



# **OBTC 2015 at University of La Verne June 17<sup>th</sup> – 20<sup>th</sup>, 2015**

## **Submission Template**

### **SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## **Submission Template for the 2015 OBTC Teaching Conference for Management Educators**

### **1) Title of Proposal:**

Critically examining training example videos for learning about train-the-trainer programs and supporting development of management critical thinking skills

### **2) Abstract:**

As educators we often want students to not just be passive recipients of knowledge but rather active participants in learning, applying knowledge to real world situations. This session illustrates how when teaching about train-the-trainer programs I have students critically evaluate in class discussions actual example videos from train-the-trainer programs, applying the concepts discussed to these actual examples. The videos both provide students useful information and give them the opportunity to evaluate the degree to which the trainers in the video show those concepts. This session presents an example and offers potential avenues for application to different management topic areas.

### 3) Keywords:

*Training, video clips, train the trainer programs, critical thinking*

### 4) Format

- Activity or exercise  
 Discussion roundtable (60 minute only)  
 General discussion session

### 5) Time Requested:

- 30 Minutes  
 60 Minutes (*Roundtables must select 60 minutes*)  
 90 Minutes

### 6) Planning Details:

*Does your session have any special requirements for space or materials?*

I only need a computer with Internet access and PowerPoint.

### 7) Learning Objectives or Goals for the Session:

*What are 2-4 specific learning outcomes that participants will get from your session?*

Identify how video clips can be used as tools for students to engage in critical analysis related to class concepts

Apply course concept lessons to example real world clips

Understand the basic nature of train the trainer programs and how they can be a crucial organizational function

## **8) Management or Teaching Topics:**

*Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

A major goal of college educators of management, organizational behavior, and human resources is developing the critical thinking skills of students. Students cannot just be passive recipients of information, they need to analyze and evaluate information for themselves. This basic idea has been examined in a number of ways by management education scholars. Cunliffe (2004) talks about this through the idea of helping students to be critically reflexive, examining our own assumptions and how they affect our actions as well as the nature of reality and good practices. Welsh and Dehler (2013) look at this need for critical thinking through calling for students to learn how to engage in critical reflection and design thinking so that can better critique and transform knowledge. Smith (2014) adds to this discussion by pointing to the crucial need for thinking skills to be applied to practical applications so they can ultimately use their thinking skills in the real world.

Looking across these models and others is the common thread that students cannot just take reality as it first appears and need to critically examine the nature of reality and their own actions. Management concepts learned are not to be memorized and regurgitated, rather they need to be wrestled with and applied in real world like situations. This session illustrates an exercise that I use in trying to help develop these relevant critical thinking skills in my own training methods class.

The class where this exercises come from is a Training Methods class. I teach students how to design all aspects of a training program from doing needs analysis to figure out what is the reason for an organizational problem, to actually building a training program, and then finally to evaluating whether training provided to be successful in resolving the organizational issue. One aspect of successful implementation of a training program is preparing trainers for giving training sessions.

When this topic is covered in the class I talk about how trainers themselves often need to be trained so they will be effective. The programs that prepare trainers to be ready to train others are called train-the-trainer programs. Train the trainer programs have been used in a number of contexts such as the military and financial literacy courses with trainers that go through an effective train-the-trainer program often having greater knowledge than those who don't and resulting in better performance in training by trainees (Baron-Donovan et al., 2005; Reivich, Seligman, & McBride, 2011). As such, during my training methods course learning about such programs helps students to understand the crucial role organizations and training having in making a pool of competent trainers. Train the trainer methods can also be

applied to other situations where individuals need to be able to pass on learned information to others in an understandable way.

To better understand and consider the nature of effective trainer behavior I show students two video clips that are actual train-the-training type training on how to be an effective trainer. These clips are informative of how to be an effective trainer but rather than having students only gain passive knowledge from the clips, we engage in class discussion on each video as to how effective the trainer is in training the class on this point. In this way I have students engage in critical thinking and evaluation of the videos. This also helps illustrate that even “experts” on training can and do make mistakes in their own presentations and students need to reflect on how this can play out and recognize when such errors happen.

In the session I will show one of the example videos I use and will lead discussion on some of the deficiencies with attendees similar to that which takes place in class. I will also discuss the general concepts behind this activity and how those concepts could be applied in other management courses focusing on different topics. A more full description of the session schedule and structure is found in point 9.

## **9) Session Description and Plan:**

*What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*

### **5 minutes- Introduction to general concept of train-the trainer programs**

I will begin by discussing the general nature of my training methods course and train-the-trainer programs. This will help participants to understand the class context the activity is happening in.

### **5 minutes- Critical Thinking Skills applied to this context**

I will discuss critical thinking skills in general briefly and how they apply here in the train-the-trainer context. I will talk about aspects of the course related to critical thinking and suggest how they might apply in other management and OB course contexts.

### **10 minutes- Example video for critical analysis**

I will show one of the clips I use in class for the students to critically evaluate. I use part of a clip is from a train-the-trainer program video for the organization Toastmasters International. We discuss how the trainer does in “practicing what they preach” and in engaging the audience. In the classroom this is based on class material students have previously learned but for this conference context I will have participants draw on their own pedagogy knowledge in critiquing the training video and its effectiveness. This will act as a hands on illustration of how the discussions happen in class, with students applying their knowledge to assess the quality of training provided.

### **10 minutes- General discussion of technique and thoughts of attending educators**

After the clip and the discussion related to it I will open the session up for questions, comments, and the ideas of session participants. I see this as a good avenue for participants to talk about how the approach could apply within their own classroom set-ups and course subjects. This discussion will help participants to leave with ideas for their own classroom to apply the ideas presented.

## **10) For Activities and Exercises:**

*Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*

The activity will mostly be done through PowerPoint slides, the example video, and in session discussion so no other major materials are needed. Attendees may want to bring pencil and paper to write down their own notes and ideas during the session.

## **11) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

This session contributes an activity that can be used to help students develop and practice critical thinking skills related to management course. The example presented will be very directly applicable to those who teach training methods or education focused courses but will also present ideas that can be applied to a wide range of management, OB, and HR courses. I look to have participants begin to have ideas for how to apply similar types of examples relevant to their own courses to help students use critical thinking.

## **12) Application to Conference theme:**

How does your session fit with the overall OBTC theme of Learning in Community?

This session fits the theme of Learning in Community as it presents an exercise to be used that helps spark class discussion. Instead of passively receiving information from a video clip students are critically examining the quality and nature of the training being given. This should help students to connect to the class material and how it should be applied. The discussion also helps students to learn about how other students view and analyze the video. This should lead to more perspectives being expressed and acknowledged.

## **13) Unique Contribution to OBTC:**

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This has not been presented in any format in the past.

## **14) References and/or Additional Materials:**

### **References**

Baron-Donovan, C., Wiener, R. L., Gross, K., & Block-Lieb, S. (2005). Financial literacy teacher training: A multiple-measure evaluation. *Financial Counseling and Planning, 16*(2), 63-75.

Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education, 28*, 407-426.

Reivich, K. J., Seligman, M. E. P. & McBride, S. (2011). Master Resilience Training in the U.S. Army. *American Psychologist, 66*, 25-34.

Smith, G. F. (2014). Assessing business student thinking skills. *Journal of Management Education, 38*, 384-411.

Welsh, M. A., & Dehler, G. E. (2013). Combining critical reflection and design thinking to develop integrative learners. *Journal of Management Education, 37*, 771-802.

### **Video that will be used in session**

Toastmasters International officer training video:

<http://www.youtube.com/watch?v=vuzRANoefpw>