



**ABSEL**  
Association for Business Simulation and Experiential Learning

The things we have to learn before we do them, we learn by doing them. - Aristotle

## ***42<sup>nd</sup> Annual Conference Program***

***ABSEL – Association of Business Simulation and Experiential Learning***

***March 4-6, 2015***

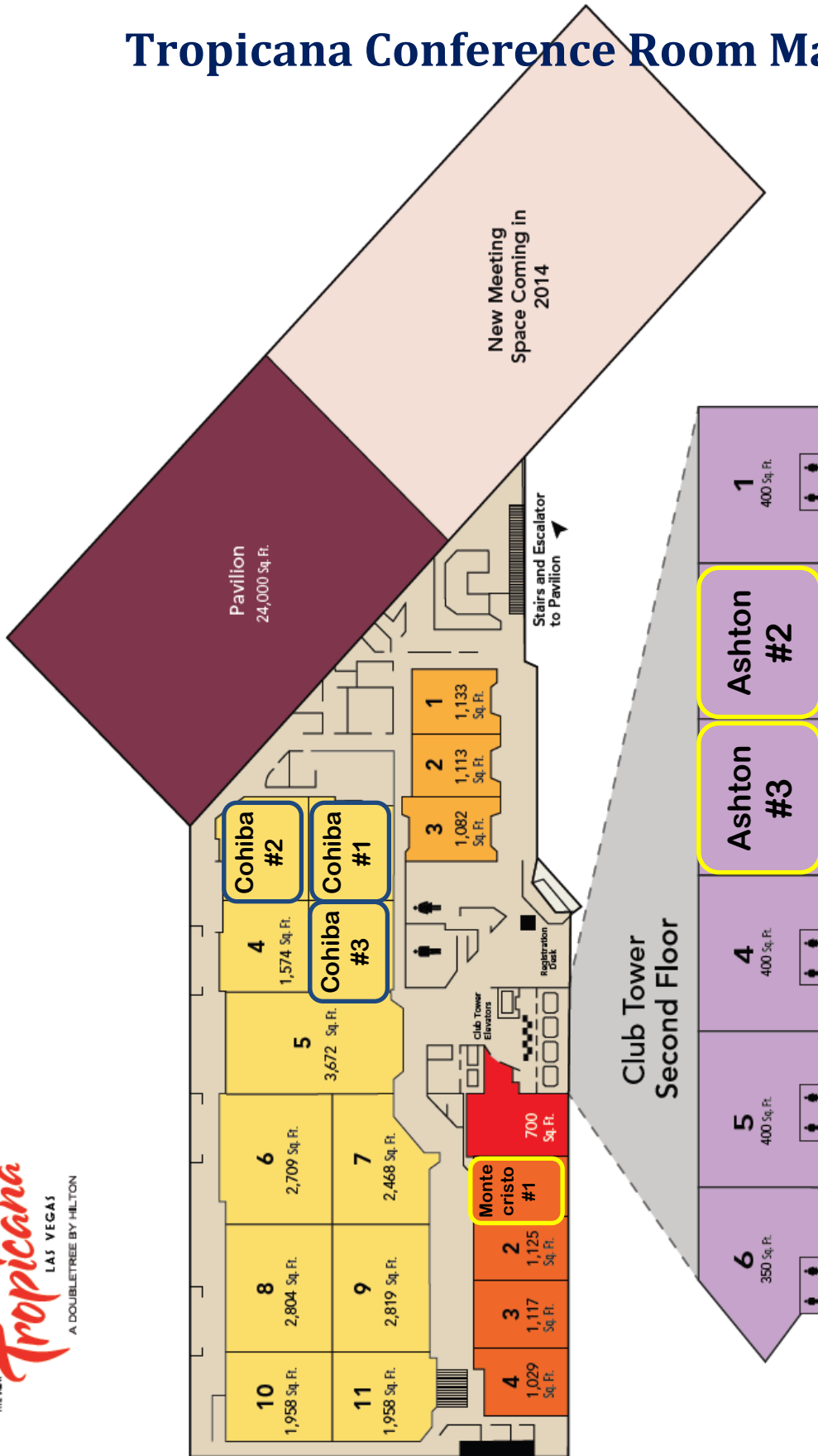
***Tropicana Las Vegas Hotel and Casino***

***Las Vegas, Nevada***

*Special Thanks to Our Sponsors*

**KATZ** UNIVERSITY OF PITTSBURGH  
JOSEPH M. KATZ  
GRADUATE SCHOOL  
OF BUSINESS

# Tropicana Conference Room Map



- Churchill
- Montecristo
- Cohiba
- Partagas
- Pavilion
- Ashton

# ABSEL 2015 Snapshot Schedule

## Wednesday, March 4

2:00 p.m. – 6:00 p.m.	ABSEL Registration	
3:00 p.m. – 5:00 p.m.	ABSEL Board Meeting	Ashton 2
6:00 p.m. – 8:00 p.m.	ABSEL Reception - Hors d' oeuvres	Montecristo 1

## Thursday, March 5

7:30 a.m. – 3:00 p.m.	Registration Open	
7:30 a.m. – 9:00 a.m.	Breakfast	Cohiba 1
7:45 a.m. – 8:00 a.m.	Kiersten Maryott, ABSEL President	Cohiba 1
	Chris Scherpereel, ABSEL Program Chair	
8:00 a.m. – 8:50 a.m.	Keynote Speaker	Cohiba 1

### Experiential, Simulation, Innovations, and Games-Ready-to-Play Sessions

9:00 a.m. – 10:00 a.m.	Sessions	Cohiba 2&3, Ashton 2&3
10:00 a.m. – 10:30 a.m.	Coffee Break	On Your Own
10:30 a.m. – 12:00 p.m.	Sessions	Cohiba 2&3, Ashton 2&3
12:00 p.m. – 1:25 p.m.	Lunch/Business Meeting	Cohiba 1
1:30 p.m. – 3:00 p.m.	Sessions	Cohiba 2&3, Ashton 2&3
3:00 p.m. – 3:30 p.m.	Networking Break	Cohiba 1
3:30 p.m. – 5:00 p.m.	Sessions	Cohiba 2&3, Ashton 2&3

## Friday, March 6

7:00 a.m. – 8:25 a.m.	Mtg. of New ABSEL Board	Cohiba 3
7:30 a.m. – 8:30 a.m.	Breakfast	Cohiba 1

### Experiential, Simulation, Innovations, and Games-Ready-to-Play Sessions

8:30 a.m. – 10:00 a.m.	Sessions	Cohiba 2&3, Ashton 2&3
10:00 a.m. – 10:30 a.m.	Coffee Break	On Your Own
10:30 a.m. – 12:00 p.m.	Sessions	Cohiba 2&3, Ashton 2&3
12:00 p.m. – 1:25 p.m.	Celebration Lunch	Cohiba 1
1:30 p.m. – 3:30 p.m.	Sessions	Cohiba 2&3, Ashton 2&3

**6:00 p.m. ABSEL Fellows Meeting and Dinner – All Members Welcome**  
(Transportation and dinner at your own expense)



The things we have to learn before we do them, we learn by doing them. - Aristotle

## 42<sup>nd</sup> Annual Conference Program

2015 ABSEL Program Chair

Christopher M. Scherpereel

### Contents

Tropicana Conference Room Map .....	2
President's Message .....	5
Program Chair Notes .....	5
ABSEL Board Officers and Members, 2014-2015.....	6
ABSEL Fellows.....	7
ABSEL 2015 Program Schedule .....	8
ABSEL 2015 Program Session Abstracts (Thursday, March 4) .....	16
ABSEL 2015 Program Session Abstracts (Friday, March 5).....	30
Author/Session Chair Index.....	42
Best Paper Awards .....	43
ABSEL Leadership and Conference Sites.....	45
Tropicana Property Map.....	46
Las Vegas Strip Hotel Map .....	47
Preliminary ABSEL 2016 Call.....	48

Copyright © 2015 by the  
Association for Business Simulation and Experiential Learning (ABSEL).  
All rights reserved

# President's Message

*I distinctly remember my first ABSEL conference. My Dean, John Delaney, had sent me to learn more about the organization since experience based learning was a strategic focus of our business program. I walked into the Wednesday night reception a bit nervous and with some trepidation – I didn't know anyone and I didn't know what to expect. Not 5 minutes after entering the reception I was greeted by Pete Markulis and Sandy Morgan, both of whom immediately made me feel welcomed and "at home". The people of ABSEL, I have learned, are the fundamental strength of this organization. Yes, we do some pretty cool research... yes, we are on the cutting edge of experience based learning and student engagement... yes, we have incredibly smart people in the organization, but it isn't this aspect of our "people" that I am talking about. What has resonated with me, since my initial exposure to ABSEL, is the incredible warmth of the people in the organization. If you combine all of these aspects: our knowledge, our passion for student engagement, and the innate warmth and friendliness of the organization... we are a force to be reckoned with.*

*As I look to the future, I wonder what the "ABSEL of tomorrow" will look like. Will the organization have changed? If so, how will the organization have changed? As much as I love the "ABSEL of today", I certainly hope that the answer to the first question is "Yes". I firmly believe that for ABSEL to stay relevant, we don't have a choice but to change. We can't just keep doing things exactly the same as they have been done in the past. Why? Students, technology, higher education, the World ... everything is changing. If we resist that change, if we don't figure out how to change in the RIGHT way, we risk losing everything that this organization is built upon. I certainly don't want to see a change in the warmth and friendliness of our organization – the "ABSEL Style" is a distinct competitive advantage! I'm not sure exactly what that change should look like, but I firmly believe that we need to put some serious effort in to figuring it out. Maybe that change involves figuring out other target markets who would find our "product" interesting. For example, we have already seen some initial interest from education faculty - how we can grow this target market? What other target markets might be an audience for ABSEL? Maybe that change involves updating our brand – not just our logo or our website – but really thinking about what our brand means to people and also, what our brand SHOULD mean to people. Maybe that change involves starting an online journal to bring more researchers into a relationship with ABSEL and to help us better share our product with more audiences. There are myriad ways we can change, and I know that change is difficult; I just hope we have the strength to change in a way that is best for the long term prosperity of ABSEL.*

*A big thank you to all of the ABSEL board members who have come before me. Thank you to John Delaney, Dean of the Katz Graduate School and College of Business Administration. His passion for experience based learning brought me to ABSEL. His support continues as he has graciously provided his sponsorship of our Wednesday evening Welcome Reception. Thank you to the current ABSEL board – your tireless work has produced another insightful and memorable conference. Lastly, to the entire ABSEL organization, thank you for putting your faith in me and providing me with the honor of presiding as President of this amazing organization. I hope that I have left it a little bit stronger than it was before. If not, blame Bill Biggs – he's the one who nominated me for my first board position!*

*ABSELutely yours, Kiersten M. Maryott, ABSEL President, 2014 - 2015*

## Program Chair Notes

*Welcome to ABSEL 2015. The officers and members of the ABSEL Board would like to thank you for your attendance and paper contributions. This year we have 56 presentations of which we have a record of nine Games Ready to Play demonstrations. We also continue our international growth with presenters from Canada, Poland, Brazil, Hong Kong, Columbia, Japan, United Arab Emirates, Mexico, and the United Kingdom. This program results from the efforts of many committed ABSElers. Alex Smith who tirelessly turns your submissions into another volume of the Bernie Keys Library. The track chairs; Carlos Zapata-Jaramillo, Marcin Wardaszko, Kenneth Long and Christian Karl; who did a wonderful job managing the submission and revisions of so many great papers. Andy Feinstein and Hugh Cannon who stepped in to find our Keynote Speaker. Lora Reed who arranged our conference in Las Vegas. Hugh Cannon, our Dean of the Fellows, who efficiently coordinates the Best Paper evaluation and selection process. Finally, a special thanks to Mick Fekula, the heart and soul of ABSEL, who tirelessly worked to make this conference a success by providing encouragement, wisdom, and much needed support to all who worked on this program. Thank you all, and enjoy the conference and Las Vegas!*

*Christopher M. Scherpereel, ABSEL Program Chair, 2015*

# ABSEL Board Officers and Members, 2014-2015

<p><b>President</b> Kiersten M. Maryott Katz Graduate School of Business &amp; College of Business Administration 316 Mervis Hall University of Pittsburgh Pittsburgh, PA 15260 412-624-3817 <a href="mailto:kmm174@pitt.edu">kmm174@pitt.edu</a></p>	<p><b>President-Elect</b> David Rahn California State University, Chico 400 West First Ave Chico, CA. 95929 530-898-6395 <a href="mailto:drahn@csuchico.edu">drahn@csuchico.edu</a></p>	<p><b>Past-President</b> Chris Cassidy Department of Mgt. &amp; Mkg. Sam Houston State University Huntsville, TX 77341-2056 936-294-1975 <a href="mailto:cassidy@shsu.edu">cassidy@shsu.edu</a></p>
<p><b>VP &amp; Program Chair</b> Chris Scherpereel Northern Arizona University W.A. Franke College of Business PO Box 15066 Flagstaff, AZ 86011-5066 928-523-7831 <a href="mailto:Chris.scherpereel@nau.edu">Chris.scherpereel@nau.edu</a></p>	<p><b>VP &amp; Executive Director</b> Mick Fekula The Citadel School of Business Administration 171 Moultrie Street Charleston, SC 29409 843-801-5042 <a href="mailto:mick.fekula@citadel.edu">mick.fekula@citadel.edu</a></p>	<p><b>Dean of ABSEL Fellows</b> Hugh M. Cannon Department of Marketing Wayne State University 5201 Cass, Suite #300 Detroit, MI 48202-3930 248-495-0286 <a href="mailto:hughmcannon@wayne.edu">hughmcannon@wayne.edu</a></p>
<p><b>Proceedings Editor</b> J. Alexander Smith Meinders School of Business Oklahoma City University 2501 North Blackwelder Oklahoma City, Oklahoma 73106 405-208-5114(o) <a href="mailto:asmith@okcu.edu">asmith@okcu.edu</a></p>	<p><b>Games Ready to Play Track Chair &amp; Associate Editor</b> Christian K. Karl University of Duisburg-Essen Institute of Construction Management Universitätsstr. 15, 45141 Essen, Germany +49-201-183-2849 <a href="mailto:christian.karl@uni-due.de">christian.karl@uni-due.de</a></p>	<p><b>Experiential Track Chair &amp; Associate Editor</b> Kenneth E. Long U.S. Army Command &amp; General Staff College Lewis and Clark Center Fort Leavenworth, KS 66048 913-684-2925 <a href="mailto:kenneth.e.long20.civ@mail.mil">kenneth.e.long20.civ@mail.mil</a></p>
<p><b>Innovations and Future Directions in Ed Track Chair &amp; Associate Editor</b> Carlos Mario Zapata-Jaramillo Universidad Nacional de Colombia Carrera 80 No. 65-223 Of. M8A-310 Medellín, Antioquia, Colombia +57(4)4255374 <a href="mailto:cmzapata@unal.edu.co">cmzapata@unal.edu.co</a></p>	<p><b>Simulation Track Chair &amp; Associate Editor</b> Marcin Wardaszko Kozminski University Jagiellonska 57/59 Warsaw, Mazowieckie 03-301 Poland +48501247969 <a href="mailto:wardaszko@alk.edu.pl">wardaszko@alk.edu.pl</a></p>	<p><b>Local Arrangements Chair</b> Lora L. Reed College of Business &amp; Professional Studies Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 941-705-0042 <a href="mailto:Lora.reed@ashford.edu">Lora.reed@ashford.edu</a></p>
<p><b>Director of Communications &amp; Webmaster</b> Janice Robinson SUNY Canton 34 Cornell Drive, FOB 420 Canton NY 13617 315-386-7500 <a href="mailto:robinsonj@canton.edu">robinsonj@canton.edu</a></p>	<p><b>Director of External Relations &amp; Marketing</b> Dick Teach Georgia Tech – College of Management 800 West Peachtree St. NW Atlanta, GA 30308-0520 404-894-4355(o) / 770-396-5851(h) <a href="mailto:Richard.Teach@scheller.gatech.edu">Richard.Teach@scheller.gatech.edu</a></p>	<p><b>Director at Large</b> Kristie Abston University of West Florida 11000 University Parkway Building 76A – Room 311 Pensacola, FL 32514 850-474-3422 <a href="mailto:kabston@uwf.edu">kabston@uwf.edu</a></p>
<p><b>Director at Large</b> Liz Washington Arnold The Citadel 171 Moultrie Street, Bond 275 Charleston, SC 29445 843-906-5143 <a href="mailto:Liz.arnold@citadel.edu">Liz.arnold@citadel.edu</a></p>	<p><b>Director at Large</b> Pat Hendrickson Central Piedmont Community College PO Box 35009 Charlotte, NC 28235-5009 704-330-4218 <a href="mailto:Pat.hendrickson@cpcc.edu">Pat.hendrickson@cpcc.edu</a></p>	<p><b>Director at Large</b> K. Blaine Lawlor University of West Florida 1100 University Drive Pensacola, FL 32514 850-968-3213 <a href="mailto:blawlor@uwf.edu">blawlor@uwf.edu</a></p>
<p><b>Director at Large</b> Julia Li HCD Global China (Shanghai, Beijing, Shenzhen) +86-21-64731526 <a href="mailto:Julia@hcdglobal.com">Julia@hcdglobal.com</a></p>	<p><b>Director at Large</b> Motonari Tanabu Yokohama National University 79-4 Tokiwadai, Hodogaya-ku Yokohama, Kanagawa, Japan 2408501 +81-45-339-3744 <a href="mailto:tanabu@ynu.ac.jp">tanabu@ynu.ac.jp</a></p>	<p><b>Director at Large</b> Maja Zelihic Forbes School of Business Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 800-798-0584 x6723 <a href="mailto:Maja.zelihic@ashford.edu">Maja.zelihic@ashford.edu</a></p>

## ABSEL Fellows

---

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
<b>Hugh Cannon</b>	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	Ritchie Platt	2009
David J. Fritsche	1990	Thomas F. Pray	1993
James Gentry	1990	Pat Sanders	1994
Steven C. Gold	1997	Alex Smith	2014
Kenneth Goosen	1987	Dan Strang	2004
Jerold Gosenpud	1991	Richard Teach	1996
Lee Graf	1992	Precha Thavikulwat	1999
Jeremy Hall	2012	Stanley C. Vance	1987
Annette Halpin	2011	Bill Wellington	2008
J. Duane Hoover	2013	Walter J. Wheatley	1995
Ron Jensen	1998	Joseph Wolfe	1989

---

\* Dean of the Fellows

# ABSEL 2015 Program Schedule

## Wednesday, March 4

2:00 p.m. – 6:00 p.m.	ABSEL Registration	
3:00 p.m. – 5:00 p.m.	ABSEL Board Meeting	Ashton 2
6:00 p.m. – 8:00 p.m.	ABSEL Reception - Hors d' oeuvres	Montecristo 1

## Thursday, March 5

7:30 a.m. – 3:00 p.m.	Registration Open	
7:30 a.m. – 9:00 a.m.	Breakfast	Cohiba 1
7:45 a.m. – 8:00 a.m.	Kiersten Maryott, ABSEL President	Cohiba 1
	Chris Scherpereel, ABSEL Program Chair	
8:00 a.m. – 8:50 a.m.	Keynote Speaker, Bo J. Bernhard, Ph.D.	Cohiba 1

### Keynote: Bo J. Bernhard, PhD

**8:00 a.m. – 8:50 a.m.**                      **Cohiba 1**                      **Thursday, March 5**

Dr. Bo J. Bernhard, Ph.D., is an honours graduate of Harvard University. His final undergraduate thesis on the impacts of the gaming industry on Las Vegas received magna cum laude honours. This thesis led him to the University of Nevada, Las Vegas (UNLV), where he developed an award-winning body of work on gambling and society.

After receiving his Ph.D. at UNLV, Dr. Bernhard accepted assistant professorships in UNLV's Sociology and Hotel Management departments, and in 2011 he was promoted to Executive Director at the prestigious UNLV International Gaming Institute (IGI). A popular lecturer, he has won the University's highest teaching award and was recently named the University's Barrick Scholar, awarded to outstanding young research professors on campus.

Over the course of his career, Dr. Bernhard's research has incorporated virtually every social-scientific methodology. His publications have been featured in the most prestigious business and social science journals and have emphasized an evaluation of gambling's social costs and benefits from a perspective that blends macro insights from sociology with the micro and clinical applications of biology and psychology. This approach has influenced countless academics and policymakers worldwide and he has been invited to keynote at over 100 major conferences.



## SIMULATION

9:00 a.m. – 5:00 p.m.

Cohiba 2

Thursday, March 5

**BOLD** text indicates Best Paper nominations

9:00 – 10:00 a.m.

*Session Chair: Palia*

- Assessing Competitor Strategic Business Units with the Competitor Analysis Package (*Palia & De Ryck*)
- ◇ **Modeling the Effect of Competitors' Strategies Using Curve45** (*Dickinson*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

*Session Chair: Thavikulwat*

- Teamwork Effectiveness in Face of Self-knowledge Regarding Preferred Team Role in Business Simulation Games (*Ruszkowska & Wardaszko*)
- Business Management Simulations as a Pedagogical Tool to Improve Student's System Dynamics Thinking (*Papenhausen & Parayitam*)
- ◇ **Hybrid Methods of Organizing Groups for a Business Game** (*Thavikulwat & Chang*)

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Cohiba 1

1:30 – 3:00 p.m.

*Session Chair: Zapata-Jaramillo*

- Trustland Game, a Proposal to Establish Trust (*Londoño, Rojas-López, & Valencia*)
- RIVIDOC: A Game for Simulating the Extraction of Relevant Information from Documentary Videos (*Zapata-Jaramillo, Gonzalez, & Rojas-López*)
- ◇ **Semat Game: Applying a Project Management Practice** (*Zapata-Jaramillo, Rojas-López, Sánchez, & Pinzón*)

3:00 – 3:30 p.m.

- Networking Break – Cohiba 1

3:30 – 5:00 p.m.

- Serious Games and Simulations Classification System Workshop (*Wolfe*)

## EXPERIENTIAL

**9:00 a.m. – 5:00 p.m.**

**Cohiba 3**

**Thursday, March 5**

**BOLD** text indicates Best Paper nominations

9:00 – 10:00 a.m.

*Session Chair: Abston*

- The Game of the Computer Industry: A Classroom Game of Competition Simulating the Computer Industry from 1980 to 1995 (*dos Santos*)
- Social Entrepreneurship and Student Organizations (*Fan, Batchelor, Abston, & Burch*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

*Session Chair: Rahn*

- On 360 Assessments in University Graduate Classes with Comparison to Corporate Data Using a Business Simulation as the Experiential Pedagogy (*Conine & Leskin*)
- Expert Scripts for Changing Attitudes of Student Entrepreneurs (*Rahn*)
- Engaging the Business Community in an Accelerated Human Resource Management Course (*Abston*)

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Cohiba 1

1:30 – 3:00 p.m.

*Session Chair: Markulis*

- Experiential Learning in Higher Education: Bucketfeet in the Classroom (*Schaefer*)
- Emotional Intelligence: A Demonstration (*Markulis & Strang*)
- The Dynamics, Outcomes and Resolution of Inter-group Conflict (*Oppenheimer*)

3:00 – 3:30 p.m.

- Networking Break – Cohiba 1

3:30 – 5:00 p.m.

*Session Chair: Long*

- Tower Building (*Pederson*) – *NOTE: Also in Game Ready to Play Track*

## INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

9:00 a.m. – 12:00 p.m.

Ashton 2

Thursday, March 5

**BOLD** text indicates Best Paper nominations

9:00 – 10:00 a.m.

*Session Chair: Wardaszko*

- ◇ **ABSEL Contribution to the Assurance of the Quality of Learning – Workshop Results with Discussion** (*Wardaszko & Pikos*)
- The Effectiveness of Online Quizzing as a Repetitive Learning Tool in a Marketing Class: A Field Study of the Testing Effect (*Wellington, Hutchinson, & Faria*)

10:00 – 10:30 a.m.

- ☒ Coffee Break – On Your Own

10:30 – 12:00 p.m.

*Session Chair: Reed*

- ◇ **Strategic Knowledge Mapping: The Co-creation of Useful Knowledge** (*Wallis & Wright*)
- Teachers, Students & Alumni: Benefits & Challenges of Developing a Virtual Online Learning Community (*Reed*)
- The Effect of the Real Number of Options on the Difficulty of Multiple-choice Questions (*Dickinson*)

12:00 – 1:30 p.m.

- ☒ Lunch/Business Meeting – Cohiba 1

## GAMES READY TO PLAY

**9:00 a.m. – 5:00 p.m.**

**Ashton 3**

**Thursday, March 5**

9:00 – 10:00 a.m.

- Play Against Nature – A Virtual Business Simulation for the MOOC University and Corporate Markets (*Conine*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

- The ASK MATT Tabletop Game: An Unorthodox Approach to Mapping Emerging Knowledge (*Wallis & Wright*)

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Cohiba 1

1:30 – 3:00 p.m.

- PriceWize: An Exploration of Pricing (Hall) *NOTE: concurrent with another game ready to play*

3:00 – 3:30 p.m.

- Networking Break – Cohiba 1

3:30 – 5:00 p.m.

- The Boss: A competitive game that shows some aspects of the management of a software development company (*Ferman, Xexéo, Garrido, & da Silva*) *NOTE: concurrent with another game ready to play*

**Ashton 2**

**Thursday, March 5**

1:30 – 3:00 p.m.

- Managing Human Resources (*Rahn*) *NOTE: concurrent with another game*

**Cohiba 3**

**Thursday, March 5**

3:30 – 5:00 p.m.

- Tower Building (*Pederson*) – *NOTE: Game is being run as part of the Experiential Track, concurrent with another game ready to play*

*Session Chair: Long*

## Friday, March 6

7:00 a.m. – 8:25 a.m.

Mtg. of New ABSEL Board

Cohiba 3

7:30 a.m. – 9:00 a.m.

Breakfast

Cohiba 1

## SIMULATION

**8:30 a.m. – 3:30 p.m.**

**Cohiba 2**

**Friday, March 6**

**BOLD** text indicates Best Paper nominations

8:30 – 10:00 a.m.

*Session Chair: Hall*

- A Competitive Business Ethics Simulation Game (*Buck*)
- Business Simulations: Reality ..... and Beyond! (*Hall*)
- Building Social Communities as a Foundation for Entrepreneurship: A Game-based Approach** (*Zapata-Tamayo & Zapata-Jaramillo*)

10:00 – 10:30 a.m.

- Break

10:30 – 12:00 p.m.

*Session Chair: Gold*

- Assessing the Role of Assessment in Business Simulations (*Markulis, Nugent, & Strang*)
- With Simulations, It is Not the Wand but the Magic in the Magician: A Pilot Study Enhancing and Assessing Topic-specific Student Learning Using an Economic Simulation (*Gold*)
- Simulation and Experimental Study of Knowledge Management in an Organization (*Gu & Chen*)

12:00 – 1:25 p.m.

- Celebration Lunch – Cohiba 1

1:30 – 3:30 p.m.

*Session Chair: Halpin*

- Exploring the Use of a Business Simulation to Teach Business Concepts to Emirati Students (*de Klerk*)
- Can Systemic Thinking be Measured? Introducing the Systemic Thinking Scale (sts) (*Halpin & Kurthakoti*)
- Business Simulations - Seven Design Elements (*Silega*)
- User Experience as a Crucial Element of Future Simulation and Gaming Design (*Jakubowski*)

## EXPERIENTIAL

**8:30 a.m. – 3:00 p.m.**

**Cohiba 3**

**Friday, March 6**

**BOLD** text indicates Best Paper nominations

8:30 – 10:00 a.m.

*Session Chair: Strang*

- ◇ **Teaching Marketing through Project Based Classes** (*Kurthakoti & Finestone*)
- Relationship Building in the Online Classroom (*Zelihic*)
- Positive Confirmation: Communication Skills in Business Settings Exercise (*Westmyer & Warren*)

10:00 – 10:30 a.m.

- ☒ Coffee Break – On Your Own

10:30 – 12:00 p.m.

*Session Chair: H. Cannon*

- Walk in My Shoes: An Unconventional Approach for Learning About Leaders (*Brotheridge*)
- ◇ **Developing Educational Strategies for Experiential Learning: An Application of Service Dominant Logic from Marketing** (*Geddes, Cannon, Cannon, Feinstein*)
- Can Driving in Games Translate to Driving in Real Life? A Study of Game Based Traffic Education (*Li*)

12:00 – 1:25 p.m.

- ☒ Celebration Lunch – Cohiba 1

1:30 – 3:00 p.m.

*Session Chair: Lawlor*

- The Use of Cases to Stimulate Discussion and Inspire Students to Write Publishable, Usable and Interesting Cases (*Lawlor*)
- Organizational Leader Development with Experiential Exercises at the Command & General Staff College (*Long*)
- What if you had been in Charge? Exploring Historical Case Studies through Experiential Learning and Tabletop Exercises (*Hernández*)

## INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

**8:30 a.m. – 10:00 a.m.**

**Ashton 2**

**Friday, March 6**

**BOLD** text indicates Best Paper nominations

8:30 – 10:00 a.m.

*Session Chair: Hoover*

- ◇ **Whole Person Experiential Learning and Insight Learning: Implications for Distance Education and Independent Learning** (*Jerbi, Hoover, & Giambatista*)
- Global Education through Simulation Competitions (*True & Blumentritt*)
- The Changing Academic Environment: What Role will Experiential Learning Play in the Survival of Higher Education (*Gentry, Kaulbach, Smith, Simon, Feinstein, & Burns*)

## Special Sessions

**10:30 a.m. – 3:00 p.m.**

**Ashton 2**

**Friday, March 6**

10:30 – 12:00 p.m.

- The future of the BKL, open source publishing, and ABSEL's conference proceedings  
(*Scherpereel, Cannon, Smith*)

12:00 – 1:25 p.m.

- Celebration Lunch – Cohiba 1

1:30 – 3:00 p.m.

- Follow-up discussion: Serious Games and Simulations Classification System Workshop  
(*Wolfe*)

## GAMES READY TO PLAY

**8:30 a.m. – 3:00 p.m.**

**Ashton 3**

**Friday, March 6**

8:30 – 10:00 a.m.

- The New Space Race: A Classroom Game about the Maturation Process of New Markets  
(*Nunes & Xexéo*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

- BMM Business Management Model (*Barth*) *NOTE: concurrent with another game*

12:00 – 1:25 p.m.

- Celebration Lunch – Cohiba 1

1:30 – 3:00 p.m.

- An Entrepreneur's Mind Development Game "Mothers Game" for Business School Freshmen (*Ichikawa*)

# ABSEL 2015 Program Session Abstracts (Thursday, March 4)

## SIMULATION

9:00 a.m. – 10:00 a.m.

Cohiba 2

Thursday

Session Chair: Aspy Palia

### MODELING THE EFFECT OF COMPETITORS' STRATEGIES USING CURVE45

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

Nominated For

Best  Paper

*Beyond the immediate company of interest, competitors of that company are an integral part of many business simulation games (and nearly universally an integral part of real marketplaces). At the heart of business simulation games are algorithms that transform company decisions into outcomes, perhaps the most common outcome being sales though many other types of outcomes may also result. For competitive games, the algorithm must model the impact of competitors' strategies on the effectiveness of a given company's strategy. The present research describes a function, Curve45, specifically designed for this purpose.*



### ASSESSING COMPETITOR STRATEGIC BUSINESS UNITS WITH THE COMPETITOR ANALYSIS PACKAGE

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

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

*The Web-based Competitor Analysis Package enables competing participant teams to assess the strength of each element of the marketing mix for one or more strategic business units (SBUs) of one or more competitors during each decision period. This decision support package extracts the EPS of each competing firm, together with the price, quality, advertising media budget and copy used for each of the nine SBUs, as well as regional salesforce size, salary and commission for each company from the simulation results. Users can configure the package to analyze one or more SBUs of one or more competitors. The package ranks and color-codes each element of the marketing mix for the selected SBUs and competitors, and can be used to evaluate specific SBUs of specific competitors, implement the external analysis component of SWOT analysis, and/or develop a comprehensive strategic market plan.*



## EXPERIENTIAL

9:00 a.m. – 10:00 a.m.

Cohiba 3

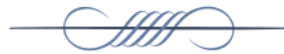
Thursday

Session Chair: Kristie Abston

### **THE GAME OF THE COMPUTER INDUSTRY: A CLASSROOM GAME OF COMPETITION SIMULATING THE COMPUTER INDUSTRY FROM 1980 TO 1995**

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

*This article introduces a game for classroom use based on a simplified model of the computer industry from 1980 to 1995. 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 a production capacity that grows faster than demand and therefore leads a change in the strategy from quantity to quality. 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.*



### **SOCIAL ENTREPRENEURSHIP AND STUDENT ORGANIZATIONS**

Bojun Fan, John H. Batchelor, & Kristie Abston  
University of West Florida

Gerald “Jerry” F. Burch  
Tarleton State University

*This article outlines how the founding of a student organization can be used as an experiential learning exercise in entrepreneurship. Student organizations and social entrepreneurship share many of the same goals (i.e. serving a need in the community). Thus, founding a student organization in many ways mirrors founding a social entrepreneurial firm. These similarities are discussed and instructional implications are illustrated using a case of how the formation of an entrepreneurship student organization was turned into an experiential learning exercise.*

## INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

9:00 a.m. – 10:00 a.m.

Ashton 2

Thursday

Session Chair: Marcin Wardaszko

### ABSEL CONTRIBUTION TO THE ASSURANCE OF THE QUALITY OF LEARNING – WORKSHOP RESULTS WITH DISCUSSION

Nominated For



Marcin Wardaszko  
Kozminski University

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

Anna Pikos

Kozminski University

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

*The paper presents results of two workshops conducted during ABSEL conferences in 2013 and 2014 in Oklahoma City and Orlando. The objectives of the initial workshop were to conduct an ice-breaker event and to build awareness among ABSEL community with respect to assurance of the quality of learning. After the workshop, the authors collected the papers where people noted their ideas, and analyzed the content using qualitative key words in context analysis. One year later, the authors presented the results of the initial workshop and performed a small experiment on giving additional wage and insight into the results from the initial workshop. The paper also proposes a discussion of the results and a model foundations of learning environment, which took shape in the process of crowdsourcing and elimination.*



### THE EFFECTIVENESS OF ONLINE QUIZZING AS A REPETITIVE LEARNING TOOL IN A MARKETING CLASS: A FIELD STUDY OF THE TESTING EFFECT

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

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

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

*A field study of the testing effect (Roediger and Karpicke, 2006) using a low grade weighted online learning management system applied to learning in a large lecture introductory marketing class was undertaken. The testing effect predicts that students who practice more with online quizzes will remember more of what they learned. The subjects were 454 students who completed a twelve week semester in which they were offered nine marketing topic area quizzes, each of which presented seven total attempts broken into three different time frames. The grade weight of the quizzes was very low (1.11% each) with the best attempt score being counted. At the conclusion of the course the marketing students were doubly classified into high, medium and low repetition attempt groups and high, medium and low examination performance groups. An ANOVA analysis of repetition grouping versus final and midterm examination percentage performance and then examination grouping versus total quiz attempts was undertaken. The findings showed significant differences in midterm and final examination performances for the repetition groups when controlling for inclass quiz performance. The ANOVA of the high, medium and low examination performance groupings indicated that for the final examination, the low performance group had statistically significant fewer quiz attempts than the medium performance group which also had statistically significant fewer quiz attempts than the high exam performance group. The findings for the midterm examination were not as strong as there was only a marginally*

significant difference (.065) between the low exam performance group and medium exam performance group in terms of total quiz attempts while there was a statistically significant difference in total quiz attempts between the high performance group and the medium performance group. The conclusions drawn from these findings are that the testing effect was present and that low stakes quizzing was beneficial to student learning.

### GAMES READY TO PLAY

9:00 a.m. – 10:00 a.m.

Ashton 3

Thursday

## PLAY AGAINST NATURE – A VIRTUAL BUSINESS SIMULATION FOR THE MOOC UNIVERSITY AND CORPORATE MARKETS

Thomas Conine  
Fairfield University  
[tconine@fairfield.edu](mailto:tconine@fairfield.edu)

*Our “Play Against Nature Virtual Business Simulation” is an outgrowth of our work on virtual simulations for the corporate world at GE, Microsoft, Dell and StanleyBD. This work was the subject of a recent article in “Global Business and Organizational Excellence.” This new 4 qtr game is designed for an individual who would play against nature in the university MOOC marketplace. It has artificial role play, op reviews and all the degree of financial sophistication that TRI Corp brings to its corporate clients. The individual is competing against two other teams in the industry. Quarterly operational reviews are submitted to the instructor. The game is designed primarily for cross-functional business courses typically capstone in nature. It can be dialed up or down between undergrad and graduate use. The participants in the conference will be able to play 1 or 2 qtrs within 1 hour.*

### COFFEE BREAK

10:00 a.m. – 10:30 a.m.

On Your Own

Thursday

## SIMULATION

10:30 a.m. – 12:00 p.m.

Cohiba 2

Thursday

Session Chair: Precha Thavikulwat

### **TEAMWORK EFFECTIVENESS IN FACE OF SELF-KNOWLEDGE REGARDING PREFERRED TEAM ROLE IN BUSINESS SIMULATION GAMES**

Anna Ruszkowska  
[ruszkowska.a@gmail.com](mailto:ruszkowska.a@gmail.com)

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

*The paper describes the results of an experimental comparative study based on two groups of students who were participants of business simulation game courses and were compared in pairs. The aim of the study was to examine the dependency between teamwork effectiveness and up-to-date self-knowledge of team members with respect to their preferred team roles in business simulation course situations. The preferred roles of team members were measured by Belbin's Self-Perception Inventory at the beginning of the course for every student, but only one group in each pair was given an immediate feedback. The other group of the same pair received the feedback after the course was finished. This group-based composition allowed the authors to proceed with a comparative study of one control group and one test group in each pair. In order to ensure homogeneity of the examined groups in each pair and thus comparability of results, every group was divided into two subgroups. The study presents both qualitative and quantitative results and measures. The qualitative part of the study encompasses a video analysis of participants' behavior, conducted in every team of the study and performed by trained behavioral judges. The quantitative part of the study focuses on the analysis of team results in business simulation game.*

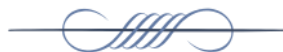


### **BUSINESS MANAGEMENT SIMULATIONS AS A PEDAGOGICAL TOOL TO IMPROVE STUDENT'S SYSTEM DYNAMICS THINKING**

Chris Papenhausen  
University of Massachusetts Dartmouth  
[cpapenhausen@umassd.edu](mailto:cpapenhausen@umassd.edu)

Satyanarayana Parayitam  
University of Massachusetts Dartmouth

*The leading business management simulations used in higher education and organizational training programs provide multiple benefits. Used primarily in strategy courses and other related areas, these simulations have been found to effectively introduce business concepts, inculcate a cross-functional understanding of business, build team skills, enable better translation of data into information, and improve overall decision-making skills (Kulkarni and Sivaraman, 2013.) Although the most popular strategic management simulations do not explicitly incorporate system dynamics theory, this paper argues that the implicit characteristics of system dynamics in these simulations have powerful learning potential. We also argue that the key characteristics of system dynamics- multiple feedback cycles, time delays, the differences between stocks and flow, and nonlinearities- are non-intuitive and therefore are more easily learned in experiential exercises such as simulations. This paper first lays out systems dynamics theory and its application to simulations. Second, one of the most popular strategic management simulations is analyzed and its primary features that exhibit system dynamics are presented. Finally, the implications for enhancing student decision-making abilities are discussed.*



## HYBRID METHODS OF ORGANIZING GROUPS FOR A BUSINESS GAME

Nominated For



Precha Thavikulwat  
Towson University

[pthavikulwat@towson.edu](mailto:pthavikulwat@towson.edu)

Jimmy Chang

The Hong Kong Polytechnic University

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

*We investigated the problem of how groups should be organized for a business game by implementing a hybrid method that combines self- and computer-assignment. This method rests on a scoring system that derives group performance scores from individual performance scores. In our scheme, individual performance is the outcome of individual consumption of the products produced by the companies of the game. We describe our scheme, show how scores are derived, and examine three hybrid-method variants. Data obtained from a 202-undergraduate, one-semester administration of a business game that incorporates the three variants show that initial differences in group sizes arising from different variants narrow as the game proceeds, but persist to the end of the exercise; and that differences among the variants are not substantial enough to give rise to statistically significant differences in the pattern of increases in mean scores over the duration of the exercise. The data also suggests that players may perform best when, at the start of the exercise, the size of their group exactly matches the size they prefer.*

### EXPERIENTIAL

10:30 a.m. – 12:00 p.m.

Cohiba 3

Thursday

Session Chair: David Rahn

## ENGAGING THE BUSINESS COMMUNITY IN AN ACCELERATED HUMAN RESOURCE MANAGEMENT COURSE

Kristie A. Abston  
University of West Florida

[KAbston@UWF.edu](mailto:KAbston@UWF.edu)

*This paper describes how five local businesses were involved in an experiential human resource management course project during a six-week summer term. Lessons learned from the professor's perspective will be shared along with assessment results and anecdotal feedback from the students and the partnering businesses. Implications for course design and delivery, especially for management courses delivered in an accelerated format, are discussed.*



# EXPERT SCRIPTS FOR CHANGING ATTITUDES OF STUDENT ENTREPRENEURS

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

*An emerging goal for many entrepreneurship educational programs is to change the attitude of the entrepreneurship student from one of learning about entrepreneurship to one of thinking entrepreneurially and ultimately thinking of oneself as an entrepreneur.*

*The Lean LaunchPad (Blank and Dorf 2012) framework is widely considered to be one of the dominant frameworks in experiential entrepreneurship curriculum, and an expert model of the entrepreneurial process. The model process incorporates many of the skills, characteristics, and approaches shown to be effective by researchers in new venture creation and when applied as an experiential teaching method is a form of cognitive apprenticeship focused on new venture creation.*

*This paper describes how practicing entrepreneurs use an interrelated set of tools, and apply scripts acquired from industry experts to these tools, and to the process as a dynamic system. Viewed from this perspective there is an opportunity to bring to students a collection of additional expert scripts to better implement Blank's overarching expert script of new venture creation. The outcome for students is a foundation for expertise in new venture creation, and confidence to see a clear and repeatable path through that creative process.*



## ON 360 ASSESSMENTS IN UNIVERSITY GRADUATE CLASSES WITH COMPARISON TO CORPORATE DATA USING A BUSINESS SIMULATION AS THE EXPERIENTIAL PEDAGOGY

Thomas E. Conine, Jr.  
Fairfield University, Connecticut  
[cone009@aol.com](mailto:cone009@aol.com)

Barry Leskin  
President, Talent Management Consulting

*There is no doubt that receiving feedback, which is constructive and unbiased, is truly a gift that should be cherished by the recipient. The most common form of feedback comes from 360 assessments. While 360 assessments have been utilized for decades within corporate environments there has been rather limited application of these tools within a university setting, in particular, during a business simulation. To the best of our knowledge, this is one of the first times that the same 360 assessment has been used with university graduate students and corporate employees across a wide variety of industries.*

*The experiential pedagogy we use is a business simulation. Our premise is that a business simulation can effectively, within reason, emulate a real world environment to help students identify areas of strengths and weaknesses via a 360, and act as vehicle to enhance strengths and correct weaknesses thus accelerating their development needs prior to full time employment. Our primary results indicate that graduate experientially oriented classes can help students identify and begin to mitigate development needs. Teammate data is found that supports the student's perspectives of themselves and is reasonably consistent with what we have found in corporate applications of the same instrument across varied industries.*

## INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

10:30 – 12:00 p.m.

Ashton 2

Thursday

Session Chair: Lora Reed

### TEACHERS, STUDENTS & ALUMNI: BENEFITS & CHALLENGES OF DEVELOPING A VIRTUAL ONLINE LEARNING COMMUNITY

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

*This paper explores online learning communities as a basis for sustainable academic organizational culture wherein learning, multi-directional mentoring and ongoing social network development are foundational for complex problem solving and enduring relationships among community members. First, the challenges of creating a virtual and meaningful academic organizational culture are explored from faculty, student, and alumni perspectives. Various aspects of learning, with emphasis on whole persons and community, deep smarts, grit, and knowledge sharing are delineated. Multi-directional mentoring and social network development are considered as pertinent to complex problem solving. Community development is inspected as an end unto itself. Peck's community building model and Tuckman's stages of group development are investigated for their relevance to the online learning environment. Finally, future directions for research are considered.*



### STRATEGIC KNOWLEDGE MAPPING: THE CO-CREATION OF USEFUL KNOWLEDGE

Nominated For

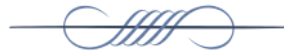


Steven E. Wallis  
Capella University; Meaningful Evidence,  
LLC; Foundation for the Advancement of  
Social Theory  
[swallis@projectfast.org](mailto:swallis@projectfast.org)

Bernadette Wright  
Meaningful Evidence, LLC  
[bernadette@meaningfulevidence.com](mailto:bernadette@meaningfulevidence.com)

*Strategic planning typically involves conducting research and setting objectives. It is a difficult and expensive process with no guarantee of success. Recent research shows that managers with more "structured" knowledge will be more successful. Using Integrative Propositional Analysis (IPA) we can objectively determine the potential usefulness of a Strategic Knowledge Map (SKM). Creating an effective SKM is a precursor to more easily creating a more effective strategic plan. The present game is focused on players co-creating an SKM. Their play is scored in such a way that they will receive more points for creating a more structured map. The resulting map may be easily used in the "real world" to support dialog, decision making, and the creation of specific objectives for strategic plans. The game is unorthodox. It is not a simulation where play begins with a pre-set "world." Similarly, the game is not educational in the traditional sense where players attempt to acquire or test knowledge using an existing database. Instead, ASK MATT is a model-building game where knowledge is co-created within the game by the players. Further, the game goes beyond finding "insights;" instead, the results of the game may be directly applied as a guide to real world situations.*

*In the present paper, we explore the background, difficulties, and opportunities for improving strategic planning and policy planning using strategic knowledge mapping from a systemic perspective. We explain the play of the game, its scoring, anticipated outcomes, our experiences playtesting the game with small groups, plans for playtesting with larger groups, and opportunities for developing a version of the game that may be played online and/or as an APP.*



## **THE EFFECT OF THE *REAL* NUMBER OF OPTIONS ON THE DIFFICULTY OF MULTIPLE-CHOICE QUESTIONS**

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

*Despite their ubiquity, published banks of multiple-choice questions have received scant evaluation. The present research investigates the effect of one property of multiple-choice distractors, i.e., incorrect answer options, on question difficulty.*

### **GAMES READY TO PLAY**

**10:30 a.m. – 12:00 p.m.**

**Ashton 3**

**Thursday**

## **THE ASK MATT TABLETOP GAME: AN UNORTHODOX APPROACH TO MAPPING EMERGING KNOWLEDGE**

Steven E. Wallis  
Meaningful Evidence; FAST; Capella  
University  
[swallis@projectfast.org](mailto:swallis@projectfast.org)

Bernadette Wright  
Meaningful Evidence  
[bernadette@meaningfulevidence.com](mailto:bernadette@meaningfulevidence.com)

*The difficulty and poor results of strategic planning raises an important question, “How might the strategic planning process be improved?” Or, more specifically, “How will we know we have the information we need to set and achieve our goals?” Part of the problem is that we do not know “what we know.” The seemingly obvious answer of acquiring “more data” does not help, because we already suffer from data overload or “data smog.” So, merely having “more or better” data is not sufficient. It is not enough, for example, for a manager to know that the results of a huge report are “true;” the manager needs to know what to “do” to gain specific results.*

*It would be useful to surface and evaluate the strategic knowledge of managers to know, in advance, if they have the necessary understanding to set strategic goals and make strategic decisions.*

*The ASK MATT game is focused on surfacing, crystalizing, and evaluating the strategic knowledge of a group. The players co-create a map which they may then use (after the game) to clarify research needs, set goals, and assess strategic options for business operations. In short, the game creates a map for managers to more easily navigate the complexities of the business world*

*This game is unique because it provides a space for players to collaboratively create a new knowledge map that is highly tailored to their specific situation. While we have presented this description as a game for business, the game is equally useful for non-profits, community coalitions, and policy development. It should even prove useful for developing more effective theories (models) within the academic world.*

*In the present playtest, within the allotted time, we will briefly explain the process of play, and “walk” the players through the turns. We will then facilitate a session encouraging conscious reflection, meaningful conversation, and the identification of opportunities for improving the game.*



## LUNCH / BUSINESS MEETING

12:00 p.m. – 1:25 p.m.

Cohiba 1

Thursday

## SIMULATION

1:30 p.m. – 3:00 p.m.

Cohiba 2

Thursday

Session Chair: Zapata-Jaramillo

## SEMAT GAME: APPLYING A PROJECT MANAGEMENT PRACTICE

Nominated For

Best  Paper

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

Rafael Esteban Arango Sánchez  
Universidad Nacional de Colombia  
[raearangosa@unal.edu.co](mailto:raearangosa@unal.edu.co)

Miguel David Rojas-López  
Universidad Nacional de Colombia  
[mdrojas@unal.edu.co](mailto:mdrojas@unal.edu.co)

Leidy Diana Jiménez Pinzón  
Universidad Nacional de Colombia  
[ldjimenezp@unal.edu.co](mailto:ldjimenezp@unal.edu.co)

*Semat is an initiative that supports the creation of a kernel of essential and universal elements for all software development endeavor and a simple language to describe methods and practices. Project management is the application of knowledge, skills and techniques to project activities as a way to satisfy its requirements. PMBOK is a guide for defining the life cycle of a project by considering knowledge areas and process groups. Some games oriented to teach the Semat kernel elements and the way to use them to measure the progress of a project were discovered in the state of the art. However, practices outside the software engineering context are not the focus of such games. In this paper we propose a game for teaching the Semat kernel elements and their relationships with project management practices.*



## TRUSTLAND GAME, A PROPOSAL TO ESTABLISH TRUST

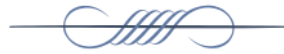
Laura Marcela Londoño  
Institución Universitaria  
Esumer  
[laura.londono@esumer.edu.co](mailto:laura.londono@esumer.edu.co)

Miguel David Rojas-López  
Universidad Nacional de  
Colombia  
[mdrojas@unal.edu.co](mailto:mdrojas@unal.edu.co)

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

*Trust is fundamental in relationships diary established between people and organizations and is a determining factor in success and results in long term relationships. This articles describes the design and implementation of the virtual game TrustLand, as an educational tool which allows to determine trust of participants in different scenarios and situations of*

everyday life, by making investment decisions. The developed game presents virtual environments, through which players are encouraged to participate and interact in situations where trust is necessary to obtain good results.



## RIVIDOC: A GAME FOR SIMULATING THE EXTRACTION OF RELEVANT INFORMATION FROM DOCUMENTARY VIDEOS

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

Grissa Vianney Maturana  
Gonzalez  
Universidad Nacional de  
Colombia  
[gvmatura@unal.edu.co](mailto:gvmatura@unal.edu.co)

Miguel David Rojas-López  
Universidad Nacional de  
Colombia  
[mdrojas@unal.edu.co](mailto:mdrojas@unal.edu.co)

Currently, audiovisual documents constitute one of the main sources of information. Documentary videos are audiovisual documents aiming to capture reality by means of images, sounds, texts, and interviews. However, information contained in the documentary videos is not always relevant; in fact, much information is part of the context or the connection among image sequences of the video. Some authors try to identify the objects and actions in videos out of the background, while others employ algorithms to store and correlate video sequences for later search. However, few games are oriented to the information extraction from documentary videos and the information potentially learned from such videos. In this paper, we propose a game allowing for analysts to identify relevant information in documentary videos as a way to model a software system. In the game, players are encouraged to seek information by entering several scenarios of documentary videos represented by textual and audiovisual sequences.

### EXPERIENTIAL

1:30 p.m. – 3:00 p.m.

Cohiba 3

Thursday

Session Chair: Peter Markulis

## EXPERIENTIAL LEARNING IN HIGHER EDUCATION: BUCKETFEET IN THE CLASSROOM

Kate Schaefer  
Columbia College Chicago; Chicago, IL  
[kschaefer@colum.edu](mailto:kschaefer@colum.edu)

Experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984). Experiential learning creates an active learning environment where students are engaged by doing as opposed to passive participants in the learning process; these experiences play a central role in learning and development (Kolb, 1984). Therefore, experiential learning scholars believe that “to improve learning in higher education, the primary focus should be on engaging students...” (Kolb, A. & Kolb, D. 2009). This paper addresses how experiential learning is incorporated in higher education to better prepare graduating students as they transition from college to their career. During the Fall 2013 semester, students worked on an experiential client-based project to provide strategic solutions to emerging sneaker brand Bucketfeet’s identified business challenges. “While there is some debate over the linkage between experiential learning and authentic learning, it is clear that students learn through real life experiences...to shape future experiences (Buriak, McNurlen & Harper, 1996).



## EMOTIONAL INTELLIGENCE: A DEMONSTRATION

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

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

*This demonstration will provide the participants with an opportunity to experience an emotional exercise. Participants, either individually or in teams, will play several experiential roles and will be exposed to the exercise that the authors have successfully used in their business classes. An extensive debriefing will follow the actual exercise.*



## THE DYNAMICS, OUTCOMES AND RESOLUTION OF INTER-GROUP CONFLICT

Robert J. Oppenheimer  
Concordia University  
[roberto@jmsb.concordia.ca](mailto:roberto@jmsb.concordia.ca)

*This paper describes an experiential exercise in which participants experience inter-group conflict. The debriefing enables them to understand the dynamics and outcomes they experienced. It also explains how conflicts between groups within work settings and elsewhere may be addressed and resolved. This has been used effectively with both undergraduate and graduate level students.*

### GAMES READY TO PLAY

1:30 p.m. – 3:00 p.m.

Ashton 3

Thursday

## PRICEWIZE: AN EXPLORATION OF PRICING

Jeremy J. S. B. Hall  
Hall Marketing  
[jeremyhall@simulations.co.uk](mailto:jeremyhall@simulations.co.uk)

*For budding entrepreneurs, small and medium sized business leaders and marketing executives from larger companies setting prices is perhaps their most crucial and difficult task. It is not a matter of knowing relevant costs and adding a margin. It requires an understanding of how customers differ in terms of needs, wants, values and the ability to pay. It requires an understanding of the factors that influence customer's sensitivity to price and how you adjust value to optimize profitability. As implied by the name, the PriceWize simulation is designed to help business people develop and hone their pricing ability, knowledge and skills in an interactive, practical and fun way -help them set prices wisely.*

*PriceWize is designed to be a major part of a one-day workshop. Following participation there is a detailed review to extend and advance learning about pricing. During the simulation participants move from Cost-Based Pricing to Value-Based Pricing and then on to changing value purposefully.*

*As an ABSEL Game-Ready-to-Play time will constrain the full experiences but never-the-less will provide a challenging introduction to the simulation and price setting.*

## NETWORKING BREAK

3:00 p.m. – 3:30 p.m.

Cohiba 1

Thursday

## SIMULATION

3:30 p.m. – 5:00 p.m.

Cohiba 2

Thursday

# SERIOUS GAMES AND SIMULATIONS CLASSIFICATION SYSTEM WORKSHOP

Joseph Wolfe  
Experiential Adventures LLC  
[Jwolfe8125@aol.com](mailto:Jwolfe8125@aol.com)

*An expanded and generalized version of the 2013 Greco, Baldissin and Nonino exploratory business game classification system will be presented and examined for its comprehensiveness and utility for those working in the field of experiential-based education. Participants will receive the proposed system's encoding of a wide range of board and computer-serviced games and exercises. They will also be provided a copy of the code book used to identify the characteristics of the object games and simulations that were encoded. A discussion will be held on the degree the system captures the defining characteristics of the nature of such a teaching tool while also clarifying the instructions and examples found in the classification system's coding guide.*

## EXPERIENTIAL

3:30 p.m. – 5:00 p.m.

Cohiba 3

Thursday

**Session Chair: Kenneth Long**

# TOWER BUILDING

Brent Pederson  
Hay Group's Practice Leader, Leadership & Talent, Western Canada  
[brent.pederson@haygroup.com](mailto:brent.pederson@haygroup.com)

*In this 90 min session we will experience the Tower Building Simulation and debrief the experience. The first 50 people to attend this session will participate directly in the simulation with additional session attendees serving as observers. Tower Building is a practical, hands-on, interactive, and high energy experiential learning activity. Working at tables in teams consisting of 1 leader and 3-4 workers, teams compete to become the world's best Tower Builder. Over 3 simulated years, and using 50 blocks of various size/shape/color, teams annually develop a strategy, determine roles, align people to roles, forecast results, and execute their strategy. Teams are measured on their results, continuously improve their strategy each year, and similar to the real world, teams encounter a wrinkle(s) each year.*

## GAMES READY TO PLAY

3:30 p.m. – 5:00 p.m.

Ashton 3

Thursday

### **THE BOSS: A COMPETITIVE GAME THAT SHOWS SOME ASPECTS OF THE MANAGEMENT OF A SOFTWARE DEVELOPMENT COMPANY**

Fabio Ferman  
Universidade Federal do Rio de Janeiro  
[fferman@cos.ufrj.br](mailto:fferman@cos.ufrj.br)

Luan Barbosa Garrido  
Universidade Federal do Rio de Janeiro  
[lbgarrido@cos.ufrj.br](mailto:lbgarrido@cos.ufrj.br)

Geraldo Xexéo  
Departamento de Ciência da Computação/IM  
Universidade Federal do Rio de Janeiro  
[xexeo@cos.ufrj.br](mailto:xexeo@cos.ufrj.br)

Tiago Santos da Silva  
Universidade Federal do Rio de Janeiro  
[tiagoss@cos.ufrj.br](mailto:tiagoss@cos.ufrj.br)

*The Boss simulates aspects of the management of a software development company in a competitive market scenario. It stimulates players to handle different important business functions, such as sales, development, human resources, and administration. During a game session, teams compete for clients, hire employees, control workspace availability, and deal with market variation, from blooming to recession times.*

*Desiring to have the best company, players must manage their resources and pay attention to the competitors' actions. Customer relations policies have to be created to better balance the interests of the company and maintain a relationship of trust with current clients. Projects are classified into one of four quadrants of the BCG Matrix, according to their attributes and have to be carefully analyzed, since a declined project can become a treasure in the hands of a competitor.*

*The game aims at its classroom use at undergraduate courses of entrepreneurship in the context of a computer science or computer engineering curricula; however, one can easily exchange its theme to focus at any human and knowledge intensive enterprise, such as advertising or architecture companies. Several perspectives can be discussed after the game sessions, to reinforce learning: hiring policies, criteria for purchase of services and others. Although designed for education, The Boss also has shown to be fun and entertaining in tests, and has a high replay value.*

# ABSEL 2015 Program Session Abstracts (Friday, March 5)

<b>SIMULATION</b>		
<b>8:30 a.m. – 10:00 a.m.</b>	<b>Cohiba 2</b>	<b>Friday</b>

Session Chair: Jeremy Hall

## A COMPETITIVE BUSINESS ETHICS SIMULATION GAME

Wayne F. Buck  
Eastern Connecticut State University  
[buckw@easternct.edu](mailto:buckw@easternct.edu)

*This article describes a competitive business ethics simulation game I developed for business ethics courses. The simulation game, inspired by the 2010 BP Gulf oil spill, has been played by over 800 undergraduate and graduate students at ten universities. In this article I describe the simulation, how it works, the model behind it, and explain how the simulation functions as an experiential exercise supporting the teaching of business ethics. Based on my experience with the simulation, I make some recommendations about guiding student discussion of simulation results and on grading ethically-oriented simulations. Finally, I present some quantitative data on the effectiveness of the simulation. The contribution of this article is to support and encourage business ethics instructors to add an important experiential teaching method to the existing repertoire of readings, lectures, group projects and case studies.*



## BUILDING SOCIAL COMMUNITIES AS A FOUNDATION FOR ENTREPRENEURSHIP: A GAME-BASED APPROACH

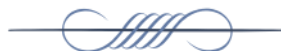
Nominated For



Juan Sebastián Zapata-Tamayo  
Universidad EAFIT, Colombia  
[jzapat60@eafit.edu.co](mailto:jzapat60@eafit.edu.co)

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

*Novel entrepreneurs have the strong need to build social communities. Concerning this need, entrepreneurship has been related to enterprise development, social capital, and other topics, whose teaching has failed in appropriately incorporating social community building. Games can help in this kind of teaching, since they are used in several aspects of entrepreneurship and management. In this paper, we propose a game for understanding the dynamics linked to the construction of social communities. The game was practiced with a group of master students from the Universidad Nacional de Colombia and the results are summarized. People tend to act in games as in real world, and this game helps to understand how social communities can be built.*



# **BUSINESS SIMULATIONS: REALITY ..... AND BEYOND!**

Jeremy J. S. B. Hall  
Hall Marketing  
[jeremyhall@simulations.co.uk](mailto:jeremyhall@simulations.co.uk)

*The importance of reality is often cited in the literature and promotional materials as essential to quality learning from business simulations. But, commonly, these assertions do not define reality and do not explain why it is good. Two definitions of quality for business simulation are discussed - one measures is how accurately the simulation replicates the real world (reality) and the second how well the business simulation improves real-world performance. Measuring simulation effectiveness is reviewed and two measures of simulation efficiency are proposed. Effectiveness and efficiency are explored in terms of how meta-composition impacts cognitive processing and cognitive load. Meta-compositional elements are the design aspects that are independent of simulation subject and take design beyond reality! The discussion is illustrated using an actual simulation.*

## **EXPERIENTIAL**

**8:30 a.m. – 10:00 a.m**

**Cohiba 3**

**Friday**

**Session Chair: Daniel Strang**

## **RELATIONSHIP BUILDING IN THE ONLINE CLASSROOM**

Maja Zelihic  
Ashford University  
[Maja.zelihic@ashford.edu](mailto:Maja.zelihic@ashford.edu)

*As the educational arena develops and changes, the concept of relationship building is becoming increasingly difficult. The necessity of building relationships is going to be clearly established in this paper through the review of current research which promotes the notion of connection between teacher-student relationship and students' overall success rate. In reference to students' success, that term in particular will be clearly defined as it relates to the classroom performance and later application of the acquired skills in a real-world setting. This paper will explore some of the challenges and opportunities within the realm of relationship building focusing primarily on an online arena.*



## **POSITIVE CONFIRMATION: COMMUNICATION SKILLS IN BUSINESS SETTINGS EXERCISE**

Stephanie A. Westmyer  
University of Southern California  
[Westmyer@marshall.usc.edu](mailto:Westmyer@marshall.usc.edu)

Naomi Warren  
University of Southern California

*Positive Confirmation is an experiential learning exercise designed to help business student work on their networking skills, improve their interviewing skills, and practice their presentation skills. Participants serve in one of two roles as a member of an auditing firm or a member of a client organization being audited. Through different scenario situations, information provide and assignment goals, the participants gather information from the other company and present a summary at the end of the exercise. This paper presents the background information for developing the exercise, the learning objectives guiding the exercise, the materials setting up the scenarios and assignments, and the procedures listing the steps from beginning to end.*



## TEACHING MARKETING THROUGH PROJECT BASED CLASSES

Nominated For



Raghu Kurthakoti  
Arcadia University  
[Kurthakotir@arcadia.edu](mailto:Kurthakotir@arcadia.edu)

Steve Finestone  
Arcadia University  
[finestos@arcadia.edu](mailto:finestos@arcadia.edu)

*This paper focuses on a novel way to teach upper division marketing classes by taking a project based approach. Our approach significantly differs from other courses using projects, in that the project is not just a part of the course, but the project is the course. The paper explains how various concepts related to three marketing courses – advertising and promotion, international marketing and marketing research can be taught solely using projects and exercises. It is argued that such an experiential approach addresses all the components of learning – thinking, reflecting, experiencing and acting as described in Kolb (1984). Student learning process, assessment of outcomes and limitations of the approach are also discussed.*

### INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

8:30 a.m. – 10:00 a.m.

Ashton 2

Friday

Session Chair: Duane Hoover

## WHOLE PERSON EXPERIENTIAL LEARNING AND INSIGHT LEARNING: IMPLICATIONS FOR DISTANCE EDUCATION AND INDEPENDENT LEARNING

Nominated For

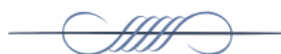


Mohja Jerbi  
Texas Tech University  
[Mohja.jerbi@ttu.edu](mailto:Mohja.jerbi@ttu.edu)

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

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

*More distance learning programs and online courses are being developed every semester; therefore, designing an online educational environment that meets the needs of adult learners is of paramount importance. The purpose of this paper is to present a framework for using the concepts of distance education and independent learning, assessing the limitations and challenges inherent in these approaches. Particular emphasis is placed on generating whole person learning outcomes and to establishing conceptual and learning frameworks (insight learning). Considering the characteristics of adult learning theories, recommendations will be made regarding how to design an online environment that will best meet the needs of adult learners.*





# GLOBAL EDUCATION THROUGH SIMULATION COMPETITIONS

Sheb True  
Kennesaw State University  
[strue@kennesaw.edu](mailto:strue@kennesaw.edu)

Tim Blumentritt  
Kennesaw State University  
[tblument@kennesaw.edu](mailto:tblument@kennesaw.edu)

*This submission describes a developing initiative at our university to use online simulations to promote cross-country education. This program involves arranging a competition among student teams from multiple universities using “The Balanced Scorecard” simulation (TBS), an online simulation offered by Harvard Business School Publishing. The teams will be comprised of students from our university as well as students from partner universities on (initially) four different continents. Each team will have four students, all drawn from different universities.*

*In engaging in the simulation, the students in each group will find themselves mutually dependent on one another for achieving high levels of performance. We will incentivize the team members to participate and perform well by publicizing scores and recognizing the highest-performing team and team members with awards and winners’ certificates. The faculty sponsors of this program will develop assessments and collect data on the students before and after the simulation. Assessments will gauge students’ pre- and post-skill levels and measure the impact of TBS learning outcomes with respect to students’ approaches to addressing business challenges and cross-cultural encounters.*

*We believe that this process will lead to a number of very positive educational and institutional outcomes. First, through this use of modern, vetted technologies, we have the opportunity to put our students in meaningful business situations in which their performance is mutually dependent on interactions with people from other cultures. This is a true example of international education without the high cost of travel. Second, it is always a struggle to maintain strong ties with foreign universities. By far the best way to deepen relationships is to actively participate in joint programs. Through this program, our relationships with these schools will take on a new dimension, further deepening our ties around the world.*



## THE CHANGING ACADEMIC ENVIRONMENT: WHAT ROLE WILL EXPERIENTIAL LEARNING PLAY IN THE SURVIVAL OF HIGHER EDUCATION

James W. Gentry  
University of Nebraska–Lincoln  
[jgentry1@unl.edu](mailto:jgentry1@unl.edu)

J. Alexander Smith  
Oklahoma City University  
[asmith@okcu.edu](mailto:asmith@okcu.edu)

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

Melissa Kaulbach  
Sarasota University  
[mkaulbach@sarasotauniversity.org](mailto:mkaulbach@sarasotauniversity.org)

Rob Simon  
University of Nebraska–  
Lincoln  
[rsimon2@unl.edu](mailto:rsimon2@unl.edu)

Alvin C. Burns  
Louisiana State University  
[alburns@lsu.edu](mailto:alburns@lsu.edu)

*Our special session will look at the rapid changes in traditional face-to-face academe and discuss the role that experiential learning should play in academe in the future.*

## GAMES READY TO PLAY

8:30 a.m. – 10:00 a.m

Ashton 3

Friday

### THE NEW SPACE RACE: A CLASSROOM GAME ABOUT THE MATURATION PROCESS OF NEW MARKETS

Marcelo Granja Nunes

Universidade Federal do Rio de Janeiro

[mgranja@cos.ufrj.br](mailto:mgranja@cos.ufrj.br)

Geraldo Xexéo

Universidade Federal do Rio de Janeiro

[xexeo@cos.ufrj.br](mailto:xexeo@cos.ufrj.br)

*This classroom game teaches students about the dynamics of new markets. Its attempts to simulate an incipient market that matures during the game by evolving from its beginning with a large number of small competitors benefiting from small entry barriers and gradually moving to a mature state with a few dominant companies and high entry barriers. It uses an incipient private space sector as its background and incorporates the concepts of market saturation, complementary markets, externalities and entrance barriers. Players compete to secure their share in the ascending market. As the market grows, their size and their failures bring more governmental attention and regulation. In addition, the companies acting at this stage develop economies of scale. Its game dynamics promote close interaction between players as their plans outcomes are heavily affected by the successes and the failures of other players' plans. The game was designed to be a fluid experience that does not require special infrastructure and was designed to have one hour of core game experience.*

## COFFEE BREAK

10:00 a.m. – 10:30 a.m.

On Your Own

Friday

## SIMULATION

10:30 a.m. – 12:00 p.m.

Cohiba 2

Friday

Session Chair: Steven Gold

### SIMULATION AND EXPERIMENTAL STUDY OF KNOWLEDGE MANAGEMENT IN AN ORGANIZATION

Jessica Gu

The University of Tokyo

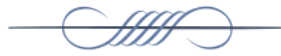
[j.gu@scslab.k.u-tokyo.ac.jp](mailto:j.gu@scslab.k.u-tokyo.ac.jp)

Yu Chen

The University of Tokyo

[chen@k.u-tokyo.ac.jp](mailto:chen@k.u-tokyo.ac.jp)

*A multi-agent simulation and a gamified computer-aided human experiment is employed to explore how the interactions between individual knowledge workers and the evolutionary knowledge creation (innovation) and diffusion (imitation) affect the organizational performance and the emergent structure under a turbulent environment. Surprising result of a Non-monotonicity in organizational performance has been discovered in the simulation and validated in the gamified experiment. This study further discusses and pinpoints the unique characteristics and advantages of both simulation and gamified experiment. Future research directions are also highlighted.*



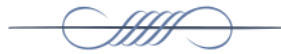
## **ASSESSING THE ROLE OF ASSESSMENT IN BUSINESS SIMULATIONS**

Peter M. Markulis  
SUNY Geneseo  
[Markulis@Geneseo.Edu](mailto:Markulis@Geneseo.Edu)

Michael Nugent  
SUNY Stony Brook  
[Michael.Nugent@Stonybrook.Edu](mailto:Michael.Nugent@Stonybrook.Edu)

Daniel R. Strang  
SUNY Geneseo  
[Strang@Geneseo.Edu](mailto:Strang@Geneseo.Edu)

*This study looks at the role that simulations play in assessment. Schools of Business are under increasing pressure to demonstrate that they have in place protocols and policies that provide an assurance of learning (AoL) in their courses and their programs. Business simulations have a potentially powerful role in facilitating the assurance of learning process. This study examines that role by first listing the more popular simulations used in business schools and then reviewing the AoL capabilities of these simulations. Forty nine simulations were scrutinized and an attempt was made to determine to what extent use of the simulations and the materials accompanying these simulations might be a viable component of an AoL program. Information for the study was obtained from simulation websites as well as from contact persons associated with or representing various simulations. Results indicate that while many simulation providers offer AoL modules as part of their simulation packages, they do not always correspond neatly to the learning goals of business schools' programs or courses.*



## **WITH SIMULATIONS, IT IS NOT THE WAND BUT THE MAGIC IN THE MAGICIAN: A PILOT STUDY ENHANCING AND ASSESSING TOPIC-SPECIFIC STUDENT LEARNING USING AN ECONOMIC SIMULATION**

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

*This study continues a series of research papers exploring the impact on student learning associated with the use of business simulations in the classroom. The research question in this study is not whether learning occurs with a simulation, enough studies support this conclusion; but rather the pedagogical effectiveness of a specific approach taken. It is not the wand, but the magic in the magician that counts. An innovative methodology is presented for both enhancing and measuring topic-specific student learning derived from a simulation game. A working example is presented to illustrate how this is done in an economic simulation game. Student surveys indicate that it is perceived by students to be an effective pedagogical approach; and student tests of learning support this conclusion. Although the example simulation game is specific to economics, the approach may be applied to any business simulation.*

## EXPERIENTIAL

10:30 a.m. – 12:00 p.m.

Cohiba 3

Friday

Session Chair: Hugh Cannon

### WALK IN MY SHOES: AN UNCONVENTIONAL APPROACH FOR LEARNING ABOUT LEADERS

Céleste M. Brotheridge  
ESG – UQÀM (Université du Québec à Montréal)  
[grimard-brotheridge.celeste@uqam.ca](mailto:grimard-brotheridge.celeste@uqam.ca)

*Nelson Mandela, Richard Branson, Fidel Castro and other leaders all stepped into my classroom last week. We spent two hours debating who was the best leader, comparing and contrasting how one becomes a leader, reflecting on our failures and successes, and looking at what we had in common (or not). In reality, students in my leadership class were invited to become the leader whose biography they had read, and, in doing so, they were able to develop a deeper understanding and appreciation of these leaders than would be possible if they were simply asked to report on their investigation of these individuals. In this paper, I describe an experiential learning approach that turns student presentations of their book reviews into an active, personal learning experience. This approach invites students to incarnate the leader whose biography they read and to share their wisdom and insights with the other leaders in the room. Students experience the leaders, through the eyes of others, but also through the thoughts and feelings they have as they are presenting themselves as these leaders. This paper describes how the experience unfolds as well as some of the unique lessons that students have learned from their role models.*



### DEVELOPING EDUCATIONAL STRATEGIES FOR EXPERIENTIAL LEARNING: AN APPLICATION OF SERVICE DOMINANT LOGIC FROM MARKETING

Nominated For

Best  Paper

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

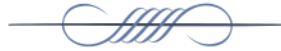
James N. Cannon  
Iowa State University  
[jcannon@iastate.edu](mailto:jcannon@iastate.edu)

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

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

*Learning, and particularly, experiential learning is a process that takes place inside the learner. Teaching is a process that takes place outside of the learner. While the educational literature addresses both processes, it offers very little discussion of the theory connecting the two. How does teaching stimulate learning? This paper addresses the connection between teaching and learning by drawing on the concept of service dominant logic from Marketing, and more specifically consumer co-creation of value. Co-creation posits that consumer value does not come from products or services, but rather, from the dynamic interaction between operant resources (provided by the marketer) on operand resources (provided by the consumer). While viewing educational value as the product of an interaction between teaching inputs and learner responses offers little new insight, exploring the nature of operant (teaching) and operand (learning)*

resources provides a powerful theoretical tool for understanding the nature of the teacher/student interaction. This paper develops a framework for classifying operant and operand resources. The framework, in turn, offers useful strategic insights for designing experiential learning programs.



## **CAN DRIVING IN GAMES TRANSLATE TO DRIVING IN REAL LIFE? A STUDY OF GAME BASED TRAFFIC EDUCATION**

Qing Li  
Towson University  
[li@towson.edu](mailto:li@towson.edu)

*The main purpose of this research is to examine the effect of game based learning on knowledge acquisition and retention of road rules. This quasi-experimental study employed pretest – posttests design involving 42 participants, randomly selected from people in Alberta, Canada. The participants took a pretest, played a game specifically designed to help players learn road rules, and then 2 posttests. The results show that gaming not only can improve players' knowledge of road rules and road safety, but also can help players retain such knowledge.*

### **SPECIAL SESSION**

**10:30 a.m. – 12:00 p.m.**

**Ashton 2**

**Friday**

## **THE FUTURE OF THE BKL, OPEN SOURCE PUBLISHING, AND ABSEL'S CONFERENCE PROCEEDINGS (SCHERPEREEL, CANNON, SMITH)**

Christopher M. Scherpereel  
Northern Arizona University  
[chris.scherpereel@nau.edu](mailto:chris.scherpereel@nau.edu)

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

J. Alexander Smith  
Oklahoma City University  
[asmith@okcu.edu](mailto:asmith@okcu.edu)

*Since the Bernie Keys Library (BKL) was moved from a limited access proceedings publication to an open access publication available on the Internet, it is important that we explore the implications for the membership of ABSEL. In this session, we will facilitate a discussion of these implications and related issues regarding ABSEL publication policies. It will explore-what it means to publish in the BKL, what it means to have our intellectual property available open access, what it means for an ABSEL member's personal publication record, how our colleges and universities will reward an ABSEL publication, how ABSEL can continue to promote the valuable work of its membership, and how we can make ABSEL a valuable outlet for its membership's future research efforts. We hope that this session will help frame a formal recommendation to the ABSEL board that will be beneficial to the association membership and still encourage the open dissemination of ABSEL research.*

## GAMES READY TO PLAY

10:30 a.m. – 12:00 p.m.

Ashton 3

Friday

## BMM BUSINESS MANAGEMENT MODEL

Peter W. Barth

Performance Management Solutions

[peter.w.barth@business-model.com](mailto:peter.w.barth@business-model.com)

*To cover the business requirements of PMS's international clients and consultancy work, BMM - Business Management Model was developed by PMS, as a 'state of the art' Database System and Data Warehouse. BMM is an integrated platform for all levels of Management Decision Support, Strategic Planning, Business Planning, Operational Planning and Controlling.*

*BMM covers a Global Player's entire business planning, steering and control requirements. It handles the stake holding and business result evaluations of any holding and company portfolio. At the same time, BMM can reflect the situation of competitive organizations.*

*Business modeling for any number of 'What If ...' scenarios and any number of concurrent planning horizons are standard features. BMM allows a multitude of Primary Business Objectives (e.g. ROI after tax, market penetration, sales, productivity etc.) at any level of planning detail. Primary Business Objectives may vary amongst business management models. BMM provides the business planner with a great amount of freedom when defining planning information and processes. BMM stands for 'Planning, Steering & Control' and covers all requirements for Internationalization (Languages and Currencies), Planning Horizons, Planning Variables and Calculations, Forecasting, Responsibilities, BPM - Business Performance Management, Controlling, Governance etc.*

## CELEBRATION LUNCH

12:00 p.m. – 1:25 p.m.

Cohiba 1

Friday

## EXPERIENTIAL

1:30 p.m. – 3:30 p.m.

Cohiba 3

Friday

Session Chair: Blaine Lawlor

## ORGANIZATIONAL LEADER DEVELOPMENT WITH EXPERIENTIAL EXERCISES AT THE COMMAND & GENERAL STAFF COLLEGE

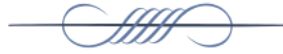
Kenneth Long

US Army Command & General Staff College,

[Kenneth.e.long20.civ@mail.mil](mailto:Kenneth.e.long20.civ@mail.mil)

*Army Majors attend the Command & Genera. Staff College after serving about 10 years at the direct leader level in small units, and become masters of their particular battlefield functional area, like infantry, armor, logistician or combat engineer. Upon promotion to the rank of Major they become organizational leaders and must develop a new skill set to be an effective member of a higher headquarters planning staff or command a large unit. Typically they underestimate and*

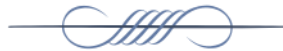
are not confident in their knowledge of war-fighting functions outside of their own specialty and have difficulty integrating other specialties into a plan. By using an experiential learning exercise based on the modified Bloom taxonomy that demonstrates how much they actually know, the Department of Logistics and Resource Operations provides an opportunity and a method for officers to estimate their knowledge base, discover what else they need to know, raise their personal confidence level in their own knowledge, encourage collaborative learning with peers, and teaches them a useful critical thinking technique that can be used for the professional development of both themselves and their staffs.



## **THE USE OF CASES TO STIMULATE DISCUSSION AND INSPIRE STUDENTS TO WRITE PUBLISHABLE, USABLE AND INTERESTING CASES**

Blaine Lawlor  
University of West Florida  
[blawlor@uwf.edu](mailto:blawlor@uwf.edu)

*This paper has four distinct purposes. First it addresses why cases provide a viable method to stimulate learning. Second, it provides ideas that can be utilized to effectively use cases in the classroom setting. Third it addresses the importance of live cases. Finally, it provides some direction and ideas that may prove useful in getting students to write publishable cases. Using processes presented in this paper, the author has had success in winning awards of the best student authored case of the conference on a couple of occasions. In addition, the author has been able to get students published by moving the conference case and getting it published in peer reviewed journals.*



## **WHAT IF YOU HAD BEEN IN CHARGE? EXPLORING HISTORICAL CASE STUDIES THROUGH EXPERIENTIAL LEARNING AND TABLETOP EXERCISES**

Prisco Hernández  
U.S. Army, Command and General Staff College  
[prisco.r.hernandez.civ@mail.mil](mailto:prisco.r.hernandez.civ@mail.mil)

*This paper discusses the advantages of the experiential learning concept when teaching through the use of historical case studies. Historical case studies that focus on decision-making and problem-solving become more engaging and interesting to students and teachers alike when played out as very simple tabletop exercises. When students struggle with the decisions faced by historical players through role-play and the carrying out of the consequences of their decisions using tangible models on a tabletop map they gain a depth of insight into the situation which is impossible to recreate through study and discussion alone. When combined with prior study and followed up by focused discussion, the tabletop exercise becomes deeply embedded in the students' memories because they have been actively involved as participants in the case study. This methodology is particularly effective when students are practicing professionals—since they can readily see the practical results of their decisions and usually take their role-playing quite seriously. Direct experiential manipulation has many advantages over electronic simulations because it involves more sensory stimulation. It also has great advantages as to cost, materials, and ease of execution. The paper concludes with an example of the tabletop case study exercise which involved mid-career military officer as students.*

## SIMULATION

1:30 p.m. – 3:30 p.m.

Cohiba 2

Friday

Session Chair: Annette Halpin

### CAN SYSTEMIC THINKING BE MEASURED? INTRODUCING THE SYSTEMIC THINKING SCALE (STS)

Annette L. Halpin  
Arcadia University  
[halpina@arcadia.edu](mailto:halpina@arcadia.edu)

Raghu Kurthakoti  
Arcadia University  
[kurthakotir@arcadia.edu](mailto:kurthakotir@arcadia.edu)

*This paper presents an exploratory study to measure systemic thinking in undergraduate business students. Based on literature related to cognitive styles, we identify three dimensions of systemic thinking - locus of attention, inter-relatedness and flexibility. The authors developed a 25-item Systemic Thinking Scale (STS) which was tested on undergraduate students during Fall 2014. The scale's validity and reliability will be examined and results presented at ABSEL's 2015 meeting.*



### USER EXPERIENCE AS A CRUCIAL ELEMENT OF FUTURE SIMULATION AND GAMING DESIGN

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

*Simulations and games have been a perfect training tool for almost half a century. From board games to complex computer simulations – game designers try to make the most faithful representations of everyday issues and depict them as functioning models of wide range of problems that people encounter in everyday life. Creating such an experience ought to results with better understanding of given problem and prepare players for situations that can occur in their everyday work life. But do we – as game designers – focus on the perception of the activities tailored into game? Do players always experience our work as a pleasurable experience? How does that impact their learning outcomes? In this paper author would like to discuss the problem of weak user experience in great amount of computer simulations and its influence on learning process. Author presents new ways of attracting players into learning by doing and propose solutions to strengthen feeling of being a part of loyal simulation of any case study.*



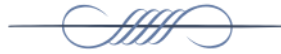
### BUSINESS SIMULATIONS - SEVEN DESIGN ELEMENTS

Georgi Tsvetanov Silega  
[georgi.tsvetanov@silega.com](mailto:georgi.tsvetanov@silega.com)

*Business simulations have become effective teaching tools because they resemble real business circumstances. Peter Senge, author of The Fifth Discipline, believes that human beings learn best from experience, particularly when feedback from actions is rapid and unambiguous. Business simulations provide several benefits such as: - highly motivated and involved students - improved ability to connect learning to real-world situations - freedom to experiment with new behaviors in a risk-free environment - opportunity for immediate feedback from decisions - enhanced ability to teach*



*teamwork and leadership Simulations are enjoyable to play, interesting, build confidence and are becoming more accessible to develop and use in Talent Development.*



## **EXPLORING THE USE OF A BUSINESS SIMULATION TO TEACH BUSINESS CONCEPTS TO EMIRATI STUDENTS**

Dr. Johan de Klerk  
Higher Colleges of Technology, United Arab Emirates  
[jdeklerk@hct.ac.ae](mailto:jdeklerk@hct.ac.ae)

*The United Arab Emirates (UAE) is one of the most economically developed countries in the Arab world, based on various parameters such as oil production, gross domestic product (GDP), infrastructure development, and human rights parameters (Obay, 2009). At the same time the UAE depends heavily on expatriate labor to achieve this position (Al-Ali, 2008). There is a concerted effort from government to create more employment opportunities for UAE nationals, especially in the private sector, since only 1% of the private sector employees are UAE nationals (Barhem, Salih, & Yousef, 2008). According to Muysken and Nour (2006), feedback from industry in the UAE is that transfer of knowledge does not occur between what students learn at tertiary institutions and in the workplace. Emirati students entering the workforce from university are perceived to lack the required knowledge, understanding and ability to apply business concepts (Barhem et al., 2008). Preparing students for the workplace therefore requires a renewed focus on the correct educational tools and pedagogy to achieve success. This research mainly focused on student perceptions of the use of a business simulation and its usefulness to learn and apply business concepts. The research study used a qualitative, phenomenological approach to determine the perceptions of Emirati students of the effectiveness of a business simulation to improve their application of business concepts in a real-world environment. The study used a focus group discussion to capture the lived experiences of students who completed a business simulation as part of a course in their degree program. The study indicated that students perceived simulations as a support to understand and apply business concepts.*

### **GAMES READY TO PLAY**

**1:30 p.m. – 3:30 p.m.**

**Ashton 3**

**Friday**

## **AN ENTREPRENEUR'S MIND DEVELOPMENT GAME "MOTHERS GAME" FOR BUSINESS SCHOOL FRESHMEN**

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

*You could play a 20-minute demonstration of this simple but realistic classroom game for undergraduate freshmen who just start to study business, management, finance, and accounting. The students are supposed to have no previous knowledge about business.*

*This game seems to be a kind of a stock market game, but the purpose of this experiential learning is for freshmen to be able to understand the growing process of the development of small and young businesses, with possibly some of them going bankrupt. An actual Japanese stock exchange called "Mothers" represents the core model of the game. Mothers is short for market of the high-growth and emerging stocks and provides venture companies access to funds at an early stage of their development and to provide investors with more diversified investment products.*

*In this session, the game will be introduced and PowerPoint slides prepared by freshmen will be exhibited.*

## SPECIAL SESSION

1:30 p.m. – 3:00 p.m.

Ashton 2

Friday

### CLASSIFICATION SYSTEM WORKSHOP FOLLOWUP

Joseph Wolfe  
Experiential Adventures LLC  
[Jwolfe8125@aol.com](mailto:Jwolfe8125@aol.com)

*This session will follow-up and continue the discussion generated on the 2013 Greco, Baldissin and Nonino exploratory business game classification system. We will expand the discussion on the degree the system captures the defining characteristics.*

### Author/Session Chair Index

Abston .....	10, 17, 21	Lawlor .....	14, 38, 39
Barth .....	15, 38	Leskin .....	10, 22
Batchelor .....	10, 17	Li .....	14, 37
Bernhard .....	8	Londoño .....	9, 25
Blumentritt .....	14, 33	Long .....	10, 12, 14, 28, 38
Brotheridge .....	14, 36	Markulis .....	10, 13, 26, 27, 35
Buck .....	13, 30	Nugent .....	13, 35
Burch .....	10, 17	Nunes .....	15, 34
Burns .....	14, 33	Oppenheimer .....	10, 27
Cannon .....	14, 15, 36, 37	Palia .....	9, 16
Chang .....	9, 21	Papenhausen .....	9, 20
Chen .....	13, 34	Parayitam .....	9, 20
Conine .....	10, 12, 19, 22	Pederson .....	10, 12, 28
da Silva .....	12, 29	Pikos .....	11, 18
de Klerk .....	13, 41	Pinzón .....	9, 25
De Ryck .....	9, 16	Rahn .....	10, 12, 21, 22
Dickinson .....	11, 16, 24	Reed .....	11, 23
dos Santos .....	10, 17	Rojas-López .....	9, 25, 26
Fan .....	10, 17	Ruszkowska .....	9, 20
Faria .....	11, 18	Sánchez .....	9, 25
Feinstein .....	14, 33, 36	Schaefer .....	10, 26
Ferman .....	12, 29	Scherpereel .....	15, 37
Finestone .....	14, 32	Silega .....	13, 40
Garrido .....	12, 29	Simon .....	14, 33
Geddes .....	14, 36	Smith .....	14, 15, 33, 37
Gentry .....	14, 33	Strang .....	10, 13, 14, 27, 31, 35
Giambatista .....	14, 32	Thavikulwat .....	9, 20, 21
Gold .....	13, 34, 35	True .....	14, 33
Gonzalez .....	9, 26	Valencia .....	9, 25
Gu .....	13, 34	Wallis .....	11, 12, 23, 24
Hall .....	12, 13, 27, 30, 31	Wardaszko .....	9, 11, 18, 20
Halpin .....	13, 40	Warren .....	14, 31
Hernández .....	14, 39	Wellington .....	11, 18
Hoover .....	14, 32	Westmyer .....	14, 31
Hutchinson .....	11, 18	Wolfe .....	9, 15, 28, 42
Ichikawa .....	15, 41	Wright .....	11, 12, 23, 24
Jakubowski .....	13, 40	Xexéo .....	12, 15, 29, 34
Jerbi .....	14, 32	Zapata-Jaramillo .....	9, 13, 25, 26, 30
Kaulbach .....	14, 33	Zapata-Tamayo .....	13, 30
Kurthakoti .....	13, 14, 32, 40	Zelihic .....	14, 31

# 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 into 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
- 2014** **Best Simulation Paper:** *“Customer Transaction Costs and marketing Simulations: Modeling a New Relationship Marketing Approach.”* Hugh M. Cannon, James N. Cannon, Ahmet Köksal, Aaron Johnson
- Best Experiential Paper:** *“An Exploration of Overconfidence in Experiential learning of Behavioral Skills among MBA Students.”* Robert C. Giambatista, J. Duane Hoover
- Best Innovations Paper:** *“The Distance MBA: A Need for Guiding Philosophy and Theories.”* Vanthanh Phan, J. Duane Hoover
- Best Accreditation Paper:** *“Experiential Strategies for Building Individual Absorptive Capacity.”* Hugh M. Cannon, Bryon C. Geddes, Andrew Hale Feinstein
- Best Student Paper:** *“A Business Simulation Game for Location-Based Strategies.”* Martin Prause, Christina Gunther, Jurgen Weigand

# ABSEL Leadership and Conference Sites

	<b>Year</b>	<b>President</b>	<b>Program Chair</b>	<b>Proceedings Editors:</b>	<b>Site</b>
1	1974	Bernie Keyes	Bernie Keyes	James Kenderdine & Bernie Keyes	Oklahoma City
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 Brennstuhl & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brennstuhl	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brennstuhl & William Biggs	Dallas
8	1981	James Scherier	Dan Brennstuhl	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brennstuhl	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, Chris Cassidy & Dick Teach	Little Rock
38	2011	Mick Fekula	Chris 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, Chris Cassidy	Oklahoma City
41	2014	Chris 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	Chris Scherpereel	Alex Smith, Christian Karl, Carlos Mario Zapata Jaramillo, Marcin Wardaszko & Kenneth E. Long	Las Vegas
43	2016	David Rahn			New Orleans



# Las Vegas Strip Hotel Map



# Preliminary ABSEL 2016 Call

# ABSEL

Association for Business Simulation and Experiential Learning

The things we have to learn before we do them, we learn by doing them. - Aristotle

**43<sup>rd</sup> Annual Conference in New Orleans, Louisiana  
March 23-25, 2016**

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

**Submission Due Date: October 26, 2015**

## Location

*Hilton New Orleans Riverside  
Two Poydras Street, New Orleans, Louisiana, 70130*



**USA TEL: +1-504-561-0500 FAX: +1-504-584-3989**