



## *41<sup>st</sup> Annual Conference Program*



*March 19-21, 2014  
Walt Disney World Swan and Dolphin Resort  
Lake Buena Vista, Florida*

*Special Thanks to Our Sponsors*



# ABSEL 2014 Snapshot Schedule

## Wednesday, March 19

3:00 p.m. – 6:00 p.m.	Registration	Mockingbird Foyer
3:00 p.m. – 5:00 p.m.	Board Meeting	Dove Hospitality Suite
6:00 p.m. – 8:00 p.m.	Reception - Hors d' oeuvres	Crescent Terrace

## Thursday, March 20

7:30 a.m. – 3:15 p.m.	Registration	Mockingbird Foyer
7:30 a.m. – 9:00 a.m.	Coffee & Muffins	Il Mulino
7:45 a.m. – 8:00 a.m.	Chris Cassidy, ABSEL President	Mockingbird
	David Rahn, ABSEL Program Chair	
8:00 a.m. – 8:50 a.m.	Keynote Speaker	Mockingbird

### Experiential, Simulation, Innovations, and Games-Ready-to-Play Sessions in Dove, Macaw 1, Macaw 2 and Mockingbird Rooms

9:00 – 10:30 a.m.	1:30 – 3:00 p.m.
10:45 – 11:45 a.m.	3:15 – 4:45 p.m.

#### Breaks

10:30 – 10:45 a.m. Break
11:50 a.m. – 1:30 p.m. Lunch and Business Meeting (Il Mulino) (Willy Kriz – ISAGA 2015 11:50 to Noon)
3:00 – 3:15 p.m. Break

### ABSEL Dessert Reception and *IllumiNations: Reflections of Earth at Epcot*

Park Admission: 7:30 pm ♦ Reception: 8:30 at Italy Isola in Epcot ♦ Show Time: 9:00 pm

## Friday, March 21

7:00 a.m. – 8:25 a.m.	Incoming ABSEL Board Meeting	Dove Hospitality Suite
7:30 a.m. – 8:25 a.m.	Coffee & Muffins	Mockingbird
3:00 p.m. – 4:30 p.m.	Conference Planning Meeting	Dove Hospitality Suite

### Experiential, Simulation, Innovations, Accreditations, and Games-Ready-to-Play Sessions in Dove, Macaw 1, Macaw 2 and Mockingbird Rooms

8:30 – 10:30 a.m.	1:30 – 3:00 p.m.
10:45 – 11:45 a.m.	3:00 – 4:30 p.m.

#### Breaks

10:30 – 10:45 a.m. Break
11:50 – 1:30 p.m. Celebration Luncheon (Il Mulino)
3:00 – 3:15 p.m. Break

6:00 p.m. ABSEL Fellows Dinner ♦ Everyone is Welcome ♦ at own expense and transportation



## 41<sup>st</sup> Annual Conference Program

2014 ABSEL Program Chair

David Rahn

### Contents

<i>President's Message</i> .....	4
<i>Program Chair Notes</i> .....	5
ABSEL Board Officers and Members, 2013-2014.....	6
Alphabetical list of ABSEL Fellows with the year appointed.....	7
Swan Meeting Rooms.....	8
ABSEL 2014 Summary Program .....	9
ABSEL 2014 Program Abstracts.....	16
Best Paper Awards .....	51
Author Index.....	53
42 <sup>nd</sup> Annual Conference Call for Submissions .....	56

#### Program Editors

Chris Cassidy, Mick Fekula, Kiersten Maryott, David Rahn, Alex Smith

Copyright © 2014 by the  
Association for Business Simulation and Experiential Learning (ABSEL).  
All rights reserved.

## *President's Message*

Welcome to the 41<sup>st</sup> meeting of ABSEL! This year the best and most collegial professional organization in academia, ABSEL, meets in "The Most Magical Place on Earth"<sup>TM</sup>, Disneyworld. It seems only fitting that we spend a moment to reflect on the Magic that is ABSEL. Visionary business educators and researchers created ABSEL over 40 years ago. They recognized early on that students learn more and retain that learning longer when they are actively engaged in the subject matter. This occurs through the vehicle of pedagogical instruments such as games, simulations, and experiential activities. Many of those visionaries are still with us. But during the last forty years the world has changed and grown. Today ABSEL attracts international members with conference attendees from 14 countries this year. The internet and social media did not exist 40 years ago, and our founders then would not recognize the computers and software that they use today. Our task today is to make ABSEL relevant to educators and scholars of tomorrow. Now that we have over forty years more experience with simulations and experiential learning, we need to determine which of the technological advances of today coupled to the enduring processes by which our students learn will keep us on the right path.

Part of the value ABSEL brings to the pedagogy of learning is our research. In the past, we disseminated our research through journals, proceedings, and conference presentations. Technology now makes it easy to publish research and the internet makes it easy to disseminate research to large audiences. To take advantage of those innovations, the ABSEL Board has moved toward publishing the ABSEL Proceedings, *Developments in Business Simulation and Experiential Learning*, online. Alex Smith has been instrumental in envisioning and creating this opportunity. His efforts have yielded the 2014 Conference Proceedings online, which replaces the CD/DVD we have distributed at prior conferences. Each year we will add the most recent conference papers. Everyone with internet access will benefit from our research. Google scholar will pick up our articles, track article citation counts and enhance the reputation of both ABSEL and our members. We hope to attract many new members who might not otherwise know we exist. But one thing that has not changed in 40 years is the ABSEL Style. The ABSEL Style is our spirit of collegiality where we encourage and enhance each other and the quality of our research. The ABSEL Style is the primary reason we keep coming back. It is the reason why we have members that continue producing high quality research and attending ABSEL Meetings year-after-year, well into retirement. It is one of the reasons I am a member.

I would like to recognize the efforts of our colleagues who have made this meeting possible. Alex Smith served double duty, again, by handling the local arrangements for the 2014 meeting in Orlando, and serving as the editor of *Developments in Business Simulation and Experiential Learning*. President-Elect Kiersten Maryott, Executive Director Mick Fekula, and Dean of the Fellows Hugh Cannon each handled large portions of conference planning, preparation, and oversight. David Rahn has done an excellent job coordinating all aspects of the paper submission and review process as well as building the program for this conference, assisted by hard-working Track Chairs Ken Long, Lora Reed, Dick Teach, Carlos Zapata-Jaramillo, and Marcin Wardaszko. Directors-at-Large Christian Karl, Qing Li, Janice Robinson, and Motonari Tanabu, have also made valuable contributions.

ABSEL exists because of the volunteer efforts of some the most talented and generous people I've ever met, your Board. Seven years ago, when I first volunteered to serve, I couldn't imagine myself the president of this organization. The same might be said of the long list of past presidents. Almost all of the positions are elected positions open to any member who wants to help run the organization. Opportunities always exist to run for election to a specific board position, to chair one of the tracks, or to serve as a member at large. If you would like to serve ABSEL, please approach someone on the board and let them know. If someone from the Board asks if you are interested in election to the board, please consider serving.

The conference has been fortunate to find several generous sponsors who have contributed significant funds to the Wednesday and Thursday evening social events, and to conference materials: Sam Houston State University's College of Business Administration, and the University of Pittsburgh's Katz Graduate School of Management, and The Citadel School of Business. Without the support of these sponsors the conference fees would have been much higher. As you consider the magic of ABSEL, remember our sponsors. That said, the real magic of the 41<sup>st</sup> meeting will be determined by what we bring to ABSEL this year and as we move the Association forward into its fifth decade . . . so let's have a great conference this year, and in all the years to come!

*ABSELUtely yours, Christopher M. Cassidy, ABSEL President 2013-2014*

### *Program Chair Notes*

Welcome to ABSEL 2014 and the 41<sup>st</sup> ABSEL conference. I began my relationship with ABSEL in 2009, and I have greatly enjoyed every year. This year looks to be another great year with excellent contributions, many newcomers to ABSEL, and a location second to none.

As many of us discuss very openly, ABSEL has a wonderful culture. Friendly debates, collegial discussions, lots of laughter, stimulating presentations, and a genuinely warm feeling permeate every conference. Attending an ABSEL conference is just plain fun to do. I look forward to them each year! It is really nice to see ABSElers you've not seen in a year, share hearty greetings, and speculate on how many awards Hugh Cannon will win this year. So when I was nominated as Program Chair in Oklahoma, my first reaction was: *I'm going to do this, after all, how hard can it be?* What happened next was unexpected. Shortly after accepting, numerous ABSElers approached me and offered assistance and encouragement, and thanked me for "taking on the conference planning." I felt like I was off to a great start and I had not even done anything yet!

Working on this committee is a chance to get to know everyone else on the board better and come to understand the whole community at a deeper level. And it is very rewarding to do so. I learned a lot about how our conferences run and how ABSEL likes to make decisions as a group. It is a bit like pouring a puzzle out onto a table, and having everyone gather round and help put the thing together. Everyone involved knows where some of the pieces go, and we all figure out the remaining pieces together.

I learned a few things about certain people that I had not understood before. Chris Cassidy is an upbeat guy with lots of good ideas and a really caring attitude that helps things go well. He also has ABSEL's best interest strongly at heart and helped facilitate the decision process when we hit a few bumps along the way. Kiersten Maryott knows a lot about the organization and always chimed in with information that was helpful. She also offered to help more often than I could take her up on! I know this is known to many in this organization and I have heard about it, but it really sunk in this year... Alex Smith is amazing. Sixteen years of working on the BKL! But wait there's more! If you order now you also get a local arrangements chair! Now that's service. Another gentleman I came to know better and really enjoyed working with is Mick Fekula. Mick is so unassuming and so effective it's scary. He has the finest demeanor and is the consummate team player. If anything looked like it might fall, Mick was there to keep the plates spinning.

The program gets completed through the support of many committed ABSElers. **Alex Smith** who this year turned your submissions into another volume of the Bernie Keys Library, this time online! Alex also handled the local arrangements. The track chairs: **Lora Reed, Carlos Zapata-Jaramillo, Marcin Wardaszko, Ken Long** and **Dick Teach** did a great job with a lot of papers and games! **Lora** stepped up went beyond reviewing and did a wonderful job of finding our Keynote Speaker! **Marcin** went the extra mile as well to take a stab at constructing the first pass at menus. The process of finding reviewers, coordinating the reviews of all submissions, communicating with authors several times, and then several more times again - and performing the initial editing of submissions for the proceedings - is huge! Having been in this role last year I am doubly appreciative because I know the effort first hand. Meeting attendance and contributions from Directors-at-Large Christian Karl, Qing Li, Janice Robinson, and Motonari Tanabu was frequent and significant. **Hugh Cannon**, Our Dean of the Fellows, runs the Best Paper evaluation and selection process, and he does it so smoothly that it just emerges done at the right time. **Mick Fekula** set-up and managed the online registration system, helped out with local arrangements, and coordinated registration efforts. Then he quietly and selflessly went about the business of being the true backbone of the ABSEL organization. I am honored to work with you all.

The community that mobilizes each year to help with reviews and contribute papers is where the culture of ABSEL begins. It is a fountain of creativity and support of that creativity. I encourage all of us to use this year's conference as the creative springboard for next year's papers and contributions. Now is a great time to begin planning for your participation in our 2015 conference in Las Vegas.

Have a great conference!

**David Rahn**  
**ABSEL Program Chair, 2014**

## ABSEL Board Officers and Members, 2013-2014

### President

Chris Cassidy  
Department of Mgt. & Mkg.  
Sam Houston State University  
Huntsville, TX 77341-2056  
936-294-1975  
[cassidy@shsu.edu](mailto:cassidy@shsu.edu)

### VP & Program Chair

David Rahn  
California State University,  
Chico  
400 West First Ave  
Chico, CA. 95929  
530-898-6395  
[drahn@csuchico.edu](mailto:drahn@csuchico.edu)

### Proceedings Editor & Local Arrangements Chair

J. Alexander Smith  
Meinders School of Business  
Oklahoma City University  
2501 North Blackwelder  
Oklahoma City, Oklahoma  
73106  
405-208-5114(o)  
[asmith@okcu.edu](mailto:asmith@okcu.edu)

### Simulation Track Chair & Associate Editor

Marcin Wardaszko  
Kozminski University  
Jagiellonska 57/59  
Warsaw, Mazowieckie 03-301  
Poland  
+48501247969  
[wardaszko@alk.edu.pl](mailto:wardaszko@alk.edu.pl)

### Director of External Relations & Marketing

Duane Weaver  
Vancouver Island University  
Faculty of Management  
900 Fifth Street  
Nanaimo, BC, Canada V9R 5S5  
250-743-3245 x2601  
[Duane.weaver@viu.ca](mailto:Duane.weaver@viu.ca)

### President-Elect

Kiersten Maryott  
Katz Graduate School of Business  
316 Mervis Hall  
University of Pittsburgh  
Pittsburgh, PA 15260  
412-624-3817  
[kmm174@pitt.edu](mailto:kmm174@pitt.edu)

### VP & Executive Director, Director of Communications & Webmaster

Mick Fekula  
The Citadel  
School of Business Administration  
171 Moultrie Street  
Charleston, SC 29409  
843-608-9120 – Google Voice  
[mick.fekula@citadel.edu](mailto:mick.fekula@citadel.edu)

### Games Ready to Play Track Chair, Associate Editor & Director of Internal Relations & Membership

Dick Teach  
Ga. Tech – College of Management  
800 West Peachtree St. NW  
Atlanta, GA 30308-0520  
404-894-4355(o) / 770-396-5851(h)  
[Richard.Teach@scheller.gatech.edu](mailto:Richard.Teach@scheller.gatech.edu)

### Innovations and Future Directions in Education Track Chair & Associate Editor

Carlos Mario Zapata Jaramillo  
Universidad Nacional de Colombia  
Carrera 80 No. 65-223 Of. M8A-310  
Medellín, Antioquia, Colombia  
574+57(4)4255374  
[cmzapata@unal.edu.co](mailto:cmzapata@unal.edu.co)

### Director at Large

Qing Li  
Towson University  
8000 York Road, Hawkins Hall  
Towson, MD 21252-0001  
410-704-4631  
[li@towson.edu](mailto:li@towson.edu)

### Director at Large

Motonari Tanabu  
Yokohama National University  
79-4 Tokiwadai, Hodogaya-ku  
Yokohama, Kanagawa, Japan  
2408501  
81453393744  
[tanabu@ynu.ac.jp](mailto:tanabu@ynu.ac.jp)

### Past-President

J. Duane Hoover  
Rawls College of Business  
Texas Tech University  
Lubbock, TX 79409  
806-834-2033 (o)  
[duane.hoover@ttu.edu](mailto:duane.hoover@ttu.edu)

### Dean of ABSEL Fellows

Hugh M. Cannon  
Department of Marketing  
Wayne State University  
5201 Cass, Suite #300  
Detroit, MI 48202-3930  
248-495-0286(c)  
[hugh.cannon@wayne.edu](mailto:hugh.cannon@wayne.edu)

### Experiential Track Chair & Associate Editor

Lora L. Reed  
College of Business & Professional Studies,  
Ashford University  
8620 Spectrum Center Blvd.  
San Diego, CA 92123  
800-798-0584 x6605  
[Lora.reed@ashford.edu](mailto:Lora.reed@ashford.edu)

### Accreditation Standards and Experiential Curricula Track Chair & Associate Editor

Kenneth E. Long  
U.S. Army Command & General Staff College  
Lewis and Clark Center  
Department of Logistics & Resource Operations  
100 Stimson Ave  
Fort Leavenworth, Kansas 66027-2301  
913-684-2925  
[kenneth.e.long20.civ@mail.mil](mailto:kenneth.e.long20.civ@mail.mil)

### Director at Large

Janice Robinson  
SUNY Canton  
34 Cornell Drive  
FOB 420  
Canton NY 13617  
[robinsonj@canton.edu](mailto:robinsonj@canton.edu)  
315-386-7500

### Director at Large

Christian K. Karl  
University of Duisburg-Essen  
Institute of Construction Management  
Universitätsstr. 15, 45141 Essen, Germany  
+49 (0)201 183-2849  
[christian.karl@uni-due.de](mailto:christian.karl@uni-due.de)

## Alphabetical list of ABSEL Fellows with the year appointed

---

Phil Anderson	2003	Lane Kelly	1999
William D. Biggs	1988	J. Bernard Keys	1987
Alvin C. Burns	1993	Leigh Lawton	2009
John Butler	2001	Nancy Leonard	2002
*Hugh Cannon	1998	Peter Markulis	2007
Jimmy M. Chang	2010	Sandy Morgan	2003
Susan Chesteen	2000	Carl Nielsen	1999
Dick Cotter	2000	John Overby	2000
Ralph Day	1989	Dee Page	2004
Anthony J. Faria	1993	Aspy Palia	2011
Mick Fekula	2012	Alan Patz	1999
Andy Feinstein	2008	Sharma Pillulta	2007
J. Ronald Frazier	1988	Richie Platt	2009
David J. Fritsche	1990	Thomas F. Pray	1993
James Gentry	1990	Pat Sanders	1994
Steven C. Gold	1997	Dan Strang	2004
Kenneth Goosen	1987	Richard Teach	1996
Jerold Gosenpud	1991	Precha Thavikulwat	1999
Lee Graf	1992	Stanley C. Vance	1987
Jeremy Hall	2012	Bill Wellington	2008
Annette Halpin	2011	Walter J. Wheatley	1995
J. Duane Hoover	2013	Joseph Wolfe	1989
Ron Jensen	1998		

---

\* Dean of the Fellows

## Swan Meeting Rooms





# ABSEL 2014 Summary Program

## Wednesday, March 19

3:00 p.m. – 6:00 p.m.

Registration

Mockingbird Foyer

3:00 p.m. – 5:00 p.m.

Board Meeting

Dove Hospitality Suite

### ABSEL Welcome Reception

**6:00 – 8:00 p.m. on the Crescent Terrace**

*Sponsored by*



Guests of ABSEL Registrants are welcome.  
ABSEL Registrants please wear your name badge  
(in case of inclement weather, held in Mockingbird room)

## Thursday, March 20

7:30 a.m. – 3:00 p.m.

Registration Open

Mockingbird Foyer

7:30 a.m. – 9:00 a.m.

Coffee & Muffins

Mockingbird

11:50 a.m. – 1:30 pm

Lunch & Business Meeting

Il Mulino

7:30 p.m. – 9:30 p.m.

ABSEL Dessert Reception Social

Epcot – Italy Isola

### Plenary Session - Mockingbird

**7:45 – 8:00 a.m.**

**Opening Remarks**

Chris Cassidy, ABSEL President & David Rahn ABSEL Program Chair

**8:00 - 8:50 a.m.**

**Keynote Speaker**

Dr. Maling Ebrahimpour

Dean and Professor of Management

College of Business, University of South Florida - St. Petersburg

**9:00 – 10:30 a.m.**

**Session 1**

**Thursday, March 20**

**A. Simulation**

**Dove**

#### *Strategy and Decision Making*

- Simulations For Strategy Courses: Comparing Online And On-Campus Courses
- Knot – A Pedagogical Proposal For Learning The Strategic Planning For Software Companies
- It's Only A Game: Reliability Theory A Better Way To Explain Decision Making In Business Simulation Games

## B. Experiential

Macaw 1

### *Confidence, Overconfidence, and Reality*

- The Game Of Energy: A Classroom Game Of Cooperation And Competition Simulating The Global Energy Market
- An Exploration of Overconfidence in Experiential Learning Of Behavioral Skills in MBA Students
- Dragons, Dungeons, Passions and Profits: The Tale of the Rainbow Book Den

## C. Innovation

Macaw 2

### *ABSEL: The Calm After The Storm and Transforming ABSEL*

- ABSEL's Silver Tsunami
- Experiential Learning In The 21<sup>st</sup> Century: Personal Reflections And Insights From Burning Man
- Open Discussion

## D. Games-Ready-to-Play

Mockingbird

- Transitions: Managing Change Disruptions

10:30 – 10:45 a.m.

Break

10:45 – 11:45 a.m.

Session 2

Thursday, March 20

## A. Simulation

Dove

### *Agent Based Modeling*

- An Agent-Based Model Of Consumer Behavior Is Based On The BDI Architecture And Neoclassical Theory
- Applying Agent-Based Modeling To Business Simulations

## B. Experiential

Macaw 1

### *Human Resources*

- Building A Strategic Human Resource Management System: An Experiential Approach
- Comparing Live And Traditional Case Studies In A Dual-Level Compensation And Benefits Course

## C. Innovation

Macaw 2

### *Focus on the Enterprise*

- Assessing Systemic Thinking In Undergraduates: An Exploratory Study Using A Total Enterprise Business Simulation
- Bridging The Gap Between Academia And Corporate Reality: Leveraging Advance Technology Integration To Create Effective Experiential Learning

## D. Games Ready To Play

Mockingbird

- Stukent Real Deal Simulation: An Internet Marketing Simulation

11:50 a.m.- 1:30 p.m.

Lunch

Il Mulino

&

### ABSEL Business Meeting

Willy Kriz – ISAGA 2015  
Chris Cassidy, ABSEL President

1:30 – 3:00 p.m.

Session 3

Thursday, March 20

## A. Simulation

Dove

### *Research and Reflections*

- ABSEL Research – A Perspective On The Quality of the Research Presented In The Proceedings
- ABSEL Awareness Amongst Business School Faculty: A Ten Year Update
- Solving The Simulation Paradox – How Educational Games Can Support Research Efforts
- Experiential Learning and Simulation Games Contribution to The Assurance of Learning – ABSEL's 2013 Workshop Results

## B. Innovation

Macaw 1

### *Engagement*

- Are We Addressing The Real Problem: A Tile Game Experiential Exercise
- Back To The Future: Using A Historical Perspective To Demonstrate Teambuilding Initiatives In An MBA Class
- Cloud-Based Business Gaming Simulation: A New Evolution of YBG
- Servant Leadership: Innovative Leader Development In The Online Classroom And Beyond

## C. Simulation

Macaw 2

### *Developing Management Skills*

- Moving Web-Based Simulations To Serious Games (Video Games) Is Unreal!
- Measuring Leadership: Implementing A Game For Developing Management Skills
- Modelling An Introductory Project Management Simulation In Undergraduate Courses
- Another Procedure For Determining Market Demand

**D. Games-Ready-To-Play**

**Mockingbird**

- GEO for Takeovers, Banking and Finance

**3:00 – 3:15 p.m.**

**Break**

**3:15 – 4:45 p.m.**

**Session 4**

**Thursday, March 20**

**A. Simulation**

**Dove**

*Marketing and Accounting*

- Implementing Marketing Control With The Web-Based Profitability Analysis Package
- Customer Transaction Costs And Marketing Simulations: Modeling A New Relationship Marketing Approach
- Accounting In Business Simulations: Is It Correct and Realistic?

**B. Roundtable: The Future of ABSEL Simulations and Games**

**Macaw 1**

*An Open Discussion About Future Directions and Technologies for ABSEL  
Experiential Exercises, Games and Simulations*

**C. Innovation**

**Macaw 2**

*Aspects of Online Teaching and Learning*

- Distance Learning And ABSEL – Revisited For The Nth Plus 1 Time
- Teaching, Learning & Using Tech In The Online Classroom

**D. Games-Ready-to-Play**

**Mockingbird**

- Discover Tomorrow – You Are Applicant Of The Games Of The XXXII Olympiad

**5:00 – 7:30 p.m.**

**Dinner On Your Own**

**Thursday, March 20**

**7:30 p.m.**

**Epcot Park Entry**

**Epcot**

**Go to Italy Isola Plaza in Epcot at**

**8:30 p.m. for the ABSEL Dessert Reception and viewing of  
*IllumiNations: Reflections of Earth* at 9:00 p.m.**

**ABSEL PARTICIPATION SPONSORED BY  
THE COLLEGE OF BUSINESS ADMINISTRATION AT**



## Friday, March 21

7:00 - 8:25 a.m.	Meeting of New ABSEL Board	Dove
7:30 - 8:25 a.m.	Coffee & Muffins	Mockingbird
11:50 a.m. -1:30 p.m.	ABSEL Celebration Luncheon	Il Mulino
3:00 – 4:30 p.m.	Meeting of the ABSEL 2015 Conference Planning Committee	

**8:30 – 10:30 a.m.**

**Session 5**

**Friday, March 21**

### A. Simulation

**Dove**

#### *Measuring Performance*

- Practice Makes Perfect: The Impact Of Longitudinal Quizzing On Computer Simulation Group Performance
- Business Simulation Team Performance After Completing An Individual Practice Module
- The Uniformity Of Distractor Response Distributions In Multiple-Choice Questions

### B. Accreditation

**Macaw 1**

#### *Advancing Knowledge Through Engagement*

- AACSB Accreditation And Engagement: Achieving The Standard Through Experiential Learning
- Back To The Basics: Developing A Student Engagement Survey To Evaluate The Role Of Experiential Learning On Student Engagement
- Increasing Knowledge By Leaps And Bounds: Using Experiential Learning To Address Threshold Concepts
- Building Learning Quality Assurance System For Business Simulation Game Courses According to AACSB Standards

### C. Experiential

**Macaw 2**

#### *Developing and Using Software*

- Getting Real With Experiential: Get Your Students Launched In In The Very Next Entrepreneurship Course You Teach
- Incorporating Playful Activities In The Software Engineering Teaching
- The Event Interaction Game: Understanding Events In The Software Development Context
- Development Of Software Engineering Business Board Game

### D. Games-Ready-To-Play

**Mockingbird**

- Supporting Individual's Learning Towards Collective Benefits: A Car-Sharing Business Games

**10:30 – 10:45 a.m.**

**Break**

**10:45 – 11:45 a.m.**

**Session 6**

**Friday, March 21**

**A. Simulation**

**Dove**

*International Perspectives*

- Students' View On The Use Of Business Gaming In Hong Kong – An Update
- Can an International Business Game Where Players Start From Different Trade-Policy Positions Be Fair?

**B. Innovation**

**Macaw 1**

*Gamification: Frameworks and Methodology*

- On A Methodology For Service Innovation Strategy And Its Gamification
- Gamification In Business And Education – Project Of Gamified Course For University Students

**C. Accreditation**

**Macaw 2**

*Accreditation and Assurance of Learning in the US Army*

- Redesigning Army Force Management Curriculum To Address Assurance Of Learning Issues
- Mandatory Accreditation And The US Army Command And General Staff College

**D. Games-Ready-To-Play**

**Mockingbird**

- The Organizational Behavior Simulation

**11:50 – 1:30 p.m.**

**Celebration Luncheon in Il Mulino**

**Friday, March 21**

**1:30 - 3:00 p.m.**

**Session 7**

**Friday, March 21**

**A. Simulation**

**Dove**

*International Perspectives*

- Bavela's Game: A Virtual Application
- A Business Simulation Game For Location-Based Strategies

## B. Accreditation

Macaw 1

### *Advancing the Individual*

- Active Learning And Online Education
- Reputation Management: Evaluation Journals For Publication And Impact
- Experiential Strategies For Building Individual Absorptive Capacity

## C. Experiential

Macaw 2

### *Guiding Principles*

- Experiential Learning – What Do We Know? A Meta-Analysis Of 40 Years of Research
- Building an EBL Culture In The Business School: Lessons From The Katz School @ Pitt
- The Distance MBA: A Need For Guiding Philosophy And Theories

## D. Games-Ready-To-Play

Mockingbird

- A Tiny Production-to-Cost Game For Developing Customers To Engineers

**3:00 – 4:30 p.m.**

**Session 8**

**Friday, March 21**

## A. Simulation

Macaw 1

- Modeling Educational Entrepreneurship And Its Social Consequences: A ‘Skin-In-The Game’ Approach To Exploring The Relationship Between Free Enterprise And Social Policy
- Quality Assurance In Business Simulation Design
- Innovations And Future Directions For Experiential Learning For A Large Online Business Degree Program

## B. Roundtable: Accreditation

Macaw 2

- Accreditation Issues and Opportunities

## C. Games-Ready-To-Play

Mockingbird

### *Human Resources Management*

- Human Resources Management Simulation *and*
- Human Resources Management Simulation in Health Administration

**Meeting of the ABSEL 2015 Conference Planning Committee**

**3:00 p.m. – 4:30 p.m.**

**Dove Hospitality Suite**

**Friday, March 21**

**6:00 p.m. ABSEL Fellows Dinner** *Everyone welcome (dinner are at own expense)*

# ABSEL 2014 Program Abstracts

Thursday, March 20

## SIMULATION

Session 1A: Dove Hospitality Suite

9:00 a.m. - 10:30 a.m. Thursday, March 20

Session Chair: Chris Scherpereel

## SIMULATIONS FOR STRATEGY COURSES: COMPARING ONLINE AND ON-CAMPUS COURSES

Larry Chasteen

University of Texas at Dallas, USA

[chasteen@utdallas.edu](mailto:chasteen@utdallas.edu)

### ABSTRACT

*Simulations are an important part of capstone strategy course - they facilitate transfer of learning by providing "learning-by-doing" opportunities to the students. Simulations also allow instructors to provide authentic activities that enable students to go beyond just studying "textbook" cases. Simulations have become an accepted part of most strategy classes at both the undergraduate and graduate levels. One area that has not been fully explored is how well the typical simulation used in on-campus strategy courses translates to strategy courses taught online. The purpose of this paper is to compare executive MBA on-campus strategy courses with identical online executive MBA courses to determine how effective the simulations were in both settings.*

## KNOT - A PEDAGOGICAL PROPOSAL FOR LEARNING THE STRATEGIC PLANNING FOR SOFTWARE COMPANIES

Alexander Barón Salazar  
University of Nariño, Colombia  
[abaron\\_98@udenar.edu.co](mailto:abaron_98@udenar.edu.co)

Juan Carlos Castillo Eraso  
University of Nariño, Colombia  
[jcastillo@udenar.edu.co](mailto:jcastillo@udenar.edu.co)

Jesús Insuasti  
University of Nariño, Colombia  
[insuasty@udenar.edu.co](mailto:insuasty@udenar.edu.co)

### ABSTRACT

*Strategic planning seeks organizational development through the formulation and implementation of projects oriented to reach corporate objectives for middle and long term. This paper presents KNOT, a pedagogical proposal for learning the design and implementation of strategic business planning (SBP) and strategic computing planning (SCP). KNOT is based on pedagogical and management approaches, and it focuses on software companies by including four elements: (1) a simulated software company as a virtual learning scenario, (2) the formulation and implementation of SBP and SCP, as application guide, (3) a role-playing game as an active participation strategy, and (4) LARIAT prototype software, as a tool that implements the process and supports the proposal. Currently, LARIAT is being tested in the software engineering courses at the University of Nariño.*



# IT'S ONLY A GAME: RELIABILITY THEORY A BETTER WAY TO EXPLAIN DECISION MAKING IN BUSINESS SIMULATION GAMES

Christopher M. Scherpereel  
Northern Arizona University, USA  
[Chris.Scherpereel@nau.edu](mailto:Chris.Scherpereel@nau.edu)

## ABSTRACT

*Educational simulation games are designed to create an environment that is characterized by complexity and uncertainty. As simulation game developers, we expect that the players of our games will use rational analysis as the preferred decision process. Anecdotal evidence seems to contradict this expectation. When faced with the complex decision environment of a simulation most players seem to forget the analytical tools they acquired during their education and resort instead to adhoc intuition or heuristic processes. It has been suggested that when college students play simulation games they use intuition or heuristics rather than analytical tools because they never really learned how to use such tools. We would like to propose an alternative explanation. In response to the uncertain and complex environment of a simulation game, student teams seek a straightforward yet reliable decision-making model. Because they are not confident they can correctly apply the analytical tools to make the simulation decisions, they rationally choose to ignore the methods they have learned and employ simplifying rules and heuristics. A behavioral theory developed in the economic literature called reliability theory suggests that this decision making response should not be surprising. Applying reliability theory to business simulation decision making explains much of the behavior we see in student simulation team decision making behavior and sheds light on the frustration that we often feel as users of educational simulation games. If reliability theory accurately describes decision making in simulation games, it suggests a number of interesting questions we must ask ourselves. Are simulation games just too complex for students to confidently apply what they have learned? When faced with significant uncertainty and complexity, is intuition more valuable than analysis?*

## EXPERIENTIAL

**Session 1B: Macaw 1 Room**

**9:00 a.m. - 10:30 a.m. Thursday, March 20**

Session Chair: Duane Hoover

## THE GAME OF ENERGY: A CLASSROOM GAME OF COOPERATION AND COMPETITION SIMULATING THE GLOBAL ENERGY MARKET

Paulo Vicente dos Santos Alves  
Fundação Dom Cabral –FDC, Brazil  
[paulo.alves@fdc.org.br](mailto:paulo.alves@fdc.org.br)

## ABSTRACT

*This article introduces a game for classroom use based on a simplified model of the global energy market. It was designed for a four-hour session, in a classroom, with up to thirty participants, but preferably with around sixteen participants. The model simulates the future effects of rising costs of production, political instability, renewable energies to substitute demand, and new technologies such as deepwater oil, and shale layer production. The model is very simple to give the students a better view of the possibilities, and yet the possible combinations are so many, that no two games will be the same.*

# AN EXPLORATION OF OVERCONFIDENCE IN EXPERIENTIAL LEARNING OF BEHAVIORAL SKILLS AMONG MBA STUDENTS

Nominated For



Robert C. Giambatista  
University of Scranton, USA  
[robert.giambatista@scranton.edu](mailto:robert.giambatista@scranton.edu)

J. Duane Hoover  
Texas Tech University, USA  
[duane.hoover@ttu.edu](mailto:duane.hoover@ttu.edu)

## ABSTRACT

*Several problems cited by instructors in organizational behavior (OB) (Burke & Moore, 2003) may be attributable in part to overconfidence among students. One question of interest to ABSEL scholars is the extent to which experiential learning environments interact with this phenomenon. While overconfidence is a well-known OB construct, its effect on acquisition of interpersonal behavioral skills in experiential learning settings is not well understood. In a study of MBA students exposed to an experiential behaviorally-based class featuring assessment centers, we found that overconfidence was a pervasive phenomenon, that it was an even larger phenomenon in the most interpersonally-oriented skills (leadership and teamwork), and we found that overconfidence was reduced between assessment centers and when disconfirming feedback was provided. Finally, we found some evidence that overconfident individuals performed more variably on a subsequent assessment center measurement. Implications for experiential learning theory and educational practice are discussed.*

## DRAGONS, DUNGEONS, PASSIONS AND PROFITS: THE TALE OF THE RAINBOW BOOK DEN

Michelle L. Washington  
Arcadia University, USA  
[washingm@arcadia.edu](mailto:washingm@arcadia.edu)

## ABSTRACT

*Inspired by her love for reading and a deep-seated concern for educational and civic advancement within the African-American community, Gloria Davis<sup>1</sup> started a multi-cultural children's bookstore, the Rainbow Book Den<sup>1</sup>, in 1992. Through her bookstore Gloria is able to see glimpses of her dream of positively impacting the African-American community become a reality. However, the bookstore's profitability is impacted by the limited economic resources of existing and potential customers in her target market. Gloria's health issues and the demands of serving as caregiver to her elderly parents have also made managing the bookstore difficult. She has had to close the store twice before for personal reasons. Now, she hopes to find a way to make an impact on her community and successfully manage her bookstore.*

## INNOVATION

Session 1C: Macaw 2 Room

9:00 a.m. - 10:30 a.m. Thursday, March 20

Session Chair: Lora Reed

### ABSEL'S SILVER TSUNAMI

Nominated For



Philip H. Anderson  
University of St. Thomas, USA  
[phanderson@stthomas.edu](mailto:phanderson@stthomas.edu)

Leigh Lawton  
University of St. Thomas, USA  
[l9lawton@stthomas.edu](mailto:l9lawton@stthomas.edu)

#### ABSTRACT

This study analyzes the number of papers presented at ABSEL conferences from 1990 through 2012. Besides the general trend of the total number presented, we also compare the trends of those who have been frequent presenters versus those who have made one or two presentations and then presented no more papers at later conferences. The potential consequences for ABSEL, given the aging of its most active members and low retention of new presenters are explored.

### EXPERIENTIAL LEARNING IN THE 21<sup>ST</sup> CENTURY: PERSONAL REFLECTIONS AND INSIGHTS FROM BURNING MAN

Nominated For



J. Duane Hoover  
Texas Tech University, USA  
[duane.hoover@ttu.edu](mailto:duane.hoover@ttu.edu)

#### ABSTRACT

*ABSEL scholars have been illuminating the path to effective experiential learning for over 40 years. This journey of intellectual and theoretical exploration, paired with a sound foundation focusing on effective application, continues into the 21<sup>st</sup> century. However, social and technological changes, coupled with cultural changes and the characteristics of Millennial Generation students, makes this 21<sup>st</sup> century task more challenging than ever. One possible source of insight relevant to this challenge comes from the 28 year-old socially innovative and culturally revolutionary Burning Man Project. Burning Man has become a unique cultural institution and a world-wide movement. It has spawned a set of guidelines called the 10 Principles of Burning Man, as well as generating numerous unique behavioral and social practices. This paper will begin with a history of whole-person experiential learning, followed by an explanation and analysis of several of the somewhat institutionalized aspects of Burning Man. The paper concludes with an integration of whole-person experiential learning and Burning Man practices with an eye towards implications relevant to 21<sup>st</sup> century education and the ABSEL mission therein.*

## GAMES-READY-TO-PLAY

Session 1D: Mockingbird Room

9:00 a.m. – 10:30 a.m.

Thursday, March 20

### TRANSITIONS: MANAGING CHANGE DISRUPTIONS

Pat Hendrickson

Central Piedmont Community College, USA

[pat.hendrickson@cpcc.edu](mailto:pat.hendrickson@cpcc.edu)

Diann Back

Central Piedmont Community College, USA

[diann.back@cpcc.edu](mailto:diann.back@cpcc.edu)

#### ABSTRACT

*Transitions is designed to help people understand that change is always disruptive, upsets the status quo, and frequently results in new and innovative approaches to problem solving. Based on Bridge's three phases model for managing transitions, the simulation is designed to help participants conceptualize disruptions in anticipated schedules, emotions experienced by participants as a result of change, and the perceived need to adapt instantly to new paradigms. In teams, participants create initial structures with small blocks. Participants play assigned roles with associated responsibilities as their structure is "built." The teams are then mandated to make changes in their structures according to federal, state, and local guidelines. By adding blocks or removing blocks, new trials emerge. Challenged to look for creative solutions, participants navigate through a series of ordered changes including budget cuts, accrediting issues, and the need for student accessibility to learning resources. Throughout the three-phase simulation, participants have the opportunity to debrief with their teammates. At the conclusion, the teams debrief one more time in their small groups. Finally, the teams come together for a debrief conducted by the facilitators. The final formal large-group facilitated debrief serves as an opportunity to reflect on the activities, making it meaningful by identifying what was learned on both an individual and organizational level.*

## SIMULATION

Session 2A: Dove Hospitality Suite

10:45 a.m. – 11:45 a.m.

Thursday, March 20

Session Chair: Marcin Wardaszko

### AN AGENT-BASED MODEL OF CONSUMER BEHAVIOR BASED ON THE BDI ARCHITECTURE AND NEOCLASSICAL THEORY

Márcia Lourenço Baptista

Universidade de Lisboa, Portugal

[marcia.baptista@ist.utl.pt](mailto:marcia.baptista@ist.utl.pt)

Carlos Roque Martinho

Universidade de Lisboa, Portugal

[carlos.martinho@ist.utl.pt](mailto:carlos.martinho@ist.utl.pt)

Francisco Lima

Universidade de Lisboa, Portugal

[francisco.lima@ist.utl.pt](mailto:francisco.lima@ist.utl.pt)

Pedro Alexandre Santos

Universidade de Lisboa, Portugal

[pasantos@math.ist.utl.pt](mailto:pasantos@math.ist.utl.pt)

Helmut Prendinger

National Institute of Informatics, Japan

[helmut@nii.ac.jp](mailto:helmut@nii.ac.jp)

#### ABSTRACT

*Agent-based models of consumer behavior open new possibilities in terms of the degree of realism and complexity of the simulation of markets. This technique brings several advantages over the traditional modeling approaches. This follows from the agent-based approach allowing the explicit modeling of the micro levels of intricacy of a market while enabling the emergence of the macro levels of market complexity. We propose an agent-based model of consumer behavior based on the Beliefs, Desires and Intentions (BDI) architecture and the neoclassical theory of utility maximization. The model allows simulating a dynamic environment of heterogeneous deliberative consumers. We show that the model can straightforwardly simulate different types of markets and economic phenomena such as price, income, substitution and complementary effects.*

# APPLYING AGENT-BASED MODELING TO BUSINESS SIMULATIONS

Nominated For



Márcia Lourenço Baptista  
Universidade de Lisboa, Portugal  
[marcia.baptista@ist.utl.pt](mailto:marcia.baptista@ist.utl.pt)

Carlos Roque Martinho  
Universidade de Lisboa, Portugal  
[carlos.martinho@ist.utl.pt](mailto:carlos.martinho@ist.utl.pt)

Francisco Lima  
Universidade de Lisboa, Portugal  
[francisco.lima@ist.utl.pt](mailto:francisco.lima@ist.utl.pt)

Pedro Alexandre Santos  
Universidade de Lisboa, Portugal  
[pasantos@math.ist.utl.pt](mailto:pasantos@math.ist.utl.pt)

Helmut Prendinger  
National Institute of Informatics, Japan  
[helmut@nii.ac.jp](mailto:helmut@nii.ac.jp)

## ABSTRACT

*Although a number of agent-based models of consumer behavior have been proposed in recent years they are seldom adopted in most business games. The advantages of this approach are yet to be fully grasped by the business simulation community, who continues to favor equation-based models over the agent-based alternative. We review the major contributions to the field of agent-based models of consumer behavior. For illustration purposes we present a simple agent-based model of consumer behavior, which allows simulating context effects.*

## EXPERIENTIAL

**Session 2B: Macaw 1 Room**

**10:45 a.m. – 11:45 a.m. Thursday, March 20**

Session Chair: Christian Karl

## BUILDING A STRATEGIC HUMAN RESOURCE MANAGEMENT SYSTEM: AN EXPERIENTIAL APPROACH

Deborah Cain Good  
University of Pittsburgh, USA  
[debgood@katz.pitt.edu](mailto:debgood@katz.pitt.edu)

## ABSTRACT

*Experience-based learning has become a major component of many university curricula especially in business schools. The development and implementation of a semester long human resource management project in an undergraduate Human Resource Management course is detailed. The nature of various elements of the exercise, their positioning and a rationale for their inclusion is discussed in the context of how to administer such an experience-based learning tool for student development and assessment. One core focus of project implementation is monitoring the strategic alignment of each element to create the human resource system orientation that research suggests leads to competitive advantage for a firm. Student feedback on the project suggests a recognition and appreciation of the practical aspects of the exercise. An ongoing initiative in the undergraduate business program at the University of Pittsburgh is the inclusion of more experiential learning exercises and projects in each course. Annual student evaluations in the University's College of Business Administration Human Resource Management courses indicate a great appreciation for the materials especially as a means to understand and appreciate the overall function as well as gaining insight into processes and procedures to be understood as an employee. To enhance the educational experience, a term long experiential learning project was developed that requires students to create a fictitious firm in the industry of their choice and develop elements of a strategic human resource management system for that company.*

# COMPARING LIVE AND TRADITIONAL CASE STUDIES IN A DUAL-LEVEL COMPENSATION AND BENEFITS COURSE

Kristie A. Abston  
University of West Florida, USA  
[kabston@UWF.edu](mailto:kabston@UWF.edu)

## ABSTRACT

*When compared with the traditional case study method, the live case method has been regarded as having greater realism (Burns, 1990; Markulis, 1985) and as being "...a more experientially-based pedagogy" (Markulis, 1985, p. 168). This paper establishes the groundwork for comparing and contrasting the use of both methods in a dual-level compensation and benefits course. Preliminary findings will be shared during the presentation, including pretest and posttest data, performance on the cases and in the course, and anecdotal feedback from the students and the client. Implications for course design and delivery, especially for human resource management professors, are discussed.*

## INNOVATION

**Session 2C: Macaw 2 Room**

**10:45 a.m. – 11:45 a.m. Thursday, March 20**

Session Chair: Annette Halpin

# ASSESSING SYSTEMIC THINKING IN UNDERGRADUATES: AN EXPLORATORY STUDY USING A TOTAL ENTERPRISE BUSINESS SIMULATION

Nominated For



Michelle L. Washington  
Arcadia University, USA  
[washingm@arcadia.edu](mailto:washingm@arcadia.edu)  
Annette L. Halpin  
Arcadia University, USA  
[halpina@arcadia.edu](mailto:halpina@arcadia.edu)

Raghu Kurthakoti  
Arcadia University, USA  
[kurthakotir@arcadia.edu](mailto:kurthakotir@arcadia.edu)  
Steven Byrd  
Arcadia University, USA  
[sbyrd@arcadia.edu](mailto:sbyrd@arcadia.edu)

## ABSTRACT

*Assessing the extent to which systemic thinking is developed through total enterprise simulations is critical in measuring the effectiveness of this tool in the business curriculum. This exploratory research aims to quantitatively evaluate and assess the level of systemic thinking that undergraduate students in a first-year business course develop during the use of a business simulation. Students provided feedback on decision summary reports which was content analyzed to develop a rubric that was used to evaluate the extent of systemic thinking development among students. Further analyses were conducted to relate the level of systemic thinking to organizational performance. Results indicate that students who start with a low level of systemic thinking show an increased level of systemic thinking as the simulation progresses. We also found a positive relationship between systemic thinking and organizational performance both in the short and long run.*

# **BRIDGING THE GAP BETWEEN ACADEMIA AND CORPORATE REALITY: LEVERAGING ADVANCE TECHNOLOGY INTEGRATION TO CREATE EFFECTIVE EXPERIENTIAL LEARNING**

Julia Li  
HCD Global, China  
[julia@hcdglobal.com](mailto:julia@hcdglobal.com)

## **ABSTRACT**

*This proposal takes a practical look at the global challenges associated with learning gaps between academic institutions and corporations. Representatives from HCD global share their experiences in attempting to bridge this gap. HCD global is a China-based, global oriented online learning platform provider. Its vision is to deliver a highly disruptive and transformational experiential learning model on a global scale. The model includes an interactive, competitive and engaging learning environment accompanied by structured social learning content. The delivery approach targets both academic institutions and corporate universities in order to bridge gaps between the two. A model depicting the components of a holistic learning experience is presented, as well as future development plans.*

## **GAMES-READY-TO-PLAY**

### **Session 2D: Mockingbird Room**

**10:45 a.m. – 11:45 a.m.**

**Thursday, March 20**

## **STUKENT REAL DEAL SIMULATION: AN INTERNET MARKETING SIMULATION**

Stuart Draper  
Stukent Real Deal Simulation  
[stu@stukent.com](mailto:stu@stukent.com)

Mark Kruckenberg  
Stukent Real Deal Simulation  
[mark@stukent.com](mailto:mark@stukent.com)

## **ABSTRACT**

*Internet marketing education in higher education is still very young. Many large public and private institutions still do not teach internet marketing; not even an entry level course. Stukent has developed an internet marketing simulation they refer to as the Real Deal simulation, along with a digital textbook that helps professors at traditional universities effectively teach internet marketing through experiential learning.*

*The Real Deal simulation will work great in the "Games Ready To Play" track at the ABSEL Annual Meeting because students and professors will be able to participate in 1-2 rounds of the simulation, which will include activities such as creating a website landing page, creating an online ad campaign, choosing how to allocate their ad budget, and get results on their first round playing the game.*

## SIMULATION

**Session 3A: Dove Hospitality Suite**  
**1:30 – 3:00 p.m. Thursday, March 20**  
Session Chair: Steven Gold

### **ABSEL RESEARCH -- A PERSPECTIVE ON THE QUALITY OF THE RESEARCH PRESENTED IN THE PROCEEDINGS**

Nominated For

Best  Paper

Steven Gold  
Rochester Institute of Technology, USA  
[sgold@saunders.rit.edu](mailto:sgold@saunders.rit.edu)

Peter Markulis  
SUNY-Geneseo, USA  
[markulis@Geneseo.edu](mailto:markulis@Geneseo.edu)

Daniel Strang  
SUNY-Geneseo, USA  
[strang@Geneseo.edu](mailto:strang@Geneseo.edu)

#### **ABSTRACT**

*This study builds on and extends the work that has been done in the past by researchers who were attempting to assess the quality of research published in the venues most commonly used by ABSEL members. It reviews and categorizes the work that other researchers have done in their efforts to assess the quality of ABSEL research. In this study, an extensive reference analysis is performed on the articles that appear in the ABSEL Proceedings from 1984 to 2013. Reference analysis is also performed on the articles appearing in Simulation & Gaming from 1996 to 2012. A set of metrics used by SCImago is used to put into perspective the quality of articles in the ABSEL Proceedings. Inferences are made about the likely value for the ABSEL Proceedings based on several key indicators of journal quality used in SCImago but not available for ABSEL Proceedings. The paper then uses reference analysis to compare a "typical" paper from the ABSEL Proceedings to a "typical" paper from Simulation & Gaming. Finally, the authors provide some suggestions to raise the perceived quality of the ABSEL Proceedings.*

### **ABSEL AWARENESS AMONGST BUSINESS SCHOOL FACULTY: A TEN YEAR UPDATE STUDY**

Nominated For

Best  Paper

William J. Wellington  
University of Windsor, Canada  
[r87@uwindsor.ca](mailto:r87@uwindsor.ca)

David Hutchinson  
University of Windsor, Canada  
[dhutch@uwindsor.ca](mailto:dhutch@uwindsor.ca)

A. J. Faria  
University of Windsor, Canada  
[ad9@uwindsor.ca](mailto:ad9@uwindsor.ca)

#### **ABSTRACT**

*An e-mail survey of 30,137 business faculty members from 426 AACSB schools across all business disciplines was undertaken to investigate business simulation game adoption and usage behavior in 2013. The survey produced 1024 fully complete responses for a 3.40% response rate. While many issues were addressed in this survey, the current paper examines only respondent awareness of ABSEL among business faculty members and compares this awareness to survey findings reported in 2003. The current survey results show that only 10.2% of all survey respondents are familiar with ABSEL. This can be compared to the 13.7% of 1056 survey respondents who were familiar with ABSEL as reported in the 2003 survey. Among current simulation game users in 2013, 15.5% stated that they are aware of ABSEL compared to 28.0% who were aware of ABSEL in 2003. Amongst former simulation game users, 17.3% are aware of ABSEL in 2013 compared to 22.9% in 2003. Finally, in 2013, only 2.5% of non-users of simulation games are aware of ABSEL which is exactly the same percentage of non-users of simulation games who were aware of ABSEL in 2003. The survey results suggest that ABSEL awareness has declined significantly in the last ten years while simulation usage itself has actually gone up. As was found in 2003, advertising, direct mail and e-mail may be the best means of communication for ABSEL to increase awareness. A cooperative advertising effort between ABSEL and simulation game publishers might also be useful.*



# **SOLVING THE SIMULATION PARADOX – HOW EDUCATIONAL GAMES CAN SUPPORT RESEARCH EFFORTS**

Nominated For



Christian K. Karl

University of Duisburg-Essen, Germany

[christian.karl@uni-due.de](mailto:christian.karl@uni-due.de)

## **ABSTRACT**

*On the one hand, an educational game represents a realistic, experience-based teaching and learning method which aims at the gaining of insights through the experiencing - mostly in teams - of conflict- and problem-based situations. On the other hand, on condition that the displayed excerpt of reality is sufficiently detailed, an educational game can equally be a (supportive) research method, which - especially with the included time-lapse function - can achieve knowledge gains especially from the decisions and their resulting actions of the involved individuals and groups. The aim of this paper is to give a short introduction into a synergistic modeling approach to solve a disruptive effect, named by the author as simulation paradox. This describes the active influence through communicating the results of a data analysis after a simulation, which possibly leads to an adjusted behavior of the simulated individuals in reality and will potentially affect decision focused simulation studies negatively.*

# **EXPERIENTIAL LEARNING AND SIMULATION GAMES CONTRIBUTION TO THE ASSURANCE OF LEARNING – ABSEL’S 2013 WORKSHOP RESULTS**

Marcin Wardaszko

Kozminski University, Poland

[mjakubowski@kozminski.edu.pl](mailto:mjakubowski@kozminski.edu.pl)

## **ABSTRACT**

*Workshop on how experiential learning and game simulations can contribute to the assurance of learning was conducted during the 40th ABSEL Annual Conference in Oklahoma City. Primary objective of the workshop was to integrate people around ABSEL especially those who were attending the conference for the first time. Secondary objective of the workshop was to introduce the concept of assurance of learning to the experiential and simulation gaming community. Workshop was conducted with following scenario, which was created based on the game-storming concept.*

## INNOVATION

Session 3B: Macaw 1 Room

1:30 p.m. – 3:00 p.m. Thursday, March 20

Session Chair: Montonari Tanabu

### **ARE WE ADDRESSING THE REAL PROBLEM? A TILE GAME EXPERIENTIAL EXERCISE**

K. Blaine Lawlor

University of West Florida, USA

[blawlor@uwf.edu](mailto:blawlor@uwf.edu)

#### **ABSTRACT**

*Experienced based learning is being more prominently utilized within industry and within the academic arena. This paper provides an exercise that can be utilized within a number of classroom settings to help students learn about themselves and how they attack a problem or situation within a group setting. The exercise is entitled the “tile game”. The paper introduces the rationale for the game, provides detailed information on how to set it up, score it and evaluate it. Students that have taken part in the exercise.*

### **BACK TO THE FUTURE: USING AN HISTORICAL PERSPECTIVE TO DEMONSTRATE TEAMBUILDING INITIATIVES IN AN MBA CLASS**

William Sharbrough

The Citadel, USA

[sharbroughw@citadel.edu](mailto:sharbroughw@citadel.edu)

#### **ABSTRACT**

*As part of an MBA class in teambuilding and leading teams, the author has developed a unique, weekend-long teambuilding workshop that fits with the military tradition of the institution. The workshop involves students in a variety of exercises that illustrate pooled, sequential, and reciprocal interdependence among teams as well as implicit ways to develop trust and open communication among team members. The workshop combines aspects of “The Great Race” and “Apprentice” reality TV programs into a combat game with an historical perspective peculiar to the location and history of the college. It serves as both a teambuilding exercise and a way to stimulate ideas for initiatives participants might develop for teambuilding in their workplaces.*

### **CLOUD-BASED BUSINESS GAMING SIMULATION: A NEW EVOLUTION OF YBG**

Montonari Tanabu

Yokohama National University, Japan

[tanabu@ynu.ac.jp](mailto:tanabu@ynu.ac.jp)

#### **ABSTRACT**

*The authors of this group have been developing an Internet-based business gaming support system called YBG over the last decade. The system allows us to develop our own games as well as play the existing games. Already, more than 100 groups in Japan used the system. To meet the various user needs, two projects, BSEL (Business Simulation for e-Learning) and BSAIC (Business Simulation Application Interface for Cloud), have branched from YBG development project. In this session, the author will introduce our practice of evolving YBG and discuss the potential of cloud-based business gaming simulation.*

# **SERVANT LEADERSHIP: INNOVATIVE LEADER DEVELOPMENT IN THE ONLINE CLASSROOM AND BEYOND**

Lora Reed  
Ashford University, USA  
[Lora.Reed@ashford.edu](mailto:Lora.Reed@ashford.edu)

Andree Swanson  
Ashford University, USA  
[Andree.Swanson@ashford.edu](mailto:Andree.Swanson@ashford.edu)

## **ABSTRACT**

*By virtue of the ways online higher education faculty interface with students in asynchronous learning environments, they are rarely what King (1993) described as sages on the stage. Rather, faculty are facilitators of learning or guides on the side. Indeed, effective online faculty members often teach and otherwise encourage learners who may be isolated and alone at computers. Such learners may be preparing to lead families, communities and organizations in a dynamic global environment. This paper explores whether online faculty fit the servant leader model characterized in Robert Greenleaf's (1978) vision beyond the Leadership Crisis. And, if they do, are online faculty who model servant leadership in the classroom and other interactions with learners assisting in leader development? Do faculty model the type of leadership that is conducive to innovative organizational cultures? Do they create trust and meaningful relationships that sustain both student and faculty as continuous learners? These research questions are considered in the context of the online classroom.*

## **SIMULATIONS AND ROUND-TABLE DISCUSISON**

**Session 3C: Macaw 2 Room**

**1:30 p.m. – 3:00 p.m. Thursday, March 20**

Session Chair: David Rahn

## **MOVING WEB-BASED SIMULATIONS TO SERIOUS GAMES (VIDEO GAMES) IS UNREAL!**

David R. Rahn  
California State University, USA  
[drahn@csuchico.edu](mailto:drahn@csuchico.edu)

## **ABSTRACT**

*Should we be thinking about how to move our web-based, form-based simulations to the so called serious games video game format? And if we decide the answer is yes, how do we get there with reasonable effort and cost? First, the research is strong when we consider if it makes sense to do so. The overt cultural trends suggest we will be left behind if we do not move in this direction. But what about the research? Answering the question of whether the anticipated learning outcomes are found using games in the classroom, Dondlinger (2007) cites the Aguilera and Mendiz (2003) historical research study on video game design which maintains that a number of studies indicate these games are conducive to the development of specific skills important to working in a global, knowledge based economy. Further evidence is provided demonstrating that games are conducive to learning gains in the areas of deduction and hypothesis testing, complex conceptualizing and abstract thinking, and visual and spatial processing. The evidence is there that the move would make sense. But how do we move our web-based form-based simulations to video game format to garner the advantages? This paper describes a step-wise process for migrating existing web-based, form-based games to the serious game format of full blown video games. Steps and actions that can be taken to enact the transformation are described.*

# MEASURING LEADERSHIP: IMPLEMENTING A GAME FOR DEVELOPING MANAGEMENT SKILLS

Miguel David Rojas Lopez  
Universidad Nacional de Colombia Sede  
Medellín, Colombia  
[mdrojas@unal.edu.co](mailto:mdrojas@unal.edu.co)

Sandra Patricia Valencia  
Universidad Nacional de Colombia Sede  
Medellín, Colombia  
[spvalenciav@unal.edu.co](mailto:spvalenciav@unal.edu.co)

Viviana Palacio Londono  
Universidad Nacional de Colombia Sede  
Medellín, Colombia  
[vypalaciol@unal.edu.co](mailto:vypalaciol@unal.edu.co)

Carolina Rincon Lopez  
Universidad Nacional de Colombia Sede  
Medellín, Colombia  
[carinconlo@unal.edu.co](mailto:carinconlo@unal.edu.co)

## ABSTRACT

*Right now, we are facing a demand for leaders who possess the skills necessary to reinvigorate the power of human capital in order to increase the aggregated value of organizations. Based on the aforementioned premise, this essay aims to analyze the development of 'the leader' in a team, identify their characteristics and behavior traits, with the end goal of measuring 'leadership' using a leadership questionnaire MLQ and the Likert valuation scale. This article will adhere to a descriptive and quantitative approach, obtaining information by developing the 'Napoleon game'.*

# MODELLING AN INTRODUCTORY PROJECT MANAGEMENT SIMULATION IN UNDERGRADUATE COURSES

Jorge Alberto dos Santos  
Federal University of Viçosa, Brazil  
[Jalbertojs@gmail.com](mailto:Jalbertojs@gmail.com)

## ABSTRACT

*This paper presents a model of a simulation to teach introductory project management in undergraduate courses. This is an early stage of an ongoing project. The intention in this paper is to present the model to be criticized. The participants will work in teams; initially taking over a company with financial difficulty. The simulation will be split into three phases: a) in the first phase, participants should write a bid, take part in the bidding procedures and plan the project execution; b) in the second phase, participants will execute the project, planning and re-planning the project, as necessary; and c) in the last phase, participants will compare results with assessment criteria. The assessment criteria will be: a) the project should be concluded in time; b) the project should generate net profit; and c) the teams should revert the financial situation of the company. They will be expected to achieve this result regardless some ethical and time pressure. Furthermore, the teams will have to deal with complicate and unpredictable situations that will be presented to them through cases.*

## ANOTHER PROCEDURE FOR DETERMINING MARKET DEMAND

Nominated For



John R. Dickinson  
University of Windsor, Canada  
[MEperiences@bell.net](mailto:MEperiences@bell.net)

### ABSTRACT

*In the design of marketing and total enterprise business simulation games perhaps the cornerstone is the determination of demand for the simulation companies' products or services. Numerous mathematical models for demand determination have been published in the general academic literature. Too, of course, the topic has received attention in the realm of simulation gaming. Herein is described an approach to determining demand that, while use is made of functions, is different in kind from a single encompassing mathematical model.*

## GAMES-READY-TO-PLAY

Session 3D: Mockingbird Room

1:30 p.m. – 4:45 p.m. Thursday, March 20

## GEO FOR TAKEOVERS, BANKING, AND FINANCE

Precha Thavikulwat  
Towson University, USA  
[pthavikulwat@towson.edu](mailto:pthavikulwat@towson.edu)

### ABSTRACT

*This demonstration focuses on advances features GEO, namely, takeovers, banking, and finance. The game allows players to practice making these truly important decisions.*

## SIMULATION

Session 4A: Dove Hospitality Suite

3:15 p.m. – 4:45 p.m. Thursday, March 20

Session Chair: James Cannon

## IMPLEMENTING MARKETING CONTROL WITH THE WEB-BASED PROFITABILITY ANALYSIS PACKAGE

Aspy P. Palia  
University of Hawaii at Manoa, USA  
[aspy@hawaii.edu](mailto:aspy@hawaii.edu)

Jan De Ryck  
University of Hawaii at Manoa, USA  
[ryck@hawaii.edu](mailto:ryck@hawaii.edu)

### ABSTRACT

*The Web-based Profitability Analysis Package enables competing participant teams to learn, identify and assess the underlying reasons for profitability or loss of each strategic business unit (SBU) within their brand portfolio during each decision period. This decision support package (a) extracts and presents the earnings per share of each competing firm as well as the main components of revenues and expenses for each SBU of each of the competing firms from the simulation results, and (b) identifies and flags the antecedents of each determinant of revenues and/or expenditures for each SBU. Competing participant teams use this package to exercise marketing control. The package enables users to monitor performance, identify deviations, understand the underlying reasons, take corrective action and thereby exercise marketing control.*

# CUSTOMER TRANSACTION COSTS AND MARKETING SIMULATIONS: MODELING A NEW RELATIONSHIP MARKETING APPROACH

Nominated For



Hugh M. Cannon  
Wayne State University, USA  
[hugh.cannon@wayne.edu](mailto:hugh.cannon@wayne.edu)

Ahmet Köksal  
Wayne State University, USA  
[fc6909@wayne.edu](mailto:fc6909@wayne.edu)

James N. Cannon  
Iowa State University, USA  
[jcannon@iastate.edu](mailto:jcannon@iastate.edu)

Aaron Johnson  
Wayne State University, USA  
[fk1163@wayne.edu](mailto:fk1163@wayne.edu)

## ABSTRACT

*From an economic perspective, the role marketing is to facilitate the convergence of supply and demand. The fact that the convergence needs facilitation implies there are natural sources of resistance to convergence. The cost of overcoming the resistance can be conceptualized as transaction costs. This paper discusses how a simulation can incorporate the theory of transaction costs into a cost function and can use the concepts of marketing, and particularly relationship marketing, to reduce them. Building these two concepts into marketing simulation games not only gives game participants experience with the practical application of transaction costs in marketing strategy, but it also allows them to experiment with a new business model that uses relationship marketing to reduce transaction costs as opposed to a model in which marketing seeks to increase profits through product differentiation*

## ACCOUNTING IN BUSINESS SIMULATIONS: IS IT CORRECT AND REALISTIC?

Kenneth Goosen  
Micro Business Publications, Inc., USA  
[krgoosen@cei.net](mailto:krgoosen@cei.net)

## ABSTRACT

*Financial statements in business simulations are one component of business simulation output. Consequently, some understanding of accounting is essential in the design and development of business simulations. In addition, simulation participants also must have some ability to interpret and use financial statements. The major question that this paper addresses is: do business simulation fairly and realistically treat accounting in terms of current accounting standards and practices? As this paper will attempt to show, in many instances simulations do not accurately or correctly present financial statements. In this study, financial statements are defined as consisting of the balance sheet, income statement, cost of goods manufactured statement, and cash flow statement.*

### Roundtable: THE FUTURE OF ABSEL SIMULATIONS AND GAMES

Session 4B: Macaw 1 Room

3:15 p.m. – 4:45 p.m.

Thursday, March 20

**AN OPEN DISCUSSION ABOUT THE FUTURE DIRECTIONS AND TECHNOLOGIES FOR ABSEL EXPERIENTIAL EXERCISES, GAMES, AND SIMULATIONS**

## INNOVATION

Session 4C: Macaw 2 Room

3:15 p.m. – 4:45 p.m. Thursday, March 20

Session Chair: Duane Hoover

### **DISTANCE LEARNING AND ABSEL – REVISITED FOR THE NTH PLUS 1 TIME**

Nominated For



Best Paper

James W. Gentry

University of Nebraska–Lincoln, USA

[jgentry@unl.edu](mailto:jgentry@unl.edu)

Rob Simon

University of Nebraska–Lincoln, USA

[rsimon2@unl.edu](mailto:rsimon2@unl.edu)

Melissa Kaulbach

Sarasota University, USA

[melissakaulbach@gmail.com](mailto:melissakaulbach@gmail.com)

J. Alexander Smith

Oklahoma City University, USA

[asmith@okcu.edu](mailto:asmith@okcu.edu)

Andrew Feinstein,

San Jose State University, USA

[andy.feinstein@sjsu.edu](mailto:andy.feinstein@sjsu.edu)

#### **ABSTRACT**

The paper reviews issues dealing with distance learning as discussed in past ABSEL Conferences, from a variety of perspectives. The first author, an ABSEL Fellow and old as dust, hated his distance learning experiences 30+ years ago and is adamant in his negative perspective of the pedagogy. The second author teaches and consults in the area of making distance learning at the university level more effective. The third author is also an ABSEL Fellow, who is somewhat skeptical about distance learning but not to the extent of the first author. The fourth author discusses his on-going experience with a MOOC. The last author is also an ABSEL Fellow and is now a Vice Provost; he will provide administrative perspective to the issues covered. Thus, the strength of the paper is primarily one of bringing together people with very different views of distance learning with the intent of dealing with topics affecting the future of business academe. Also, we end with some ideas as to how ABSElers should modify current online classes to make them more experiential.

### **TEACHING, LEARNING & USING TECH IN THE ONLINE CLASSROOM**

Nominated For



Best Paper

Maja Zelihic

Ashford University, USA

[Maja.zelichic@ashford.edu](mailto:Maja.zelichic@ashford.edu)

Lora Reed

Ashford University, USA

[Lora.reed@ashford.edu](mailto:Lora.reed@ashford.edu)

#### **ABSTRACT**

*As higher education evolves to meet the needs of the 21<sup>st</sup> Century learner, often with technology in an online classroom, relevant questions related to course content and delivery inevitably emerge. This paper explores some of those questions. Specifically, the researchers consider: How much is too much when it comes to cutting edge technological developments within the online classroom and learning platforms? Does the quality of education truly depend on an instructor's expertise in using the newest technologies in the classroom? Do technologies assist in reaching the diverse learning needs of students? Do online 'bells and whistles' really motivate learners to learn? Finally, which technologies work best for learning considering modalities, styles and outcomes?*

## GAMES-READY-TO-PLAY

Session 4D: Mockingbird Room

3:15 p.m. – 4:45 p.m.

Thursday, March 20

### DISCOVER TOMORROW: YOU ARE APPLICANT OF THE GAMES OF THE XXXII OLYMPIAD

Tomoaki Masuda

Tokyo Institute of Technology,  
Japan [masuda@trn.dis.titech.ac.jp](mailto:masuda@trn.dis.titech.ac.jp)

Takeyori Nabeta

Tokyo Institute of Technology,  
Japan  
[t-nabeta@trn.dis.titech.ac.jp](mailto:t-nabeta@trn.dis.titech.ac.jp)

Toshiki Fujino

Tokyo Institute of Technology,  
Japan  
[t.fujino@trn.dis.titech.ac.jp](mailto:t.fujino@trn.dis.titech.ac.jp)

Manabu Ichikawa

Tokyo Institute of Technology, Japan  
[ichikawa@dis.titech.ac.jp](mailto:ichikawa@dis.titech.ac.jp)

Takao Terano

Tokyo Institute of Technology, Japan  
[terano@dis.titech.ac.jp](mailto:terano@dis.titech.ac.jp)

#### ABSTRACT

*"Discover Tomorrow" is the international slogan of 2020 Summer Olympics in Tokyo. One can experience the game based on the venue of the Olympic selection in this session. This game you will teach what one should learn by utilizing the experiences of the past. Mankind needs to facilitate decision making by classifying things. Not necessarily chance is a lot in whatever occurs in real life. The classification of the experience of the past are needed in order to take advantage of it during the occurrence. In some cases, this generalization may be the cause of failure in real life. If the game involves more than one player, a good strategy changes when the number of players changes. This is because there is also a need to consider factors such as cooperation and competition in the game with more than one player. In other words, one can utilize a game to play with the number of different players. Our team decided to model the venue of the Olympic selection. In this venue selection, venue is determined by a two-stage election; of a final selection and a preliminary selection. The Application city becomes the formal candidate by a judgment of the IOC Executive Board. The IOC member to conduct the vote in the official candidate cities, a host city is determined by that result. We modeled the venue selection of the host city of the Olympic Games by using the selection process used to select Tokyo. The player takes the role of a representative of the applicant city, and aims to attract the Olympic committee to select his/her city in this game. The intent is to improve the assessment of one's own city while investing the needed resources in order to be selected. The aspect of city appeal is point of this game. The player can select a new cities or go back to some point of the game and play a different set of assumptions. The player can also reproduce the specific situation. It is possible to see numerically the cause of different outcomes.*



## Friday, March 21

7:00 a.m. – 8:25 a.m.  
7:30 a.m. – 8:25 a.m.

Incoming ABSEL Board Meeting  
Coffee & Muffins

Dove Room  
Mockingbird

**Breakout Sessions from 8:30 am – 4:45 pm**  
**Experiential, Simulation, Innovations, Accreditations, and Games-Ready-to-Play**  
**Sessions in Dove, Macaw 1, Macaw 2 and Mockingbird Rooms**

10:30 – 10:45 a.m. Break

11:50 a.m. – 1:30 p.m. Celebration Luncheon II Mulino

3:00 – 3:15 p.m. Break

6:00 p.m. ABSEL Fellows Meeting and Dinner – at own expense and transportation

### SIMULATION

#### Session 5A: Dove Hospitality Suite

8:30 a.m. – 10:30 a.m. Friday, March 21

Session Chair: John Dickinson

## PRACTICE MAKES PERFECT: THE IMPACT OF LONGITUDINAL QUIZZING ON COMPUTER SIMULATION GROUP PERFORMANCE

Brandon Kilburn

University of Tennessee Martin, USA

[bkilburn@utm.edu](mailto:bkilburn@utm.edu)

Ashley Kilburn

University of Tennessee Martin, USA

[akilburn@utm.edu](mailto:akilburn@utm.edu)

### ABSTRACT

*Computer simulations used in the business classroom have demonstrated positive outcomes: learning reinforcement (Dweck, 1986), exposure to real-world decision-making scenarios, increased decision-making speed, and extended information retention times (Bolt, 1993). More specifically, using supplemental assessment tools with computer simulations has been documented emphasizing the importance of oral or written presentations incorporating simulation variables (Alpert, 1995), pairing content with case studies (Zych, 1997), exams/quizzes pertaining to the simulation parameters (Brooks et al. 2006) on learning. Interestingly, however, there is limited research on longitudinal assessment as supplemental assessment and its impact on student performance in simulations on a group-level. This study examines the effect of longitudinal change across two sequential, related, yet non-identical group simulation-related quizzes on group simulation performance ranking. Findings from a sample of 10 different CAPSIM administrations examining 55 groups (over 275 students) suggest that a change in group quiz scores is a significant predictor of group performance ranking in the CAPSIM® business simulation. The group is the unit of analysis. Pedagogical implications discuss the role of learning and longitudinal assessment within groups.*

# **BUSINESS SIMULATION TEAM PERFORMANCE AFTER COMPLETING AN INDIVIDUAL PRACTICE MODULE**

Michael Nugent  
Stony Brook University College of Business, USA  
[Michael.Nugent@stonybrook.edu](mailto:Michael.Nugent@stonybrook.edu)

## **ABSTRACT**

*Many factors can contribute to a student's successful learning experience when participating in team based simulations. What is the best way to deploy simulation assignments to students? Is there a benefit to having students complete a significant amount of simulation practice rounds before competing against each other in a team environment? The main objective of this research: using comparative data from two classes to define the effectiveness of student team performance within a business simulation after an individual simulation practice assignment has been completed.*

# **THE UNIFORMITY OF DISTRACTOR RESPONSE DISTRIBUTIONS IN MULTIPLE-CHOICE QUESTIONS**

John R. Dickinson  
University of Windsor, Canada  
[MExperiences@bell.net](mailto:MExperiences@bell.net)

## **ABSTRACT**

*There exists considerable theory regarding desirable properties for multiple-choice questions; i.e., properties multiple-choice questions should exhibit. Despite the ubiquity of banks of multiple-choice questions accompanying virtually every introductory textbook in business—and having done so over numerous editions—little research has been published empirically evaluating the extent to which the questions do exhibit desirable properties. The questions' distractors, i.e., incorrect options, have been subject to even less investigation compared with the staple criteria of item difficulty and item discrimination. The present study investigates the extent to which the distributions of responses to distractors exhibit the desirable property of uniformity, i.e., are the distractors equally attractive.*

## ACCREDITATION

Session 5B: Macaw 1 Room  
8:30 a.m. - 10:30 a.m. Friday, March 21  
Session Chair: Mick Fekula

### **AACSB ACCREDITATION AND ENGAGEMENT: ACHIEVING THE STANDARD THROUGH EXPERIENTIAL LEARNING**

Mick Fekula  
The Citadel, USA  
[fekulam1@citadel.edu](mailto:fekulam1@citadel.edu)

Liz Washington Arnold  
The Citadel, USA  
[Arnold1@citadel.edu](mailto:Arnold1@citadel.edu)

#### **ABSTRACT**

*AACSB criteria established in 2013 require that curricula “highlight the importance of student engagement and experiential learning.” This paper surveys the literature on experiential learning to discuss the types of methodologies that have been available for many years. The analysis is extended to explore the relationship between the updated tenets of AACSB standards (innovation, impact, and engagement) and the role of experiential methods in achieving those standards.*

### **BACK TO THE BASICS: DEVELOPING A STUDENT ENGAGEMENT SURVEY TO EVALUATE THE ROLE OF EXPERIENTIAL LEARNING ON STUDENT ENGAGEMENT**

Gerald (Jerry) F. Burch  
Tarleton State University, USA  
[gburch@tarleton.edu](mailto:gburch@tarleton.edu)

Nathan A. Heller  
Tarleton State University, USA  
[heller@tarleton.edu](mailto:heller@tarleton.edu)

Rusty Freed  
Tarleton State University, USA  
[freed@tarleton.edu](mailto:freed@tarleton.edu)

#### **ABSTRACT**

*Experiential learning is built around the idea that experience leads to knowledge. After 40 years of research there are still many facets of experiential learning that are not completely understood. This research examines one overlooked area in this research by developing a student engagement survey that can be used to examine the effects of experiential learning on student engagement and the subsequent learning outcomes. Discussions of how to employ this survey in future research is discussed.*

### **INCREASING KNOWLEDGE BY LEAPS AND BOUNDS: USING EXPERIENTIAL LEARNING TO ADDRESS THRESHOLD CONCEPTS**

Gerald (Jerry) Burch  
Tarleton State University, USA  
[gburch@tarleton.edu](mailto:gburch@tarleton.edu)

Thomas Bradley  
Tarleton State University, USA  
[tbradley@tarleton.edu](mailto:tbradley@tarleton.edu)

Jana Burch  
DaVinci Studies, USA  
[Jana@davincistudies.com](mailto:Jana@davincistudies.com)

#### **ABSTRACT**

*The discussion of threshold concepts is growing in the management education literature. These concepts create challenges for students and instructors since they act as barriers to learning. The reward for overcoming these obstacles is the opening of new ways of thinking that were never available before the student mastered the threshold concepts. We propose in this article that experiential learning serves as the perfect means for addressing threshold concepts since experiential exercises facilitate active, social, and creative learning that is necessary to move the student through the preliminal, liminal, and postliminal stages of threshold concept mastery.*

# **BUILDING LEARNING QUALITY ASSURANCE SYSTEM FOR BUSINESS SIMULATION GAME COURSES ACCORDING TO AACSB STANDARDS**

Marcin Wardaszko  
Kozminski University, Poland  
[wardaszko@kozminski.edu.pl](mailto:wardaszko@kozminski.edu.pl)

Anna Pikos  
Kozminski University, Poland  
[apikos@kozminski.edu.pl](mailto:apikos@kozminski.edu.pl)

## **ABSTRACT**

*Aim of the presentation and following paper is to build the framework of planning, executing and following assessment for assurance of learning in typical business simulation game courses. Assurance of Learning is one of the AACSB Business Accreditation Standards` requirements. Business schools are obliged to develop learning goals for all their programs. The aim of this process is to understand and improve student learning. The learning goals are assessed according to the specific measures which show that student has mastered the necessary business knowledge and skills. One of these assessment instruments is business simulation game.*

*Work is showing the process of assurance of learning. Starting with choice and election of learning goals, planning the course, executing the course and measuring the outcomes, ending with closing the loop with course adjustments. During the process typical decisions and problems will be discussed e.g. choice of the simulation game, on-line versus off-line activities outcomes measurement, group versus individual work assessment.*

## **EXPERIENTIAL**

**Session 5C: Macaw 2 Room**

**8:30 a.m. – 10:30 a.m.**

**Friday, March 21**

Session Chair: Carlos Zapata

# **GETTING REAL WITH EXPERIENTIAL: GET YOUR STUDENTS LAUNCHED IN THE VERY NEXT ENTREPRENEURSHIP COURSE YOU TEACH**

David R. Rahn  
California State University, USA  
[drahn@csuchico.edu](mailto:drahn@csuchico.edu)

Michael Rehg  
California State University, USA  
[mrehg@csuchico.edu](mailto:mrehg@csuchico.edu)

## **ABSTRACT**

*The focus of this paper is on the university incubator and classroom adoption of the “Lean” business start-up framework popularized by Silicon Valley serial entrepreneur Steve Blank. The method which emerged in order to achieve success was pairing the framework with the addition of key processes, tools and techniques. The goal of the Lean framework is to launch, test and revise a business model until it is deemed either feasible or no longer worth pursuing. In order to achieve the goal from within the classroom, students were provided tools to guide them through the process of creating a business actually capable of selling products and/or services. The result of building a fully functional online business is that students are able to achieve the launching, testing and refining of a business model in the market. The results suggest that this highly engaging experiential exercise can be considered for adoption in a wide range of entrepreneurship courses. The results further suggest that experimentation on integrating the traditional teaching approaches with this new lean approach holds great promise.*

# INCORPORATING PLAYFUL ACTIVITIES IN THE SOFTWARE ENGINEERING TEACHING

Carlos Mario Zapata Jaramillo  
Universidad Nacional de Colombia, Colombia  
[cmzapata@unal.edu.co](mailto:cmzapata@unal.edu.co)

María Clara Gómez Álvarez  
Universidad de Medellín, Colombia  
[mcgomez@udem.edu.co](mailto:mcgomez@udem.edu.co)

## ABSTRACT

*Software engineering comprises the application of a systematic and disciplined approach to develop software products. Such an approach includes the development of tools, methods, and theories in order to support the software development and management processes. Software engineering teaching has been focused on theoretical concepts and technical issues; communication, teamwork, and negotiation skills have been traditionally left aside. In this context, playful activities appear as an alternative for promoting the learning-by-doing approach as a way to increase the assimilation of concepts by the students. In this paper we propose four playful activities applied to a group of undergraduate students belonging to the system engineering program. We also describe the feedback from the students who participated in these activities. Promising results arise in order to replicate this type of activities in other software engineering subjects and similar knowledge areas.*

# THE EVENT INTERACTION GAME: UNDERSTANDING EVENTS IN THE SOFTWARE DEVELOPMENT CONTEXT

Carlos Mario Zapata Jaramillo  
Universidad Nacional de Colombia, Colombia  
[cmzapata@unal.edu.co](mailto:cmzapata@unal.edu.co)

Paola Andrea Noreña Cardona  
Tecnológico de Antioquia, Colombia  
[panorena@tdea.edu.co](mailto:panorena@tdea.edu.co)

Fabio Alberto Vargas Agudelo  
Tecnológico de Antioquia, Colombia  
[fvargas@tdea.edu.co](mailto:fvargas@tdea.edu.co)

## ABSTRACT

*The understanding of the context in which the software applications are developed is highly influenced by events. In fact, any organizational process is intended to be triggered by an event and sometimes is related to certain eventual-type results. Managing and modeling events is one of the most important tasks of the analyst during the software development process, since the behavior of the future software application is revealed by the event interaction. In the traditional way of teaching software engineering, events are commonly taught by means of lectures and “toy” practical projects. However, events are commonly misunderstood in this way of teaching, since they are often mistaken for operations. Also, the way in which an event interacts with each other is not completely understood by the students. Games are student-centered strategies for teaching software engineering concepts. Following a similar strategy to other software engineering games, we propose in this paper the event interaction game as a way to explain the meaning of the events and their interaction for understanding their influence on the software development process. This game is intended to surpass the problems generated by the traditional way of teaching events. The game was played by four heterogeneous groups of students belonging to different courses and universities, and the results are almost the same for such groups, leading to promising results in the understanding of events.*

# DEVELOPMENT OF SOFTWARE ENGINEERING BUSINESS BOARD GAME

Ryoju Hamada  
Tohoku University, Japan  
[hamadaken@m.tohoku.ac.jp](mailto:hamadaken@m.tohoku.ac.jp)

Masahiro Hiji  
Hitachi Solutions East Japan, Ltd., &  
Tohoku University, Japan  
[hiji@econ.tohoku.ac.jp](mailto:hiji@econ.tohoku.ac.jp)

Tomomi Kaneko  
Hokkaido Automotive  
Engineering College, Japan  
[kaneko@haec.ac.jp](mailto:kaneko@haec.ac.jp)

## ABSTRACT

*In recent days, software engineering has become a collaborative effort with others. Based on good communications, to control software development, skills for management of human resources, process, cash and others have become vitally necessary. To provide opportunities to learn such skills related to technology, we developed a board game called the Software Kaihatsu Game (SKG; Kaihatsu means 'development' in Japanese) in 2009. Students form teams to manage software firms, and assume roles as a Chief Executive Officer (CFO) or Project Manager. SKG has been used at the Graduate School of Information Sciences, Tohoku University, and at Sirindhorn International Institute of Technology, Thammasat University, Thailand. It was also used for the training of business people in the software industry around Sendai City, Japan. This paper introduces the features, effects, and expected improvements of SKG.*

## GAMES-READY-TO-PLAY

Session 5D: Mockingbird Room

8:30 a.m. – 10:30 a.m.

Friday, March 21

## SUPPORTING INDIVIDUAL'S LEARNING TOWARDS COLLECTIVE BENEFITS: A CAR-SHARING BUSINESS GAME

Manabu Ichikawa  
Tokyo Institute of Technology,  
Japan  
[ichikawa@dis.titech.ac.jp](mailto:ichikawa@dis.titech.ac.jp)

Kei Aizawa  
Tokyo Institute of Technology,  
Japan  
[aizawa12@cs.dis.titech.ac.jp](mailto:aizawa12@cs.dis.titech.ac.jp)

Tomoya Ozaki  
Tokyo Institute of Technology,  
Japan  
[ozaki12@cs.dis.titech.ac.jp](mailto:ozaki12@cs.dis.titech.ac.jp)

Jiao Xue  
Tokyo Institute of Technology, Japan  
[xue11@cs.dis.titech.ac.jp](mailto:xue11@cs.dis.titech.ac.jp)

Hiroshi Deguchi  
Tokyo Institute of Technology, Japan  
[deguchi@dis.titech.ac.jp](mailto:deguchi@dis.titech.ac.jp)

## ABSTRACT

*The coordination between company status and individuals is a volatile component of many corporations. A concentration in whole organization offers flexible market access, competence development for each member of organization, and a maximum collective benefit. However, such coordination often encounters a business dilemma that leads to disappointing performance. Each member achieves good results, however, the sum of all the achievements cannot maximize profit for organization. We implement a business game and suggest that experiencing this game, players can have an effective learning outcome. In the 'Condominium Building Car-sharing Business Management Game'. Each player represents an independent decision maker and plays a role in the company. There are two roles in the game: a Proprietor and a Manager. Each proprietor is in charge of one condominium building and holds the fundamental information of the building and selective business factors such as the volume of that building. Proprietors have responsibilities to decide the strategy of their building and present their consideration to support the manager. On the other hand, the manager is responsible for deciding strategies of for the whole car-sharing business. Since the manager holds the general information of the company instead of the concrete state of each condominium building. The player must make the decision from the whole point of view by considering the suggestion from each proprietor. The same as the real company, by having a meeting at each step, proprietors and managers share the information and make the decision. Finally, they achieve collective benefits of the whole organization.*

## BREAK

10:30 a.m. – 10:45 a.m.

Friday, March 21

## SIMULATION

Session 6A: Dove Hospitality Suite

10:45 a.m. – 11:45 a.m.

Friday, March 21

Session Chair: Precha Thavikulwat

# STUDENTS' VIEW ON THE USE OF BUSINESS GAMING IN HONG KONG – AN UPDATE

Nominated For



Jimmy Chang

The Hong Kong Polytechnic University, China

[jimmy.chang@polyu.edu.hk](mailto:jimmy.chang@polyu.edu.hk)

Karen Ka-Leung Moon

Seoul National University, South Korea

[tcmoonkl@snu.ac.kr](mailto:tcmoonkl@snu.ac.kr)

Mei-Mei Lau

The Hong Kong Polytechnic University, China

[spmay@speed-polyu.edu.hk](mailto:spmay@speed-polyu.edu.hk)

Man-chong Wong

The Hong Kong Polytechnic University, China

[carrie.wong@polyu.edu.hk](mailto:carrie.wong@polyu.edu.hk)

## ABSTRACT

*This paper describes the results of a survey of 368 final-year degree students in Hong Kong concerning their views toward using Thavikulwat's "GEO – A Computer-Assisted Business Gaming Simulation". The focus is on students' perception of the usefulness of using computer simulation as a learning tool in a strategic management course. This article updates the earlier study of 93 final-year students in Hong Kong. The findings from this study confirm the favorable attitude of Hong Kong Students towards the use of business gaming as a teaching tool.*

# CAN AN INTERNATIONAL BUSINESS GAME WHERE PLAYERS START FROM DIFFERENT TRADE-POLICY POSITIONS BE FAIR?

Nominated For



Precha Thavikulwat  
Towson University, USA  
[pthavikulwat@towson.edu](mailto:pthavikulwat@towson.edu)

Jimmy Chang  
The Hong Kong Polytechnic University, China  
[jimmy.chang@polyu.edu.hk](mailto:jimmy.chang@polyu.edu.hk)

## ABSTRACT

*We examined for fairness the cumulative performance scores of 554 students and 24 ghost players in an international-business game wherein players are assigned at the start to nations with free-trade, strategic-trade, and export-promotion policies. The game was administered over four consecutive semesters; for 160 periods in the first three semesters and for 99 periods in the third semester. The different starting conditions had no statistically significant effect on the students' cumulative performance scores, so performance fairness is completely supported. The data is equivocal with respect to the cumulative performance scores of ghost players, so motivational fairness is partially supported. We conjecture that motivational fairness requires that the game be administered for 160 periods. That export promotion did not give rise to lower performance scores than free trade is a puzzle that should be resolved by more research.*

## INNOVATION

Session 6B: Macaw 1 Room

10:45 a.m. – 11:45 a.m.

Friday, March 21

Session Chair: Michał Jakubowski

## ON A METHODOLOGY FOR SERVICE INNOVATION STRATEGY AND ITS GAMIFICATION

Ryo Sato  
Yokohama National University, Japan  
[rsato@ynu.ac.jp](mailto:rsato@ynu.ac.jp)

## ABSTRACT

*We developed a methodology for service innovation strategy formulation and used it for more than five years. The methodology is called soft innovation architecture (soft IA, for short). In this research, we develop a gamification of soft IA, by showing its prototype on SNS. Furthermore, we investigate how human gaming can be combined with this gamification in the case of service innovation. As the planners of a service business, players can play a bakery-platform game to get insight for the business operation so that they can make necessary improvement of their respective service innovation architecture. The gamification and gaming of this research provides us with operational intelligence. Measuring of the effectiveness has remained as future topic.*



# GAMIFICATION IN BUSINESS AND EDUCATION – PROJECT OF GAMIFIED COURSE FOR UNIVERSITY STUDENTS

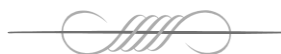
Nominated For



Michał Jakubowski  
Kozminski University, Poland  
[mjakubowski@kozminski.edu.pl](mailto:mjakubowski@kozminski.edu.pl)

## ABSTRACT

*According to social changes in students' behaviour caused by fast-growing technological environment we should think about new solutions in the construction of courses they are participating in. Gamification can be one of the answers, but as we can already experience – it is hard to design working gamified system that will deliver the desired outcome. Author would like to present his concept of immersive gamification course that he will start during 2013/2014 academic year. The topic of the course will be focused on the phenomena of gamification in business and education. Idea behind that was to show students the experience of gamification use while teaching them about that field. Following paper introduces to gamification in general and educational context and presents authors design framework of gamified course.*



## ACCREDITATION

**Session 6C: Macaw 2 Room**  
**10:45 a.m. – 11:45 a.m. Friday, March 21**  
Session Chair: Ken Long

## REDESIGNING ARMY FORCE MANAGEMENT CURRICULUM TO ADDRESS ASSURANCE OF LEARNING ISSUES

Kenneth E. Long  
US Army Command & General Staff College, USA  
[kenneth.e.long20.civ@mail.mil](mailto:kenneth.e.long20.civ@mail.mil)

## ABSTRACT

*In the world of professional military education (PME) Army force management (FM) curriculum is notoriously difficult to understand and teach, especially when taught by non-subject matter experts to a general population. After years of refining FM curriculum to an acceptable professional standard, the Command & General Staff college radically redesigned the FM course in order to address programmatic issues centering on individual assurance of learning and assessment strategies. This story offers insights into curriculum design, educational purposes and outcomes, instructional methods, faculty preparation and feedback, assessment strategies, and organizational change management lessons learned, and how this initiative is affecting other courses within the curriculum in a college which is at the center of the Army's educational strategy.*

# MANDATORY ACCREDITATION AND THE US ARMY COMMAND AND GENERAL STAFF COLLEGE

Bernard F. Harris  
US Army Command & General Staff School, USA  
[bernard.harris@us.army.mil](mailto:bernard.harris@us.army.mil)

## ABSTRACT

*The US Army Command and General Staff College (CGSC) is an accredited institution that serves the educational needs of mid career US Army and selected officers from around the world. The college recognizes the importance of accreditation, despite its non-voluntary accreditation status, and uses it to maintain trust between its students and the American public. CGSC's experiential learning environment is accredited by three different accrediting agencies each with their own criteria and standards. This paper will discuss the literature available that outlines each accrediting agencies standards, review and compare the standards, discuss the work that CGSC is currently performing to meet two upcoming accreditation visits, and finally highlight a few self study lessons learned in preparation for the visits.*



## GAMES-READY-TO-PLAY

Session 6D: Mockingbird Room

10:45 a.m. – 11:45 a.m.

Friday, March 21

## THE ORGANIZATIONAL BEHAVIOR SIMULATION

Peter Markulis  
State University of New York at Geneseo, USA  
[markulis@geneseo.edu](mailto:markulis@geneseo.edu)

Daniel Strang  
State University of New York at Geneseo, USA  
[strang@geneseo.edu](mailto:strang@geneseo.edu)

## ABSTRACT

*OB SIMULATION is a comprehensive and integrated simulation in the field of Organizational Behavior. The purpose of this simulation is to give the student a vicarious experience as a typical manager who must deal with the various issues associated with Organizational Behavior. The simulation emphasizes active learning by having the students play the role of a newly appointed manager who must make a series of decisions regarding various managerial issues. The issues in the simulation are based on the standard topics taught in an Organizational Behavior and presented through a series of sequential episodes. A key enhancement to the simulation is the presences of audio and some animated files. Most of the episodes and related files in the simulation not only appear in written form, but in audio form as well, with some files containing animated scenarios. As far as the authors know, this is the **only** computerized, comprehensive simulation in the field of Organizational behavior.*

## CELEBRATION LUNCHEON in Il Mulino

11:50 – 1:30 p.m.

Friday, March 21

## SIMULATION

### Session 7A: Dove Hospitality Suite

1:30 p.m. – 3:00 p.m.

Friday, March 21

Session Chair: Marcin Wardaszko

## BAVELA'S GAME: A VIRTUAL APPLICATION

Miguel David Rojas Lopez  
Universidad Nacional de Colombia Sede  
Medellín, Colombia  
[mdrojas@unal.edu.co](mailto:mdrojas@unal.edu.co)

Laura Marcela Londoño  
Universidad Nacional de Colombia,  
Colombia  
[lm londonov@unal.edu.co](mailto:lm londonov@unal.edu.co)

María Elena Valencia  
Universidad Luis Amigó, Colombia  
[maria.valenciaco@amigo.edu.co](mailto:maria.valenciaco@amigo.edu.co)

### ABSTRACT

*Several studies have been made about the communication process and its importance within organizations and teams. Alex Bavelas is one of the authors who first study how ways of communication influence the performance of teams as well as the efficiency in communication processes. Bavelas developed a study based on the application of a game, finding interesting results related to the communication process. This paper seeks to analyze the communication process based on Bavelas' work but using virtual tools. A virtual Bavela's Game is proposed, in order to simulate some aspects of the original game and to determine the structures of communication and the type of information that best fitted within work teams.*

## A BUSINESS SIMULATION GAME FOR LOCATION-BASED STRATEGIES

Martin Prause  
WHU - Otto Beisheim School of Management,  
Germany  
[martin.prause@whu.edu](mailto:martin.prause@whu.edu)

Christina Günther  
WHU - Otto Beisheim School of Management,  
Germany  
[christina.guenther@whu.edu](mailto:christina.guenther@whu.edu)

Jürgen Weigand  
WHU - Otto Beisheim School of Management, Germany  
[juergen.weigand@whu.edu](mailto:juergen.weigand@whu.edu)

### ABSTRACT

*In light of increasing globalization, firms tend to move business functions to strategic regions around the globe to access and secure natural or human resources and benefit from potential agglomeration externalities. Moving business functions to specific locations is often a credible and visible strategic commitment that stimulates the firm's generic strategy. Therefore, it is an important concept for strategic management, which needs to be tightly aligned to the firm's corporate strategy. The formulation of a location-based strategy is built of consistent decisions about where and when to move specific business functions. The tradeoffs of these decisions are complex, interrelated, and dynamic. In order to teach and train location-based strategy formulation in an engaging, hands-on activity, this article describes the concept, learning outcomes, and architecture of a business simulation software program for moving specific firm functions to selected regions. It simulates an organizational lifecycle and agglomeration externalities such as knowledge spillovers resulting from labor pooling and specialized suppliers. The simulation is designed as a competitive group exercise for a course about location-based strategies in advanced business or management studies to engage students in a risk-free environment.*

## ACCREDITATION

Session 7B: Macaw 1 Room

1:30 p.m. – 3:00 p.m.

Friday, March 21

Session Chair: Chris Cassidy

## ACTIVE LEARNING AND ONLINE EDUCATION

Christopher M. Cassidy  
Sam Houston State University, USA  
[cassidy@shsu.edu](mailto:cassidy@shsu.edu)

### ABSTRACT

*Many universities have adopted online course delivery, a practice that is increasing. To understand if this is a wise practice, it is important to ensure the quality and content of online education is equivalent to its face-to-face counterpart with respect to the student learning objectives for a particular class, major, program, and institution. Each learning objective will fall into one or more of the Learning Domains identified by Bloom (1956). Some of the learning objectives will fall into the Cognitive Learning Domain. Other learning objectives will fall into the Psychomotor and Affective Domains of Learning. The Psychomotor and Affective domains are particularly important for behavioral learning objectives taught with experiential pedagogies. It is critical for institutions to know that learning objectives that should be taught with experiential learning methods may be less efficacious in the online learning environment and therefore may suffer from lower student performance than in face-to-face courses.*

## REPUTATION MANAGEMENT: EVALUATING JOURNALS FOR PUBLICATION AND IMPACT

Sheila Hoover  
Texas Tech University, USA  
[sheila.hoover@ttu.edu](mailto:sheila.hoover@ttu.edu)

### ABSTRACT

*Reputation management is the practice of strategically placing academic journal articles in such a way as to get them noticed, read and cited. The purpose of reputation management is to raise the academic profile of the individual and the institution that he or she works at. It involves a deliberate effort to submit your articles to the most prestigious journals, commercial, society or open access, which will get your research noticed. You must open your research to the greatest possible audience you can. Use the tools at your disposal to become familiar with the most prestigious journal outlets in your field and write up your research with those journals in mind. Get tenured and promoted, network with an eye towards getting invited to talk about your research. Volunteer to serve as a reviewer for a journal you plan to publish in, join an editorial board and begin to shape the world for your own students.*

# EXPERIENTIAL STRATEGIES FOR BUILDING INDIVIDUAL ABSORPTIVE CAPACITY

Nominated For



Hugh M. Cannon  
Wayne State University, USA  
[hugh.cannon@wayne.edu](mailto:hugh.cannon@wayne.edu)

Bryon C. Geddes  
Dixie State University, USA  
[geddes@dixie.edu](mailto:geddes@dixie.edu)

Andrew Hale Feinstein  
San Jose State University, USA  
[andy.feinstein@sjsu.edu](mailto:andy.feinstein@sjsu.edu)

## ABSTRACT

*This paper seeks to develop a stronger conceptual base for understanding the process of experiential learning as a means of developing individual absorptive capacity. Organizational absorptive capacity has received considerable attention in the management literature. While individual absorptive capacity is arguably the objective of most management education, it has received very little specific attention. Our model points to the essential role of experiential teaching and learning in developing absorptive capacity, highlighting critical knowledge and skills that can only be learned through personal experience. By describing how individuals absorb knowledge in an organizational setting, it identifies key learning objectives for an integrated experiential curriculum. These objectives include mastery of impersonal information search strategies, interpersonal networking, high-level cognitive processes, a diverse knowledge base, emotional intelligence, single- and double-loop learning, and the acquisition of tacit knowledge. Objectives also include the emotional involvement and personal practice necessary for students to internalize and use these skills in their work. Articulating clear experiential learning objectives enables business school educators to develop strategies for facilitating this learning.*

## EXPERIENTIAL

**Session 7C: Macaw 2 Room**

**1:30 p.m. – 3:00 p.m.**

**Friday, March 21**

Session Chair: Kiersten Maryott

## EXPERIENTIAL LEARNING - WHAT DO WE KNOW? A META-ANALYSIS OF 40 YEARS OF RESEARCH

Nominated For



Gerald (Jerry) F. Burch  
Tarleton State University, USA  
[gburch@tarleton.edu](mailto:gburch@tarleton.edu)

Joanna Shaw  
Tarleton State University, USA  
[jshaw@tarleton.edu](mailto:jshaw@tarleton.edu)

John H. Batchelor  
University of West Florida, USA  
[jbatchelor1@uwf.edu](mailto:jbatchelor1@uwf.edu)

Walter Kendall  
Tarleton State University, USA  
[kendall@tarleton.edu](mailto:kendall@tarleton.edu)

Nathan A. Heller  
Tarleton State University, USA  
[heller@tarleton.edu](mailto:heller@tarleton.edu)

Beverly Turner  
Tarleton State University, USA  
[bturner@tarleton.edu](mailto:bturner@tarleton.edu)

## ABSTRACT

*Experiential exercises have been used for decades under the assumption that more active forms of curriculum delivery result in better learning outcomes. This study evaluates every article published in the ABSEL Proceedings over the past 40 years to identify the true level of learning as evaluated by both objective measures and all student perceptions. The results show strong support for continued use of experiential exercises and also the need to continue to conduct empirical analysis grounded in sound measures and using control groups.*

# **BUILDING AN EBL CULTURE IN THE BUSINESS SCHOOL: LESSONS FROM THE KATZ SCHOOL @ PITT**

Kiersten M. Maryott  
University of Pittsburgh, USA  
[kmm174@pitt.edu](mailto:kmm174@pitt.edu)

## **ABSTRACT**

*Members of ABSEL understand the benefits of incorporating experience based learning (EBL) in their classrooms, however not all faculty truly understand how to incorporate EBL, or the benefits to students of having EBL in their courses. The author is lucky to be at a business program where experience based learning is one of the 5 strategic initiatives of the school and where EBL is given considerable support from the Dean's Office. The author will discuss various strategies that have been used at the school to educate fellow faculty about how to incorporate EBL in their courses as well as programs that have been initiated to encourage and grow EBL use within the school.*

# **THE DISTANCE MBA: A NEED FOR GUIDING PHILOSOPHY AND THEORIES**

Nominated For



Vanthanh Phan  
Texas Tech University, USA  
[yathanh.phan@ttu.edu](mailto:yathanh.phan@ttu.edu)

J. Duane Hoover  
Texas Tech University, USA  
[duane.hoover@ttu.edu](mailto:duane.hoover@ttu.edu)

## **ABSTRACT**

*Online MBA programs have become ubiquitous, as they have been meeting the huge demand of pursuing MBA degrees by students who cannot or choose not to access traditional brick and mortar MBA classes. The literature about distance MBA programs has focused on practical advice on how to teach online MBA courses. The need for more of a focus on philosophy and theory is called for to fill potential theoretical gaps. A trial and error approach to distance MBA education with little consideration being given to theoretical framework would be a fragile construct. In this paper, we review theories that add productive frameworks to the philosophy and practice of distance MBA programs. We start with reviewing learning theories such as objectivism, constructivism, behavioral theory, cognitive theory, social learning theory, and vicarious experiential learning, which indicate MBA courses can be taught effectively from a distance. Next we present and critique distance education theories including theory of independent study, theory of transactional distance, theory of interaction and communication, andragogy, and equivalency theory, noting applications to distance MBA courses. We conclude with recommendations for implementing the theories examined into useful conceptual frameworks, as well as giving insights into the limitation of those theories for further application and research purposes.*

## GAMES-READY-TO-PLAY

Session 7D: Mockingbird Room

1:30 p.m. – 3:00 p.m.

Friday, March 21

### A TINY PRODUCTION-TO-COST GAME FOR DEVELOPING FROM CUSTOMERS TO ENGINEERS

Arata Ichikawa  
Ryutsu Keizai University, Japan  
[ichikawa@rku.ac.jp](mailto:ichikawa@rku.ac.jp)

#### ABSTRACT

*You could play a 20-minute demonstration of this tiny paper-based (letter or A4 size sheets) business game for undergraduates to study engineering and technology related subjects as advancing to the following academic years. As we are facing dynamic social and economic changes, this tiny game is aimed at developing from customer's attitude they have learned to engineer's attitude they should learn, and then can be an entrance to business games needing undergraduate and postgraduate level technology management knowledge to play. This game which is played by a single player would be one of the appropriate pre-games to, for example, "Beer Game" which is played by a group of players.*

*It is warned by many Japanese scholars in educational sociology that a new generation of students has begun to enroll in higher educational establishments. They are born not only as an excellent learner of a mother tongue but also as a rich customer from birth, because they have "six pockets" implying parents' ones, two grandfathers' ones, and two grandmothers' ones. In the shrinking market, they are best customers and can enjoy the privilege of consumers, which means it is with no cost or work and with pleasure that they can get instantly whatever they want. Besides, the hard work of studying engineering and technology subjects is avoided to take by those students. This is the point the scholars argue. Needless to say, playing this tinny game is enjoyable and also this game exercised at the earliest stage of engineering and technology education is a try to spoil the above imprinting in order that they would be able to play sophisticated business games for advanced years without losing interest about the needs of competitive markets on which most students do not show interest.*

*In this presentation, another game called "A Tiny Price-to-Cost Game for Developing from Customers to Managers," already demonstrated at ABSEL2013, for business students is explained as a twin of the above game. Both games can be used easily for both type students who should realize the dynamics of supply chain management because the core of the two models is almost the same. You can direct this game in lecture-oriented rooms because it is a single-player game. Would you join this demonstration?*

## SIMULATIONS

Session 8A: Macaw 2 Room

3:00 p.m. – 4:30 p.m.

Friday, March 21

Session Chair: Lora Reed

### MODELING EDUCATIONAL ENTREPRENEURSHIP AND ITS SOCIAL CONSEQUENCES: A 'SKIN-IN-THE-GAME' APPROACH TO EXPLORING THE RELATIONSHIP BETWEEN FREE ENTERPRISE AND SOCIAL POLICY

Sarah Cannon  
Wayne State University, USA  
[sarcannon@yahoo.com](mailto:sarcannon@yahoo.com)

James Cannon  
Iowa State University, USA  
[jcannon@iastate.edu](mailto:jcannon@iastate.edu)

Hugh Cannon  
Wayne State University, USA  
[hugh.cannon@wayne.edu](mailto:hugh.cannon@wayne.edu)

#### ABSTRACT

*This paper discusses how a simulation game modeling the effects of self-interested entrepreneurial effort in the educational market can help students understand current issues relating to public policy, traditional versus non-traditional educational programs, and societal well-being. The model posits a system in which educational entrepreneurs face a market of students possessing differing levels of educational preparation. Self-interested managers can trade off specialization and scale educational strategies to maximize the value of their outcomes, in the process, determining the amount and distribution of educational achievement in the social system. The debriefing process enables an instructor to draw on students' personal experience with the simulation ("skin in the game"), giving students an appreciation of how their decisions as educational managers impact social welfare. The game also provides an opportunity for students to apply the principles of marketing and managerial accounting as they relate to educational enterprises, thus developing their ability to transfer generalizable knowledge from one application to another.*

### QUALITY ASSURANCE IN BUSINESS SIMULATION DESIGN

Nominated For



Jeremy J. S. B. Hall  
Hall Marketing, United Kingdom  
[jeremyhall@simulation.co.uk](mailto:jeremyhall@simulation.co.uk)

#### ABSTRACT

*This paper explores the elements of business simulations that impact software (model) quality rather than learning quality. The exploration draws on the computer software knowledge base and extends this to take into account the special characteristics of business simulation software. Business simulation design is a creative art where the simulation models are complex and where the users are extremely wide ranging with limited knowledge of the simulation software and are commonly very emotionally involved - issues that necessitate a high level of software quality. Business simulation model complexity is explored in terms of model size, arithmetic calculations, cyclomatics, structure and dynamics. Error types are those normally associated with software (syntax, run-time and logical) and require testing using of black-box (functional) testing, white-box (structural) testing, code inspection and, in addition, for business simulations structural and dynamic testing. But, as quality cannot be tested into the simulation, Total Quality Management is vital and explored in terms of methodology, software structure, modelling language, defensive programming, refactoring, documentation and verification support*



# INNOVATIONS AND FUTURE DIRECTIONS FOR EXPERIENTIAL LEARNING FOR A LARGE ONLINE BUSINESS DEGREE PROGRAM

Daniel Nation  
Ashford University, USA  
[daniel.nation@ashford.edu](mailto:daniel.nation@ashford.edu)

Lora Reed  
Ashford University, USA  
[lora.reed@ashford.edu](mailto:lora.reed@ashford.edu)

Alan Swank  
Ashford University, USA  
[alan.swank@ashford.edu](mailto:alan.swank@ashford.edu)

## ABSTRACT

*The purpose of this paper is to begin to answer the question of how and why experiential learning methodologies might be modified in order to be introduced effectively into an online human resources management degree program. Traditionally, experiential learning is a philosophy of learning by doing and includes internships, apprenticeships; field work, clinical application, cooperative education, fellowships, practicums, service learning, student teaching, study abroad, and volunteer experiences. However, it is exceptionally difficult to deliver instructionally sound real-life experiential learning experiences. Further research is needed to identify the experiential learning methodologies which would be most practical for a large online university business degree program.*

## ROUND TABLE: ACCREDITATION ISSUES AND OPPORTUNITIES

**Session 8B: Macaw 1 Room**

**3:00 p.m. – 4:30 p.m.**

**Friday, March 21**

## GAMES-READY-TO-PLAY

Session 8C: Mockingbird Room

3:00 p.m. – 4:30 p.m.

Friday, March 21

### HUMAN RESOURCES MANAGEMENT SIMULATION

David Rahn

California State University Chico, USA

[drahn@csuchico.edu](mailto:drahn@csuchico.edu)

#### ABSTRACT

*The name of the game is Managing Human Resources Simulation. This simulation is a set of connected case studies situated within the Human Resources function, and occurring over time. This approach corresponds to the learner-centered model referred to as “Problem-Based Learning” or PBL. Participants learn to analyze information, solve problems by applying what they’ve learned in the course, and then assess their results. This means that while they are making decisions and analyzing outcomes, participants are “discovering” the cause and effect relationships that are true for HRM and the organization in the simulated company. This simulation may be used effectively in a university course that surveys HRM, a capstone integration of an HRM major or minor, a graduate course that surveys HRM, or an organizational training program on human capital decision-making. The game can be played in-class, entirely online, or with a combination of in-class and online approaches.*

### HUMAN RESOURCES MANAGEMENT SIMULATION IN HEALTH ADMINISTRATION

David Rahn

California State University Chico, USA

[drahn@csuchico.edu](mailto:drahn@csuchico.edu)

#### ABSTRACT

*The name of the game is Managing Human Resources Simulation in Health Administration. This simulation is a set of connected case studies situated within the Human Resources function, and occurring over time in a Health Administration environment of a hospital. This approach corresponds to the learner-centered model referred to as “Problem-Based Learning” or PBL. Participants learn to analyze information, solve problems by applying what they’ve learned in the course, and then assess their results. This means that while they are making decisions and analyzing outcomes, participants are “discovering” the cause and effect relationships that are true for HRM and the organization in the simulated company. This simulation may be used effectively in a university course that surveys HRM in Health Administration, a capstone integration of an Health Administration major or minor, or a graduate course that surveys HRM in Health Administration. The game can be played in-class, entirely online, or with a combination of in-class and online approaches.*

### Meeting of the ABSEL 2015 Conference Planning Committee

3:00 p.m. – 4:30 p.m.

Dove Hospitality Suite

Friday, March 21

6:00 p.m.

ABSEL Fellows Meeting/Dinner

*All are welcome to this event. Transportation and dinner are at your own expense.*

## Best Paper Awards

- 1978** **Most Innovative:** *“Emergent Simulation in Administration Courses”* by C.L. Wynn and G.E. Crawford
- 1979** **Best Experiential:** *“Personality Development and Conflict Dynamics: An Experimental Design to Study the effects of Teaching Methodologies on Conflict Resolution”* by T. Basuray and J. Gosenpud
- 1980** **Best Research:** *“Association Between Individual Cognitive Processing Variables and Business Game Performance and Play”* by J.A. Wolfe
- 1981** **Innovative Experiential:** *“Finding an Effective Means of Teaching Managerial Behavioral Skills: Two Different Experiential Teaching Methods”* by D.G. Minton and B. Lilligen-Minton  
**Best Simulation Research:** *“Providing A Real World View of the Personnel Function: A Simulation”* by G.E. Stevens and E.K. Burton  
**Innovative Simulation:** *“Teaching Performance Against Skills: An Experiential Approach”* by E.K. Burton  
**Best Experiential Research:** *“Problems in Evaluation of Experiential Learning in Management Education”* by L. Kelley and J. Easton
- 1982** **Best Research:** *“The Effect of Different Team Sizes on Business Games Performance”* by J.A. Wolfe and T.I. Chacko  
**Best Experiential:** *“The Value of Conjoint Analysis in Enhancing Experiential Learning”* by L. Greenhalgh and S.A. Neslin
- 1983** **Outstanding Paper:** *“Role-Playing Based on Video-Tape Scenarios: An Application of Modeling to Building Supervisory Skills”* by J.C. Faltot and J.R. Ogilvie  
**Outstanding Research:** *“Simulating Market and Firm Level Demand-A Robust Demand System”* by S.C. Gold and T.F. Pray
- 1984** **Best Research:** *“A Path Analytic Study of the Effects of Alternative Pedagogies”* by A.C. Burns and D.L. Sherrell
- 1985** **Most Creative:** *“Developing the Competencies of ‘Resistance to Stress’ and ‘Accurate Self-Assessment”* by D.S. Kline  
**Best Research:** *“Predicting Performance Over the Course of the Simulation”* by J. Gosenpud and A. Larson
- 1986** **Best Paper:** *“The Assessment Center as a Teaching Learning Device”* by R.B. McAfee and A. Hawryluk
- 1987** **Most Innovative:** *“Decision Styles and Student Simulation Performance”* by R. Hornaday and K. Curran  
**Best Research-Simulation:** *“The Use of Expert Systems to develop Strategic Scenarios: An Experiment Using a Simulated Market Environment”* by A. Varanelli, M. Sackson, D. Cronin and C.L. Dulberg
- 1988** **Best Paper-Simulation:** *“Strategy Design, Process and Implementation in a Stable/Complex Environment: An Exploratory Study”* by J. Gosenpud and J.A. Wolfe  
**Best Paper-Experiential:** *“Experimental Analysis of Magnitude and Source of Students’ Inequitable Classroom Perceptions in Three Reward Conditions”* by J.D. Overby and K.A. Durden
- 1989** **Best Research:** *“A Study of the Relationship Between Student Final Exam Performance and Simulation Game Participation”* by T.R. Whitely and A.J. Faria  
**Most Innovative:** *“A Simulating Simulation in International Business Negotiation With a Japanese Company”* by B.S. Axe
- 1990** **Most Innovative:** *“Executive Evaluation of Student Learning in the Looking Glass”* by D. Page and R.M. Roberts  
**Best Computer Simulation Research:** *“Demand Equations: Which Include Product Attributes”* by R.D. Teach
- 1991** **Best Research Paper:** *“Increasing Simulation Realism Through the Modeling of Step Costs”* by K.R. Goosen
- 1992** **Best Research Paper:** *“An Examination of the Effect of Team Cohesion , Player Attitude, and Performance Expectations on Simulation Performance Results”* by W.J. Wellington and A.J. Faria
- 1994** **Best Research Paper:** *“Complexity: Is it Really that Simple”* by J.S.B. Hall and B.M. Cox
- 1997** **Best Research Paper:** *“The Impact of an Artificial of an Artificial Market Leader on Simulation Competitors”* by W.J. Wellington and A.J. Faria
- 1999** **Best Experiential Paper:** *“Progress: An Experiential Exercise in Developmental Marketing”* by Hugh M. Cannon, Attila Yaprak and Irene Mokra.
- 2000** **Best Simulation Paper:** *“Visual Modeling of Business Simulations”* by T. Pray and V. Perotti
- 2001** **Best Simulation Paper:** *“Fidelity, Verifiability, and Validity of Simulation Constructs for Evaluation”* by A.H. Feinstein and H.M. Cannon
- 2002** **Best Simulation Paper:** *“Incorporating Cosmopolitan-Related Focus-Group Research into Global Advertising Simulations”* by H.M. Cannon, A. Yaprak and S. Sasser
- 2003** **Best Simulation Paper:** *“The Tobin Q As a Company Performance Indicator”* by J.A. Wolfe and A.C.A. Sauaia

- Best Experiential Paper:** “Experiential Learning: Introducing Faculty and Staff to A Leadership Development Program” by M.J. Hornyak and D. Page
- 2004 Best Simulation Paper:** “Accounting for Company Reputation Variation on the Gold Standard” by H.M. Cannon and M. Schwaiger
- Best Experiential Paper:** “Integrating The Business Curriculum with a Comprehensive Case Study: A Prototype” by P.M. Markulis, D.R. Strang and H. Howe
- Best Online Education Paper:** “Designing a Globalization Simulation to Teach Corporate Social Responsibility” by N.S. Shami, N. Bos, T. Fort and M. Gordon
- 2005 Best Simulation Paper:** “Computer Business Simulaton Design” by J.S.B. Hall
- Best Experiential Paper:** “The Internet to Enhance Course Presentation: A Help or Hindrance to Student Learning” by W. Wellington, D. Hutchinson and A.J. Faria
- 2006 Best Experiential Paper:** “Is Pay Inversion Ethical? A Three-Part Exercise” by M. Boscia, B. McAfee and M. Glassman
- 2007 Best Simulation Paper:** “Simulation Performance and its Effectiveness as a PBL Problem: A Follow-up Study” by P. Anderson
- 2008 Best Simulation Paper:** “Modeling Strategic Opportunities in Product-Mix Strategy: A Customer Versus Product-Oriented Perspective” by J.N. Cannon and H.M. Cannon
- Best Experiential Paper:** “Implementation of Effective Experiential Learning Environments” by A. McManus and A. Feinstein
- Best Student Paper:** “Internships and Occupational Socialization: What are Students Learning?” by A. McManus and A. Feinstein
- 2009 Best Simulation Paper:** “Beyond the Profitable-Product Death Spiral: Managing the Product Mix in an Environment of Constrained Resources” by H.M. Cannon and J.N. Cannon
- Best Experiential Paper:** “The Simplicity Paradox: Another Look at Complexity in Simulation Design” by H.M. Cannon, D. Friesen, S. Lawrence and A. Feinstein
- Best Student Paper:** “In Search of the Ethnocentric Consumer: Experiencing ‘Laddering’ Research in International Advertising” by T.M. Ho, H.M. Cannon and A. Yaprak
- 2010 Best Simulation Paper:** “Another Look at the Use of Forecasting Accuracy on the Assessment of Management Performance in Business Simulation Games” by M.P de Souza, R.S.S. Bernard and H.M. Cannon
- Best Experiential Paper:** “Mustard Seeds as a Means for Creative Problem Solving, Ethical Decision Making, Stakeholder Alliance, & Leader Development Through Experiential Learning in Management Education” by L.L. Reed
- 2011 Best Simulation Paper:** “Would You Take a Marketing Man to a Quick Service Restaurant? Modeling Corporate Social Responsibility in a Food Service Menu-Management Simulation” by J. N. Cannon, H. M. Cannon, D. P. Friesen, & A. H. Feinstein
- Best Experiential Paper (tie):** “Complexity Avoidance, Narcissism and Experiential Learning” by J. D. Hoover
- Best Experiential Paper (tie):** “Appreciating Complexity: The Chief of Staff of the Army Game” by Ken Long
- 2012 Best Simulation Paper:** “Pick your Group Size: A Better Procedure to Resolve the Free-Rider Problem in a Business Simulation” by Precha Thavikulwat and Jimmy Chang,
- Best Experiential Paper:** “Build a Business ... In an Hour or Less: Getting Closer to Reality in the Classroom” by Michael J. ‘Mick’ Fekula.
- Best Online Education Paper:** “Modeling a Modest Proposal for Increasing the efficiency of Academic Research Dissemination” by Hugh M. Cannon and James N. Cannon.
- 2013 Best Simulation Paper:** “Implementing Mental Models: Extending Insight and Whole Person Learning” by Robert E. Robinson, Ronald Mitchell, and J. Duane Hoover
- Best Experiential Paper:** “The Role of Simulations in Organizational Learning: Building Individual Absorptive Capacity” by Hugh M. Cannon, Andrew H. Feinstein, Daniel P. Friesen (student), and Attila Yaprak
- Best Innovations and Future Directions Paper:** “A Review of the Simulation Research in the Academy of Management Journal: Suggestions for Strengthening the Research Conducted by ABSEL Members” by Annette L. Halpin
- Best Assessment Paper:** “ Accounting for Externalities Harnessing the ‘Face in the Mirror’ Phenomenon” by Hugh M. Cannon, James M. Cannon, Ahmet B. Köksal (student), Swati Verma (student)
- Best Issues Related to ABSEL Scholarship Paper:** “Measuring the Performance Ranking Curve in Marketing Simulation Games” by William J. Wellington, David Hutchinson, and Anthony J. Faria

## Author Index

Abston	22	Kurthakoti	22
Aizawa	38	Lau	39
Alves	17	Lawlor	26
Anderson	19	Lawton	19
Arnold	35	Li, J	23
Back	20	Li, Q	6
Baptista	20, 21	Lima	20, 21
Batchelor	45	Londono	28
Bradley	35	Londoño	43
Burch, G	35, 45	Long	6, 41
Burch, J	35	Lopez	28
Byrd	22	Markulis	24, 42
Cannon, H	6, 30, 45, 48	Martinho	20, 21
Cannon, J	29, 30, 48	Maryott	3, 6, 45, 46
Cannon, S	48	Masuda	32
Cassidy	3, 4, 6, 44	Moon	39
Castillo Eraso	16	Nabeta	32
Chang	39, 40	Nation	49
Chasteen	16	Noreña Cardona	37
De Ryck	29	Nugent	34
Deguchi	38	Ozaki	38
Dickinson	29, 33, 34	Palia	29
Draper	23	Phan	46
Faria	24	Prause	43
Feinstein	31, 45	Prendinger	20, 21
Fekula	3, 6, 35	Rahn	3, 5, 6, 27, 36, 50
Freed	35	Reed	6, 19, 27, 31, 48, 49
Fujino	32	Rehg	36
Geddes	45	Robinson	6
Gentry	31	Rojas Lopez	28, 43
Giambatista	18	Salazar	16
Gold	24	Santos	20, 21, 28
Gómez Álvarez	37	Sato	40
Good	21	Scherpereel	16, 17
Goosen	30	Sharbrough	26
Günther	43	Shaw	45
Hall	48	Simon	31
Halpin	22	Smith	3, 6, 31
Hamada	38	Strang	24, 42
Harris	42	Swank	49
Heller	35, 45	Swanson	27
Hendrickson	20	Tanabu	6, 26
Hiji	38	Teach	6
Hoover, D	6, 17, 18, 19, 31, 46	Terano	32
Hoover, S	44	Thavikulwat	29, 39, 40
Hutchinson	24	Turner	45
Ichikawa	32, 38, 47	Valencia	28, 43
Insuasti	16	Vargas Agudelo	37
Jakubowski	40, 41	Wardaszko	6, 20, 25, 43
Johnson	30	Washington	18, 22
Kaneko	38	Weaver	6
Karl	6, 21, 25	Weigand	43
Kaulbach	31	Wellington	24
Kendall	45	Wong	39
Kilburn, A	33	Xue	38
Kilburn, B	33	Zapata Jaramillo	6, 36, 37
Köksal	30	Zelihic	31
Kruckenber	23		

## ABSEL Presidents, Program Chairs, Editors, and Conference Sites

	Year	President	Program Chair	Proceedings Editors:	Site
1	1974	Bernie Keyes	Bernie Keyes	James Kenderdine & Bernie Keyes	OKC
2	1975	Stan Vance	Stan Vance	Richard Buskirk	Bloomington
3	1976	Ralph Day	Ralph Day	Bernard Sord	Knoxville
4	1977	Ralph Day	Carl Neilsen	Carl Neilsen	Wichita
5	1978	Dick Buskirk	Duane Hoover	Dan Brenenstuhl & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhl	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhl & William Biggs	Dallas
8	1981	James Scherier	Dan Brennenstuhl	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brennenstuhl	Dave Fritzsche	Lee Graf & David Currie	Tulsa
11	1984	William Biggs	Lee Graf	David Currie & James Gentry	Hawaii
12	1985	Dave Fritzsche	Joe Wolfe	James Gentry & Alvin Burns	Orlando
13	1986	Lee Graf	James Gentry	Alvin Burns & Lane Kelley	Reno
14	1987	Joe Wolfe	Alvin Burns	Lane Kelley & Patricia Sanders	Hiltonhead
15	1988	James Gentry	Lane Kelley	Patricia Sanders & Tom Pray	San Diego
16	1989	Alvin Burns	Patricia Sanders	Tom Pray & John Wingender	Orlando
17	1990	Lane Kelley	Tom Pray	John Wingender & Walt Wheatley	Hawaii
18	1991	Patricia Sanders	John Wingender	Walt Wheatley & Steven Gold	Nashville
19	1992	Thomas Pray	Walt Wheatley	Jerry Gosenpud & Steven Gold	Las Vegas
20	1993	John Wingender	Jerry Gosenpud	Steven Gold & Precha Thavikulwat	Savannah
21	1994	Walt Wheatley	Steven Gold	Precha Thavikulwat & John Overby	San Diego
22	1995	Jerry Gosenpud	Precha Thavikulwat	John Overby & Alan Patz	San Antonio
23	1996	Steven Gold	John Overby	Alan Patz & John Butler	Orlando
24	1997	Precha Thavikulwat	Alan Patz	John Butler & Nancy Leonard	New Orleans
25	1998	John Overby	John Butler	Nancy Leonard & Sandra Morgan	Hawaii
26	1999	Alan Patz	Nancy Leonard	Sandra Morgan & Diana Page	Philadelphia
27	2000	John Butler	Sandra Morgan	Diana Page & L.T. Snyder	Savannah
28	2001	Nancy Leonard	Diana Page	Khushwant Pittenger & Mary Jo Vaughn	San Diego
29	2002	Sandra Morgan	Khushwant Pittenger	Mary Jo Vaughn & Sharma Pillutla	Pensacola
30	2003	Diana Page	Mary Jo Vaughn	Sharma Pillutla & Andy Feinstein	Baltimore
31	2004	Khushwant Pittenger	Andy Feinstein	Andy Feinstein & Denise Potosky	Las Vegas
32	2005	Mary Jo Vaughn	Denise Potosky	Robert Ledman	Orlando
33	2006	Andy Feinstein	Doug Micklich	Alex Smith	San Francisco
34	2007	Denise Potosky	Doug Micklich	Alex Smith	San Antonio
35	2008	Richie Platt	Andy Feinstein	Alex Smith, Janet Duck, Mick Fekula, & Bill Wellington	Charleston
36	2009	Dick Teach	Mick Fekula	Alex Smith, Janet Duck, Elizabeth Murff & Chris Scherpereel	Seattle
37	2010	Bill Wellington	David Hutchinson	Alex Smith, Mick Fekula, Elizabeth Murff, Christopher Cassidy & Dick Teach	Little Rock
38	2011	Mick Fekula	Christopher Cassidy	Elizabeth Murff, David Hutchinson, Bill Wellington, Chris Scherpereel, Dick Teach, & Mick Fekula	Pensacola Beach
39	2012	Alex Smith	Bill Wellington	David Hutchinson, Kiersten Maryott, David Rahn, Chris Scherpereel, Dick Teach & Alex Smith	San Diego
40	2013	Duane Hoover	Kiersten Maryott	Alex Smith, Marian Boscia, David Rahn, Lora Reed, Dick Teach, Carlos Mario Zapata Jaramillo, Qing Li, Christopher Cassidy	OKC
41	2014	Christopher Cassidy	David Rahn	Alex Smith, David Rahn, Lora Reed, Dick Teach, Carlos Mario Zapata Jaramillo, Marcin Wardaszko & Kenneth E. Long	Orlando
42	2015	Kiersten Maryott	TBA		Las Vegas

## ABSEL 2015 - Submission Information: Due Date - October 13, 2014

The 2015 program organizers of the Association for Business Simulation and Experiential Learning (ABSEL) invite new and experienced academicians, professionals, and students from all disciplinary areas to submit papers for presentation and/or demonstration. ABSEL welcomes quantitative and qualitative research, theoretical models, literature reviews, cases, demonstrations, exercises, panels, and other work related to creative or innovative teaching and learning methods. Student participation in ABSEL is highly encouraged.

### Conference Tracks

**Experiential:** focuses upon experiential methods including, but are not limited to classroom experiential exercises, service learning, cultural immersion/study abroad, business planning/new venture creation, and internship/live case. These methods may be employed in the classroom, community as laboratory, or workplace as a learning community. This track also focuses on the development, application, assessment, and research associated with any form of experiential learning activities.

**Simulations:** focuses on the development, application, assessment, and research associated with business simulations and gaming.

**Innovations and Future Directions in Education:** focuses on developments in education that reflect new educational and/or technological innovations, including online learning, distance education, other web-based learning, and the use of new teaching technologies.

**Games Ready to Play:** This track will allow conference attendees to actually participate in simulations and games that can be either played to completion or for some games, played for at least a single round within a time frame of 1–1.5 hours.

### Important Dates

October 13, 2014	Due date for submission of full manuscripts, games, or abstracts for review. All submissions must be done electronically through the Conference Review System: <a href="http://www.conferencereview.com">www.conferencereview.com</a>
November 3, 2014	Notification of reviewer decisions on acceptance of papers.
December 19, 2014	Due date for submission of revised, camera-ready manuscripts for inclusion in the conference proceedings.
January 19, 2015	Registration payment due in order to be included on Conference Program. At least one author must register by this date.
February 3, 2015	ABSEL Registration fees must be paid by February 3, 2015 in order to receive the early bird discount. Hotel reservations must be made by February 3, 2015 in order to receive the ABSEL rate of \$95.

Please direct questions to the President, Kiersten Maryott,  
University of Pittsburgh, [kmm174@pitt.edu](mailto:kmm174@pitt.edu)

See the Conference Website for a list of conference organizers and Track Chairs, submission instructions, updated conference information, and registration materials:

<http://www.absel.org>.



**42<sup>nd</sup> Annual Conference Call for Submissions  
March 3-7, 2015**

**Call for Papers, Experiential Learning Activities,  
Simulations, Games, Demonstrations, Panels and Other Submissions**

**Submission Due Date: October 13, 2014**

Location

**Tropicana Las Vegas, Nevada**

*A DoubleTree by Hilton Hotel*

3801 Las Vegas Blvd South, Las Vegas, Nevada, 89109, USA

TEL: 1-702-739-2222, FAX: 1-702-739-2668

