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PROCESSING SKILLS FOR TEACHERS, TRAINERS, AND MANAGERS

Judith F. Vogt, The University of West Florida
Diana Page, The University of West Florida

ABSTRACT

Processing skills are critical to ensuring optimal learning from experiential and simulation activities. This practical, personal, and theoretical demonstration workshop is designed to expand the processing capabilities of practitioners, educators, and academicians. Opportunities will be provided for participants to examine processing strategies and skills, personal style, and specific techniques from a theoretical and applied perspective. A video tape case study which focuses on the use of processing skills in a management simulation will be utilized to facilitate learning.

LOG 1511 CAL CONSIDERATIONS

A conceptual foundation for processing can be offered in 14 hours.

In the workshop a participative methodology will be utilized. A conference-type setting requiring small tables for group work is needed. In addition, monitors are needed to make a video presentation. We will provide other supplies and materials requisite to the design.

OUTLINE

What are the underlying assumptions prerequisite for productive processing?

- *why process?
- *the value of processing
- *processing is the first step towards meaningful change ... (where are we now?)

Defining Processing

- *what is processing?

Exploring the Importance of Style in Processing

- *the role of leader
- *elements of personal style which enhance processing

Techniques: How and When to Process

- *enabling questions
- *in small groups and in large groups
- *timing
- *exploring different techniques: chalkboard, overhead, groups, "walking" groups

Presentation of a Learning Model that Values both Task and Process

- *uniting cognitive and affective domains
- *leading (managing, teaching, and training) and processing

Empowering and Processing

- *processing is knowledge
- *processing a giving power (building a common data base, valuing each person's contributions/role, sharing the experience)