

How to Get the Most Out of Technical Training

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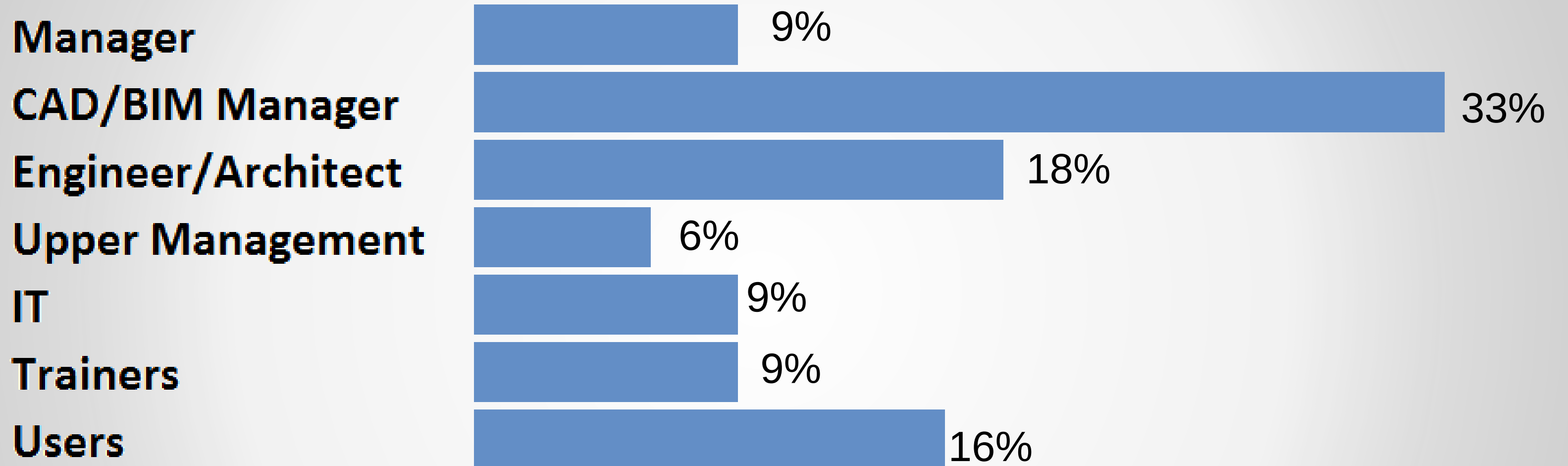
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About You – Job Titles



About You - Survey

- What do you hope to gain from THIS class?

Help people are retain what they learn.

Key learning objectives

At the end of this class, you will be able to:

- Differentiate between an issue that can be solved by technical training and one that cannot.
- Identify people that benefit most from various types of technical training.
- Analyze learning styles and principles.
- Establish ways to help people retain knowledge from a training class.

About You



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Creation**



AutoCAD Design



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Q:

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**Q:What technical training
are you thinking of
implementing right now?**



\$100,000,000,000

<http://www.english-online.at/news-articles/people/worlds-population-reaches-seven-billion.htm>



To Train or Not to Train?



**Not every technical issue
can be solved by training**



Identify the real issues

**“Don’t train for the sake of training.
Training sessions are like meetings:
Hold them only when you really need
them.”**

-Rob Rosner



Identify the people involved

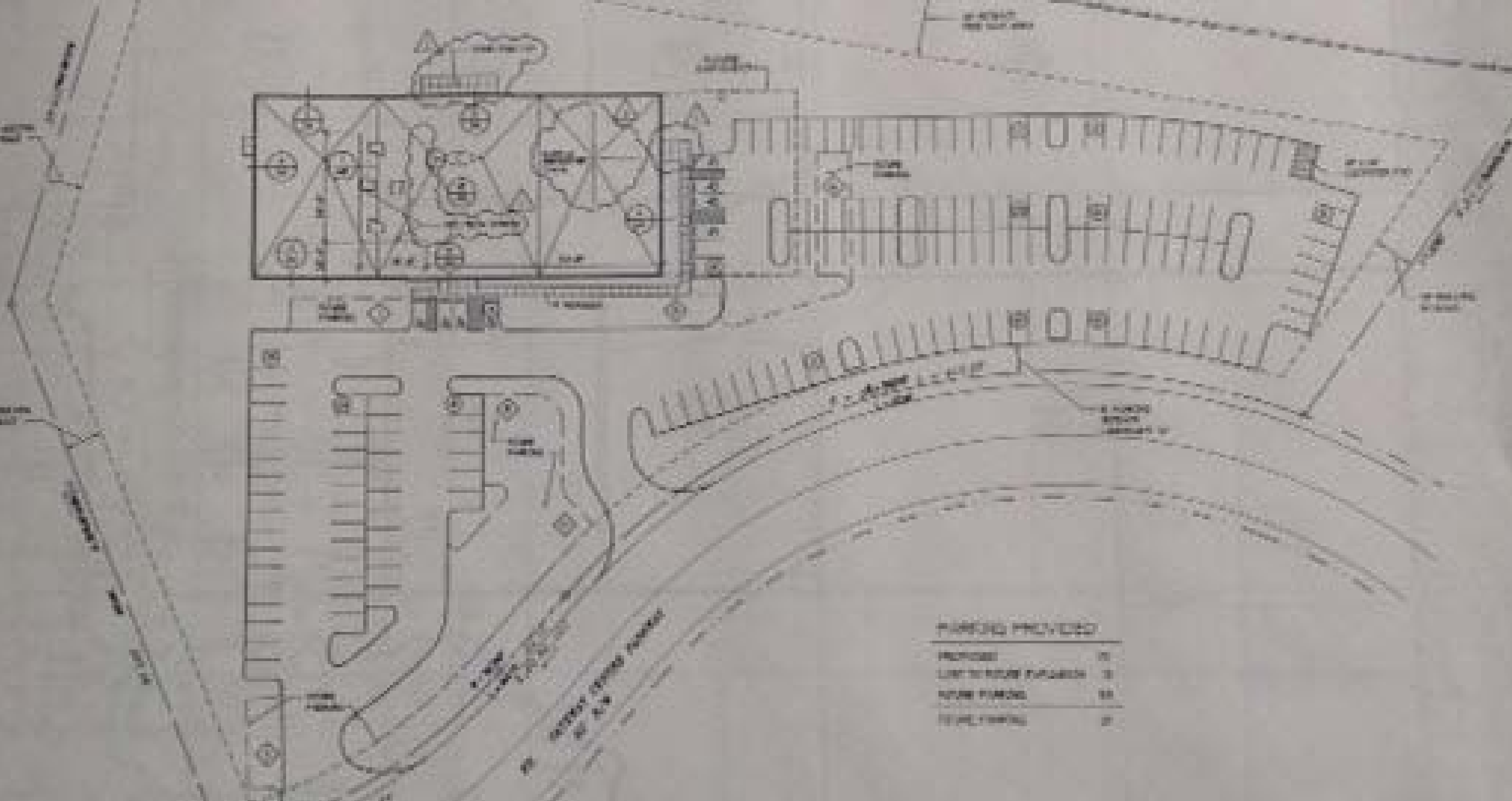
"The extra effort you invest up front makes the difference between solving a real problem or just delivering a training program."

-Laurie Simoneau

**Q: Who are the stakeholders
in your company?
Are they onboard with the
training?**



Method in the Madness







Motivate the people





Choose the right people



Learner



Vacationer



Prisoner



Networker



Select the right training

Autodesk® Revit® Architecture Quick Reference

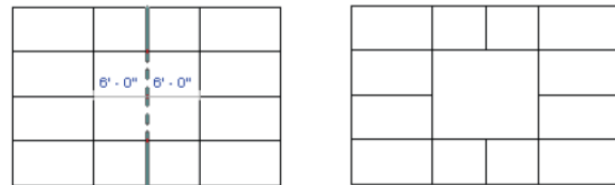
Creating and Modifying Curtain Walls

A - Create a Curtain Wall

1. Type WA or click  (Wall). Draw a wall using curtain wall type.

B - Create and Modify a Curtain Grid

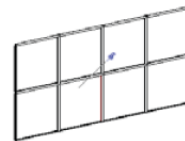
1. Draw the base curtain wall and open an elevation or 3D view.
2. Click  (Curtain Grid).
3. Select insertion option: **All Segments**, **One Segment**, or **All Except Picked**.
4. Move the cursor over an edge of the curtain wall or a grid line and click at the desired location.
5. To remove or add segments of the grid:
 - Select a grid line to modify.
 - Click  (Add/Remove Segments).
 - Click on the part of the grid to add or remove.
 - Click in empty space to finish.



C - Modify a Curtain Wall Panel

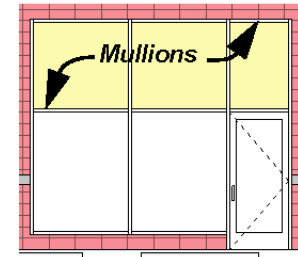
1. Select a panel.
 - Move the cursor over the panel's edge, press <Tab> until it highlights.
 - Click to select it.
2. If you see a **Push Pin** icon indicating the panel is locked, click on the icon to turn off the lock.
3. In the Type Selector, select the panel type.
4. Click away from the curtain wall to finish.

Note: You can place doors in curtain wall panels. When placing them, make sure size of curtain wall opening matches the size of door.



D - Add Mullions

1. Click  (Mullion).
2. In the Type Selector, select the mullion style.
3. Select **Create Mullion** on option: **Grid Line Segment**, **Entire Grid Line**, or **All Empty Segments**.
4. Select the grid line on which you want to place a mullion.



Creating Sheets and Views

A - Setup Sheets and Place Views

1. Click  (Sheet).
2. Select a titleblock.
3. In the titleblock, enter the information as needed.
4. Add views to the sheet by dragging and dropping the views from Project Browser.



Notes:

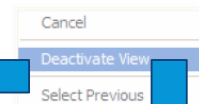
- You cannot place a view on more than one sheet.
- Each view on a sheet is listed under the sheet name in the Project Browser.

B - Modify Views on Sheets

- You can move, delete, and rotate (90 degrees) views.
- View title moves with view.
- To move the view title separate from the view, select title and drag it to the new location.

C - Working Inside Views

- To make small changes to a view while working on a sheet, activate the view.
- To activate a view, double-click inside the viewport or right-click on the view and select **Activate View**.
- To return to the sheet, double-click on the sheet title or right-click on the view and select **Deactivate View**.



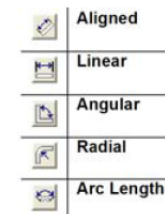
Adding Annotations

A - Add Text

1. Type TX or click  (Text).
2. In the Type Selector, set the text type.
3. Set **Alignment** and **Leader** options.
4. Select the start point for the text. To set word wrapping, drag to define the line length.
5. Type the desired text. You can apply bold, italic, or underlined formatting.
6. Click outside the text box to complete.

B - Add Dimensions

1. Type DI or click  (Aligned Dimension).
2. In the Type Selector, set the dimension type.
3. Select the dimension method.
4. Place the dimension.



D - Add Tags

1. Type TG or click  (Tag by Category).
2. In the Options Bar, set the options as needed.
3. Select the element to tag.

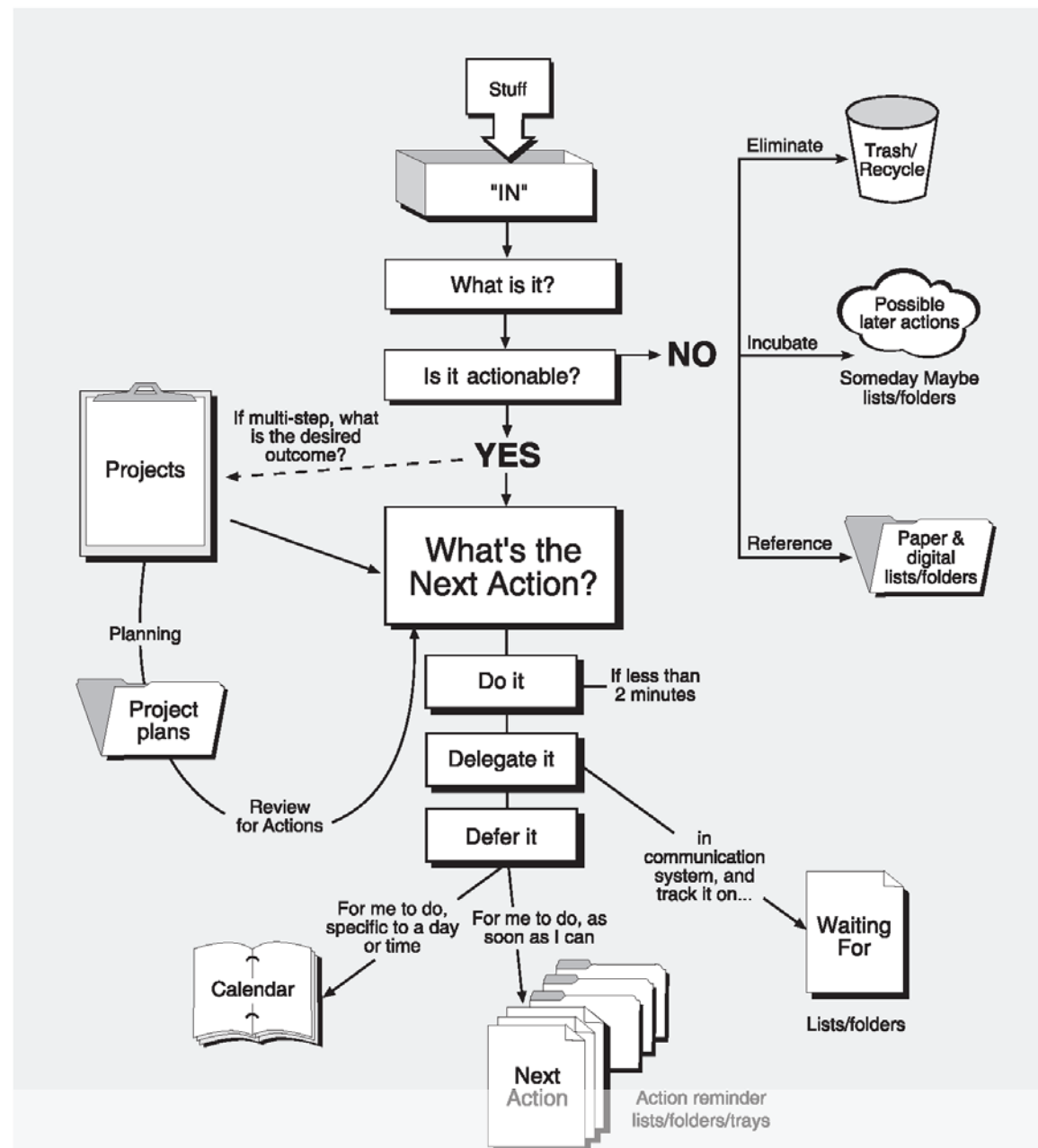
E - Add Rooms and Room Tags

1. Click  (Room) and click inside boundary.
2. Continue clicking inside boundaries to add other rooms.
3. Click  (Tag Room) and select rooms to tag them if you did not set it to tag originally.

Note: A room only needs to be created once in a model.

Job Aids

Workflow Processing & Organizing



Job Aids



Job Aids

<http://www.gotbriefcases.com/zero-halliburton-3-slimline-aluminum-attache-case.html>



On-the-Job Training



Self-Paced Learning





Instructor-Led Training



Instructor-led Training

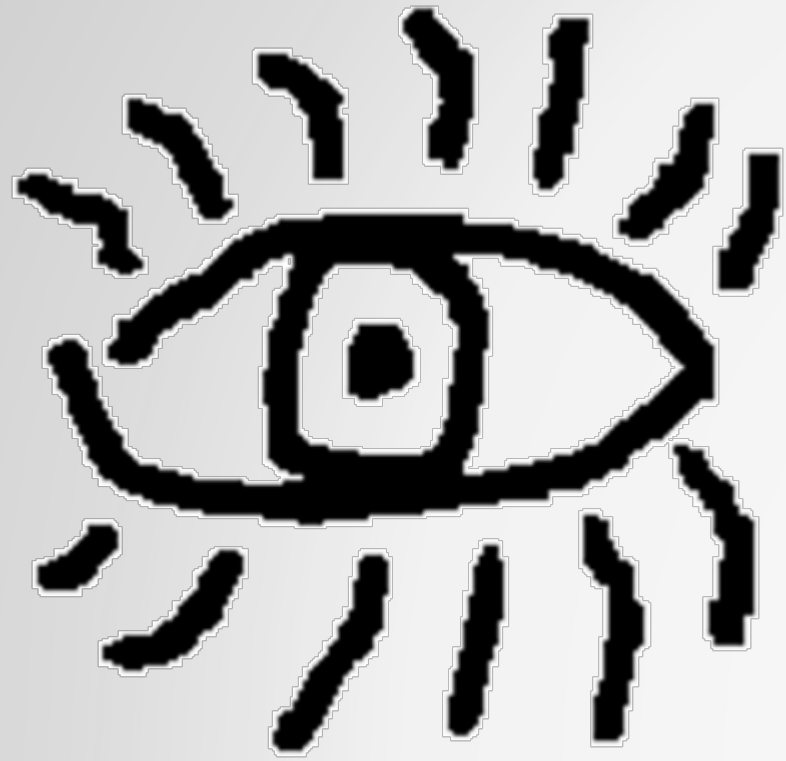


Training in-house

**Q: Who needs training?
What type of training
would be best?**



To Thine Own Self Be True



See it



Hear it



Do it

Learning Styles



Adult Learning Principles

Adults have shorter attention spans than younger learners.

True

Most adults prefer to learn about theories and concepts rather than direct application to specific tasks.

False

**Adults need more time to
perform learning activities.**

True

Adults are more sensitive to learning failure than students.

True

Adults who have been recently promoted are not as receptive to training as other professionals.

False

It's a good idea to relate the material you're presenting to an adult's past experience in high school or college.

False

- **Respect**
- **Benefit**
- **Relevance**
- **Experience**
- **Responsibility**
- **Motivation**

Adult Learning Principles

Q: Which of the adult learning principles is most important for your situation?

- **Respect**
- **Benefit**
- **Relevance**
- **Experience**
- **Responsibility**
- **Motivation**

Adult Learning Principles



I Beseech You, Remember



Transfer the Training

"Transfer of training is the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training – both on and off the job."

-Mary L. Broad and John W. Newstrom
Transfer of Training

Before

During

After

Manager

Trainer

Trainee

Before

During

After

Manager

1

3

Trainer

2

Trainee

Broad, M. L., & Newstrom, J. W. (1992). Transfer of training: Action-packed strategies to ensure high payoff from training investments. Reading MA: AddisonWesley.

Before

During

After

Manager

1

8

3

Trainer

2

4

9

Trainee

7

5

6

Broad, M. L., & Newstrom, J. W. (1992). Transfer of training: Action-packed strategies to ensure high payoff from training investments. Reading MA: AddisonWesley.

Manager

- *Before*: involve trainees in program planning
- *During*: prevent interruptions
- *After*: publicize successes

Trainer

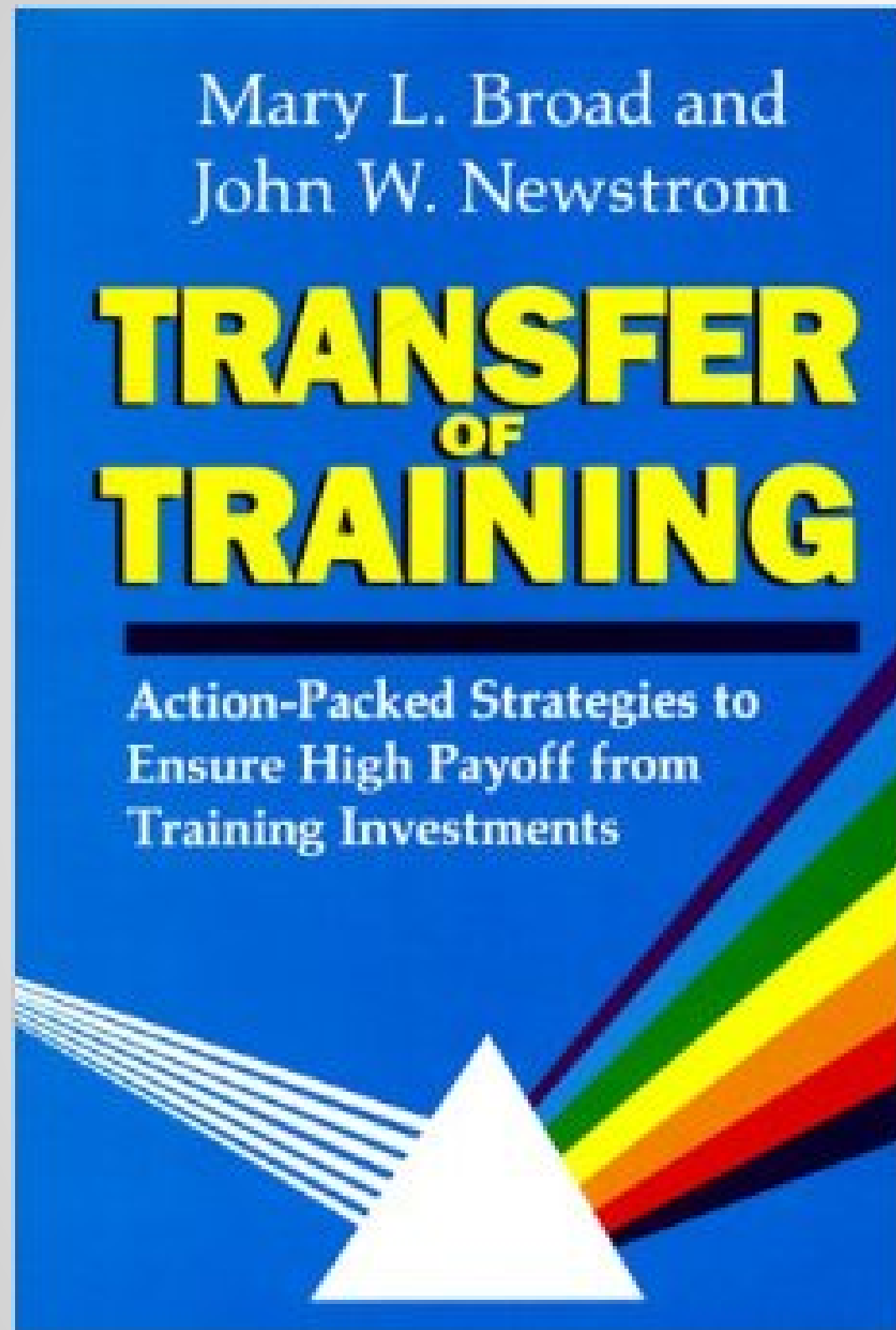
- *Before*: involve managers and trainees
- *During*: answer the “WIFM” question
- *After*: conduct evaluation surveys and provide feedback

Trainee

- *Before*: participate in advance activities
- *During*: participate actively
- *After*: review training content and learned skills

Broad, M. L., & Newstrom, J. W. (1992). Transfer of training: Action-packed strategies to ensure high payoff from training investments. Reading MA: AddisonWesley.





Authors:

Mary L. Broad

John W. Newstrom

Publisher:

Addison-Wesley Publishing
Company

ISBN:

0-201-19274-8



Demolish barriers to learning



Create an Action Plan

“The palest ink is better
than the best memory.”

-Chinese Proverb

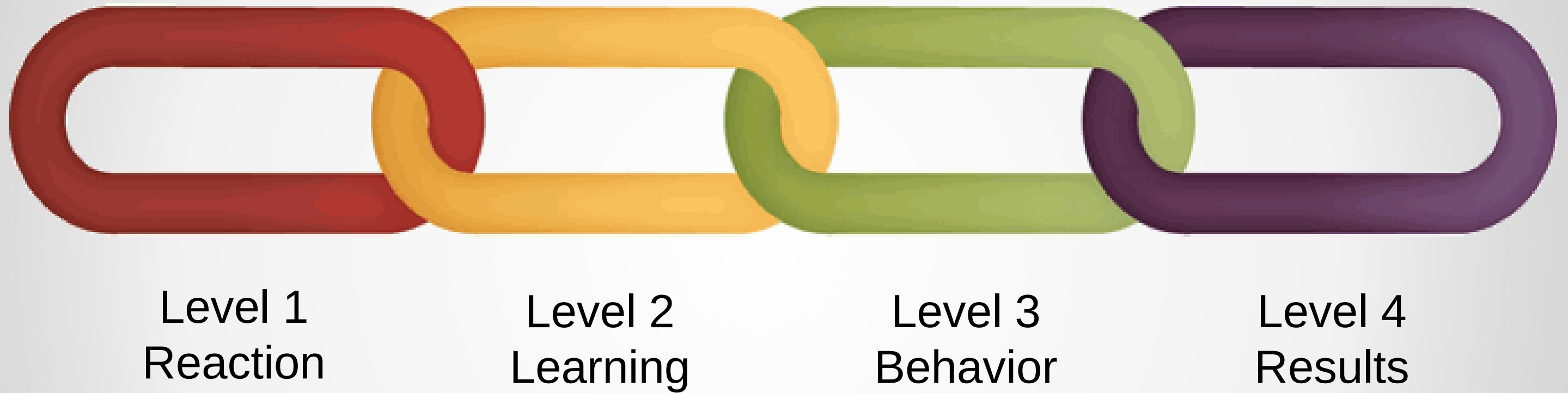
A woman with dark hair tied back, wearing a purple and white striped button-down shirt, is shown in profile, looking intently at a computer monitor. Her hand is resting on her chin in a thoughtful pose. The background is a bright, out-of-focus office space with a desk lamp visible.

**Plan for the best and
prepare for the worst**



Evaluate

Kirkpatrick Levels of Evaluation



<http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel/tabid/302/Default.aspx>



Coach your team

<http://crossfitprelude.com/stop-yelling-coach-just-tell-5-ways-to-find-the-best-coach-for-your-team-coming-soon-part-1-2/>



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Coach your team



A man and a woman are in an office setting. The man is seated on the left, wearing a blue and white striped shirt, looking towards the right. The woman is standing on the right, wearing a light blue button-down shirt, leaning over and pointing at a computer monitor. The monitor displays a technical drawing or software interface. The background shows office shelves and a window.

Ask Questions



Provide Accountability



Set SMART Goals

Specific
Measurable
Achievable
Relevant
Time-bound

**Starting with the XYZ
project we will use the
ABC software as outlined
in the contract.**

Specific

Starting with the XYZ
project we will use the
ABC software as outlined
in the contract.

Measurable

Starting with the XYZ
project we will use the
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in the contract.

Achievable

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Relevant

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project we will use the
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in the contract.

Time-bound

Starting with the XYZ
project we will use the
ABC software as outlined
in the contract.

Q: What are you going to do now to prepare people to apply what they learn?



All's Well That Ends Well

<http://vivandary.com/general-discussion/oscar-countdown-1949/>



**Adults learn in a
cooperative environment.**

Key learning objectives – How did we do?

At the end of this class, you will be able to:

- Differentiate between an issue that can be solved by technical training and one that cannot.
- Identify people that benefit most from various types of technical training.
- Analyze learning styles and principles.
- Establish ways to help people retain knowledge from a training class.

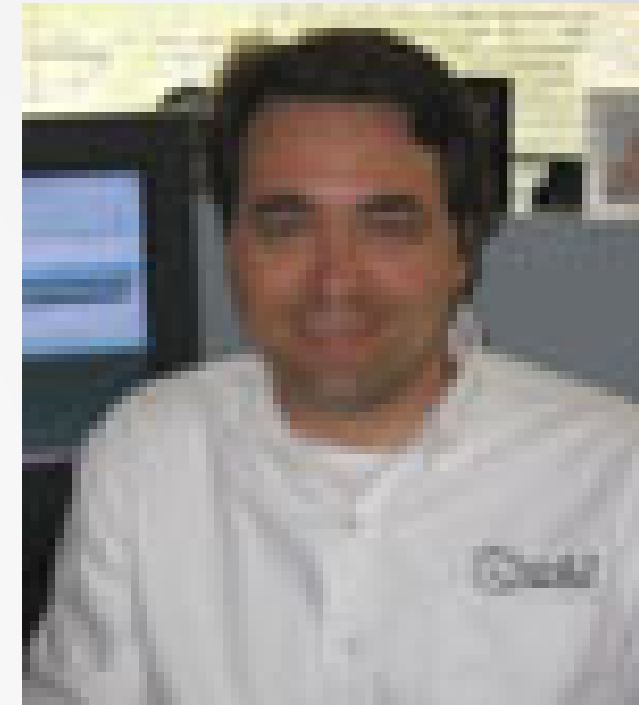
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