



National Incubator Training 9/10/24

Training Department

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Activity 1: Planning your curriculum

Activity 2: Considering your training method

### **Activity: Planning your curriculum**

**Aim:** to decide your class topics for initial and ongoing co-op training

**Task:** choose a scenario below and answer the questions that follow

**711 Davis Ave** is a 20 unit rental building that is 90% occupied. Its tenants are interested to create a limited equity co-op and asked for your technical assistance toward that end. The tenants are highly organized and have been increasingly involved in running their building, as their aging owner has lapsed in her management of 711. Their owner is now amenable to a sale to the tenants and you have successfully negotiated with her to sell. The building needs a new roof, new pointing, and a new electrical system.

OR

You are providing technical assistance to the newly formed **Orange Juice Community Land Trust**. The CLT just secured ownership of 2 buildings and is looking for your help to fill them with income-eligible and trained owners. The properties are in good condition and rehab needs are minimal.

OR

If **your group has a project** you prefer, use it instead.

1. For your co-op project,

a) what do you want your introductory set of classes to cover? How many do you want? Make a list. If the info on pages 3-4 is helpful, use it.

2. After the co-op is established, what do you want your ongoing co-op preservation classes to cover? Make a list. If the info on page 5 is helpful, use it.

### **UHAB training for CONVERTING RENTALS sample 1**

1. What is a Co-op?
2. Using Your By-Laws
3. Resident Association Roles and Responsibilities
4. Effective Meetings & Participation
5. Understanding the Development Budget
6. Working with Managers & Reading Management Reports
7. Developing Co-op Policy
8. House Rules
9. Shareholder Education (rent vs. own, co-op structure, co-op finances basics)
10. New Resident Selection
11. Your Co-op Governing Documents
12. Steps to Co-op Conversion and Shares Purchase
13. Budgeting for your Co-op
14. Who Fixes What?

### **UHAB training for CONVERTING RENTALS sample 2**

Complementary Session: prepare for and chair meetings, set agendas, write minutes	1
#1 Shareholder Education (rent vs. own, basic co-op structure, \$\$ basics)	2
#2 Your Co-op Documents: Intro	3
#3 Your Co-op Docs 2: Bylaws	4
Complementary: committees in the future co-op, how the bylaws create them	5
#5 Developing Co-op Policy	6
Complementary: tailor a template of House Rules for the future co-op	7
#4 Co-op Docs 3: Your Regulatory Agreement	8
Complementary: Intro to 3 <sup>rd</sup> party Property Management	9
#6 Managers & Management Reports	10
Complementary: identify new owners, NYC lottery for sales pre- conversion, fair housing	11
#7 Your HDFC's Budget	12
Complementary: the co-op development process, hard and soft costs, basic underwriting	13
Complementary: restructure rents to maintenance, access Section 8, other "rent" subsidy	14
#8 Steps to Cooperative Conversion	15
Complementary: your political reps and how the future co-op introduces itself	16
#9 Who Fixes What?	17
Complementary: explain "pre-sales" (Purchase Agreement, Purchase Tenant Affidavit, Desig of SHHs, Non-Purchasing Tenant,),"effective" Plan, conversion at closing	18
Complementary: the importance of having a will and the risks of dying intestate	19
Complementary: procedure for the 1 <sup>st</sup> corporate election and selection of officers	20

### **UHAB training for NEW CONSTRUCTION sample 1**

1. Shareholder Education
2. Your Co-op Legal Documents
3. Managers & Management Reports
4. Budgeting for your Co-op
5. Participation in your Co-op

### **UHAB training for NEW CONSTRUCTION sample 2**

1. Your Co-op Documents 1: Intro
2. Your Co-op Documents 2: Your Bylaws
3. Responsibilities of Board & Members
4. Running effective meetings
5. Developing policy for your co-op
6. Working with Managers & Management Reports
7. Budgeting for Member Owners
8. Your Co-op Conversion and 1<sup>st</sup> Board Election

## UHAB Training Topics: SUSTAINING LECs

Advanced Co-op Accounting	Healthier, Safer Buildings	Robert's Rules 1: the Basics
Advanced Co-op Management	Housing Court, Fair Housing	Robert's Rules 2: Rules in Action
Affordable Housing and Environmental Justice	Going to Housing Court	the Secretary Takes Minutes
Ask the Experts: Get the most from your Property Manager	Insurance for Owners and Co-ops	Self Management struggles and successes
Ask the Experts: topic TBD	Integrated Pest Management	Selling Shares 1: Affordability and Prices
Audited Financial Statements	Intensive Contracting	Selling Shares 2: Sales Policies and Interviews
Benchmarking / Local Law 84	Intro to Committees	Selling Shares 3: Fair Housing + NYC "Lottery"
Benefits & Tax Breaks for Shareholders	Intro to Co-op Ownership	Shareholder Train 1: LEC structure, Roles of Bd & Owners
Budgets: Finance for HDFCs	Intro to Property Management	Shareholder Train 2: Docs and Elections
Board Roles & Responsibilities	Lost Stock Certificates	Surrogate's Court, Administrators & Executors
Bookkeeping for Treasurers 2.0	Maintenance Too High? Low?	Steps to take after a Disaster
Comply with Local Energy Codes	Identify New Shareholders	Stock Transfers and "Succession"
Composting & Recycling: save money and mess	Noise, Smoke, and Pets	NYC Smoking Policy Requirements -- do we comply?
Co-op Accounting	Operation & Maintenance series of 6:	the Secretary Takes Minutes
Co-op Legal Documents	O&M Common Systems, O&M Domestic Hot Water	Supervising your Super
Co-op Vital Signs / Distressed LECs	O&M Steam Boilers, O&M Steam Distribution	Understand Your Heating System
Co-ops go Solar	O&M Hot H2O Boilers, O&M Hot H2O distribution	Upgrade Your Heating System
Confidentiality and Ethics for Boards	Participation and Meetings	Violations in HDFCs
Your Annual Election	Payroll	Who Fixes What?
Electrification for Co-ops	Personal Financial Management	Wills Preparation DIY
Filing Requirements (We Gotta File For That?)	Planning Energy Projects	Wills, Shares and Estates
Financial Literacy for Building Upgrades	Rat Academy	Working with Tenants & Shareholders
Fire Safety Education Seminar	Regulatory Agreement 101	Year End Financials
Greening Your LEC	Renter Issues in HDFCs	

### **Activity: Considering your training method**

**Aim:** to discuss how a training method affects learning outcomes

**Task:** answer the questions below

In Activity 1 we discussed what you plan to have your classes cover. In this activity we take a step back. The question to you is: what you would like attendees to get from your trainings beyond their topical content?

1. Discuss and make your list:

2. What type of training approach or method can help you achieve the outcomes you listed in question 1?

## Summary 2: Considering your training method

When UHAB opened its doors in 1974, lectures were the mainstay of our training for LEC residents and tenants in co-op converting buildings. Through this traditional form of teaching, which is often referred to as “teacher-centered learning,” UHAB staff presented a tremendous amount of information. However, the trainers in the young UHAB began to suspect that just a small portion of the information conveyed in class was ultimately retained by class participants.

Additionally, it became clear that only certain types of individuals were able to disseminate complicated information in an accessible manner. Further, they needed to disseminate this complicated information while sparking and maintaining participants’ interest. This presented numerous barriers.

For example, for a UHABber to be a successful trainer—defined at this point as a successful *lecturer*--they needed to comprehend the legal jargon in many documents and translate this into everyday language. If a trainer did not both digest information and (re)present it effectively, the participants risked diminished information retention. Additionally, UHAB found that many trainer presentations were suffering from repetition in lecture after lecture. Staff were getting bored or fatigued. Fewer and fewer trainers were able to engage tenants in discussion in class.

In a bold move in 1984, UHAB began to use a learner-centered, interactive training approach for adults called the Small Group Activity Method, or “SGAM”. This was 10 years after we were founded. We made this switch to enhance what was retained by class participants. We also make this switch so our classes could influence social factors in a building and in individuals.

Specifically, we were looking for a new training mode to:

1. develop leaders in a group
2. increase confidence in individuals in a building
3. allow different buildings and/or tenant associations to cross-pollenate and educate one another as peers
4. empower a resident group to problem-solve
5. offer applicability: what was taught in class was immediately pertinent and put to use by co-op residents and boards in their co-op governance and management
6. allow practice in democratic, group decision making

We found this in the Small Group Activity Method.

### **The Small Group Activity Method in brief:**

The Small Group Activity Method is based on the principle that adults learn best by doing. This approach places participants in a series of carefully constructed problem-solving or discovery situations. In these situations, the group is asked to apply its experience to solve problems that are relevant to daily life. The facilitator is to organize this process within the workshop and add their expertise to the discussion.

We saw in the SGAM the appeal of a belief voiced by Brazilian popular education proponent Paulo Freiri, who said

*Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.*

The small Group Activity Method often works as follows:

Participants are divided into groups of 4-7. Each group chooses a reporter to help facilitate the discussion, take notes and report back to the larger, whole group their deliberations. The small groups work on a common activity which requires them to make judgments, bring to bear their own experiences, perhaps interpret written materials.

For example, an activity might ask the groups to examine a list of building repairs. The task might be to rank order the list and justify the ranking. Each reporter shares the group's findings and a master ranked list is assembled for all by the instructor. If groups disagree, a discussion ensues as to whether or not the right principles were employed, how they were prioritized, etc. A summary is then distributed with the basic principles previous classes determined to be useful.

There are several advantages to this approach over the lecture method:

1. **It maximizes participation without loss of structure.** During the small group process, virtually everyone gets a chance to participate. This is a critical feature of any program intended to help people improve participation within an organization. The report-back allows for well-defined discussions and structured intervention by the trainer.
2. **It places a high value on sharing information and experience.** The small group format requires that the participants draw on their own knowledge and experience in problem-solving. The trainer-participant relationship becomes reciprocal, where the exchange of information is the operating learning style.
3. **It develops leadership skills:** The role of the reporter is designed to help foster reporting, public speaking, and leadership skills; all of which are critical to successful self-governance.
4. **It develops a shared pedagogy:** By creating common activities, this approach is much more transferable to new instructors than lecturing. The creation and implementation of activities become shared processes among instructors.

The SGAM also promotes fundamental values and processes. It breaks down the hierarchical structure common to most classrooms. It models the notion that adults can be equal partners in the educational process. It stresses cooperative problem-solving and minimizes competitiveness.

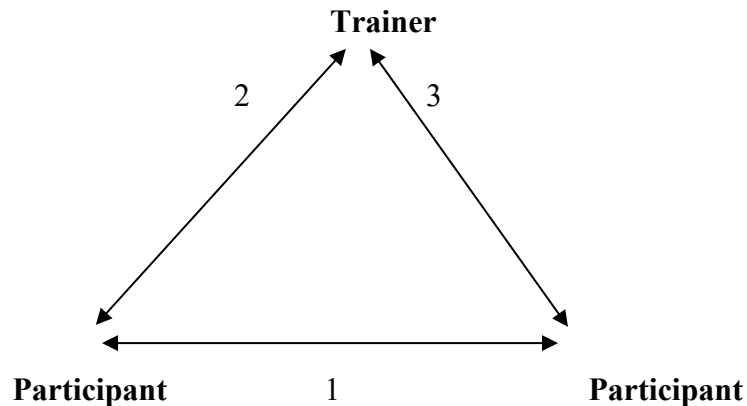
UHAB uses the SGAM as an integral part of the organizing we do to empower residents. By building the self-confidence and skills of the (adult) participants, both individually and as a group, this method has become the education essence of UHAB's co-op development process.

### **The SGAM's 3 Learning Exchanges**

UHAB used the SGAM to retrain staff and begin to train residents in the buildings we served. The method has 3 "learning exchanges" which shook up the traditional lecture format and proved quite effective in achieving UHAB's desire to influence social factors as described above.



The learning exchanges connect participants and the trainer as depicted in this graphic:



The 1<sup>st</sup> and most potent of the learning exchange is between participants. This is where the peer education and horizontal learning takes place. The 2<sup>nd</sup> learning exchange is between the participants and the trainer. This is where the hierarchy in the traditional classroom is upended, and participants begin to create aspects of their learning environment and learning outcomes. The 3<sup>rd</sup> learning exchange is between the facilitator and the participants. Here, the trainer directs their (usually professional) knowledge out to the participants.

The Training Dept. has old notes from the birth of the use of the SGAM here at UHAB. From an early director of the UHAB Training Department comes this assessment (from a now disappeared source):

Principles of Training of Adults:

1. **Respect:** Adults as empowered decision makers and must be taught as such
2. **Applicability:** Adults are motivated to learn what they need to know, when they need to know it
3. **Experience:** Collectively a group of adults can create a solution through experience
4. **Adults remember:** 20% of what they hear  
40% of what they see and hear  
**80% of what they do**

UHAB has had great success using the Small Group Activity Method for the last 40 years. Because the training method allows us to learn from a class as well, it has helped us constantly refresh our materials and keep us energized as facilitators. Because participants are inevitably involved in creating each training event, they have a positive experience as peer educators. Since the roll-out of this training method, the reception from shareholders and renters we teach has been enthusiastic.