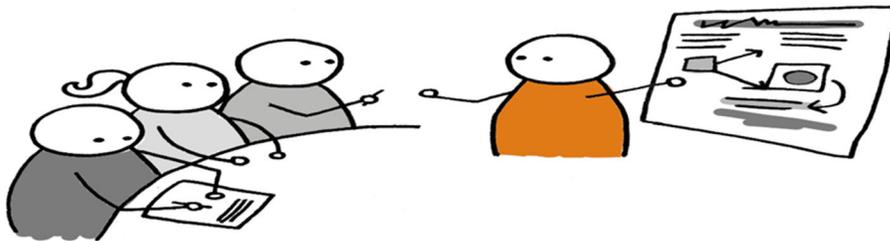
Having difficulty sitting still for a long period and easily become distracted by their need to explore.

Ways to engage a Tactile Learner:

1. Take frequent breaks.
2. Move around to learn new things and use models for new concepts.
3. Use bright colors to highlight while reading.
4. Dress up the teaching space with posters, etc.

### **KEY POINT FROM ABOVE LEARNING STYLES:**

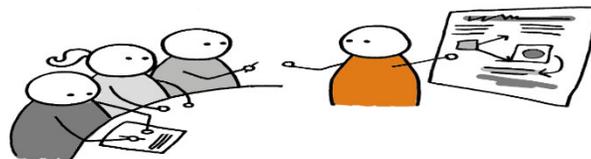
You as the instructor should use and engage different learning styles through varied instructional design and delivery with every class or seminar you bring to the table so that all class participants are engaged at their learning level.



### Tips for Effective Presentations:

Some of the following may help while giving your class, even if you know them, reviewing them or if you are training with someone else, having them bring what you do not to the classroom can make for a better presentation.

- Enunciate. Pronounce words clearly and correctly. Do not drop the end of sentences.
- Vary your voice tone. Project your voice from your diaphragm, rather than your throat.
- Move your eyes every few minutes making direct eye contact with a different person.
- If you use a mic, control the volume.
- Vary your stance and position in the classroom. Walk from the front to the back, try to face everyone as much as possible. Do not stand stiffly behind a podium or table.
- Pace yourself, use expectations of the people in the class.
- Eliminate roadblocks. Fillers such as “um” and “okay” are redundant distracting words. Soon the class is counting how many times you say that word. Do not use generalizations such as “all co-op Boards”.
- Use terms the audience understands.
- Use “we” “our” and avoid “I”, me, my”.
- If you do not know the answer to a question, say so and offer to find the answer. Then do that!
- Avoid note cards, they are distracting.
- Dress per audience expectations, when in doubt overdress.
- Know your subject and practice, practice, practice.
- For use of charts, point slides, etc. keep them simple and easy on the eye (color etc.)
- Visuals should be legible from 35 to 40 feet away.
- Do not talk to the visual or block the visual.
- When referring to slides or flip charts, stand to the side (generally the left side), even when writing. Ensure that three-quarters of your body is facing your learners.
- When you are finished with a visual aid, cover or remove it.



### **The Physical and Psychological Environment**

Physically, you must deal with: Seating, tables, aids, temperature control, size and configuration of the room, arrangement of material, etc. Focus on what you can control and explain to the group what you cannot, like a pillar in the middle of the room or temperature you cannot control.

Psychologically, establish rapport, encourage learners, address them by name, greet them as they come into the classroom.

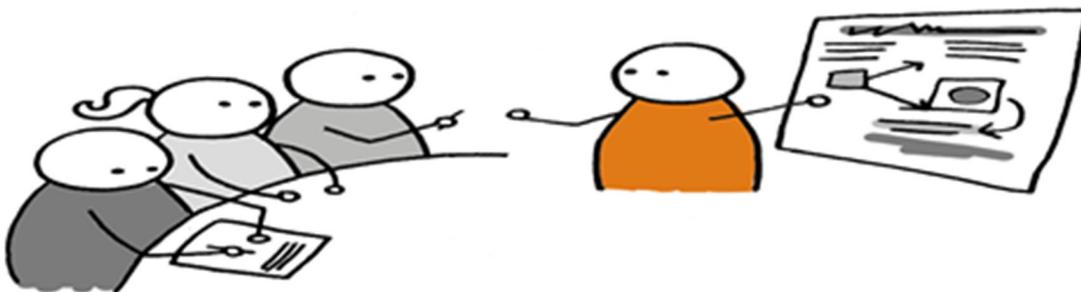
Build trust and confidence by being genuinely interested, share views and share control by agreeing on ground rules. Validate learners' relevant comments and refer to them as appropriate. Speak favorably of the conference and the workshops and your workshop.

### **The Diversity Wheel**

One of your challenges as an instructor is to appeal to the similar and to the diverse members of any group. Some of the situational factors you can control, others you have no control over at all. Just be aware of any factors that will affect you and the learner and how many things overlap.

Things like:

- Physical qualities and abilities around conflict style, travel, and learning style.
- Remember that race will differ in interests such as family background, regional locations, and Situations.
- Ethnicity will differ in coping styles, confidence, religious backgrounds, and education.
- Gender will be affected by birth order, political beliefs, leadership styles and work background.
- Age can affect learning styles, economic status, values, and conflict styles.



### **Humor is not Always Funny!**

Be honest with yourself as an instructor when it comes to using humor. If you do not tell jokes well, do not tell them!

Not all humor is appropriate to the subject matter and you must make sure it is non-offensive.

Use only personal anecdotes that are *safe.and relevant* to the subject.

Keep stories short and infrequent.

Choose analogies (sports, wars, etc.) carefully. Some people might not understand or appreciate them.

### **What to Expect when you Train for MAHC.**

- Expect to volunteer for one session or more during the conference with a topic of your choice that will be relevant to the audience, which is Cooperative members and Board of Directors and personnel of the Cooperatives.
- Expect to change your material or bring in new material or a new class every 2 to 3 years. Revamp, reevaluate and update as needed. Keep the topic and the material new and fresh.
- Expect to share your material with MAHC in an electronic form that could be used in the future for training needs if requested.
- Expect if you are part of the instructions for the certification classes or regional classes, to be comfortable with the material and can train all parts of it, if necessary.
- Expect that your audience will be people of all ages and background. A basic understanding of Cooperatives will be helpful in the classroom for anyone presenting. Some of the participants in the class will have been coming to the conference for years and some will be relatively new to the conference and new to the Cooperative role.
- As well, you will get professional people that generally are working at a Cooperative and have accompanied the Board of Directors to the location of the conference. These people work at the Cooperative daily and are looking for ideas and education to do their job better.
- Locations for the conference differ from Las Vegas to Washington D C, and are generally held in a hotel conference setting. The locations work with the MAHC staff to arrange the teaching rooms and generally have such things as a projector, TV, classroom setting, etc. Bathrooms and food are generally close at hand for the participants. You should be familiar with the surroundings as attendees sometimes are looking for seminar rooms where multiple continuous training is being held at the same time.

- If you are teaching at a location other than the conference, be aware that some locations are spacious with ample seating and space while others can be cramped and difficult to set up and use in a classroom setting. If possible, visit or get pictures of where you are going to be and be prepared to take a projector, extension cords, laptop, etc. to get the class accomplished.
- Any class or presentation in dress can be referred to as “business casual”. To avoid any interpretation of this term, generally no blue jeans (unless you are teaching a maintenance class or get down on the floor presentation). If the presenter is teaching at a location which calls for more casual wear an example is: a cruise may make shorts acceptable. But in general, wear something that reflects that you are the trainer. If you work for a company, name tags and shirts are acceptable if it is tasteful and MAHC has taken the position that it is not viewed solicitation.

### **Check in.**

When you arrive at the conference for teaching assignments, please check in at the MAHC registration desk to receive your packet of information and name tags, etc. You should familiarize yourself with the classrooms and check out where you are going to give your presentation. You should wear your name tag for the duration of the conference and make yourself available for questions from anybody attending. The rooms where the class will be held can sometimes hold up to 50/60 people and are set up in classroom style. There is generally a middle aisle where you can move freely up and down. If this does not fit for your class (say you need workshop style) you should arrange the room the way you think you need it before your class starts and after another class may be finishing in that same space. You should be familiar with the projector hookup to your laptop and if you are having trouble, see the MAHC office for assistance. Rooms are generally well lit and the hotel is generally controlling the air conditioning and heat, so sometimes if this is an issue you must work with hotel staff to request changes or issues. **Remember that you need to bring your own laptop for use for the class.**

Remember that you will be responsible for copies of handout material and MAHC encourages handouts. You are also responsible for getting those copies to the location where you are teaching. Plan accordingly for attendees and have enough information for everyone. If you need to make more copies or any copies the MAHC staff can help you locate the hotel business office so you can get copies quickly from them.

Any props that you may need to use is also your responsibility to distribute, set up and tear down. As stated before it is important to start on time, stay on time and end on time. There are classes behind you and other events so timing is very important. Please do not have people waiting outside to begin another class because you are running 15 minutes late. You need to leave 5 minutes at the end of your presentation for final wrap up and that each attendee fills out the evaluation form. These are imperative to you for feedback and for MAHC for feedback. You are the one to pass out, collect, and get these evaluations to the MAHC office staff. Please do this right after class so they are not lost or misplaced or carried home by mistake.



In this packet is the “Workshop Description & Biographical Information sheet”. This must be filled out and sent back to the MAHC office no later than the date it is requested when this is sent to you. (Generally, by December 31) The MAHC office must have this to have your information about your class in the program book and a secured presentation date and time during the Conference. Such things as name of presentation and brief outline of what the workshop entails and who is teaching go on this form. If you alter this later, please let the MAHC office know. As well you will find the “Instructor Agreement for Educational Offerings” which each instructor needs to fill out and again reminds you that if MAHC have the right to review any material that you may be offering in this presentation. As well, MAHC reminds you that again, this presentation is topic driven and should not be about your company and used as a selling tool for you or your product.

*The Midwest Association of Housing Cooperatives is dedicated to quality educations and thanks you in advance for your participation in presenting educational material or teaching copywritten MAHC material.  
Remember to Have Fun!*