



ABSEL

Association for Business Simulation and Experiential Learning

43rd Annual Conference Program

ABSEL - Association for Business Simulation and Experiential Learning

March 23-25, 2016

and

Pre-conference workshop on

Experiential Curriculum Design

March 23, 2016

***Hilton Riverside, New Orleans,
Louisiana***



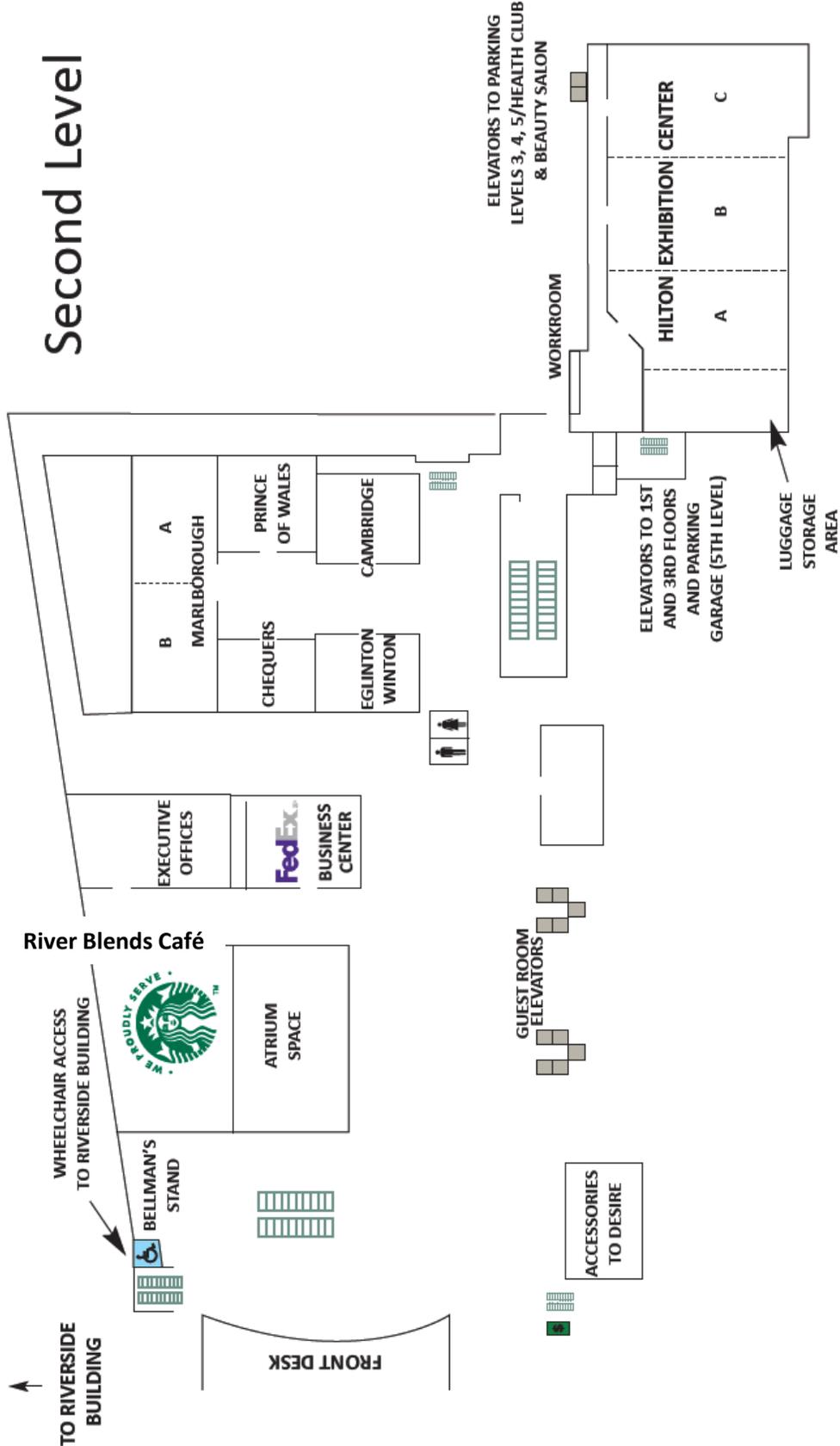
School of
Business Administration
UNIVERSITY OF SOUTH CAROLINA AIKEN



KOZMINSKI UNIVERSITY

Hilton Riverside Conference Room Map

Second Level



↑
To River Room for Wednesday Reception

←
 TO RIVERSIDE BUILDING

ABSEL 2016 Snapshot Schedule

Wednesday, March 23

9:00 a.m. – 3:00 p.m.	Pre-conference workshop	Eglinton / Winton
2:00 p.m. – 6:00 p.m.	ABSEL Registration	2nd Level Foyer
3:00 p.m. – 5:00 p.m.	ABSEL Board Meeting	Chequers
6:00 p.m. – 8:00 p.m.	ABSEL Reception - Hors d'oeuvres	River Room

Thursday, March 24

7:30 a.m. – 3:00 p.m.	Registration Open Breakfast	2nd Level Foyer On Your Own
8:00 a.m. – 8:50 a.m.	Opening Plenary Session David Rahn, ABSEL President Marcin Wardaszko, ABSEL Program Chair	Marlborough A+B

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

9:00 a.m. – 10:00 a.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales
10:10 a.m. – 10:30 a.m.	Coffee Break	On Your Own
10:30 a.m. – 12:00 p.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales
12:00 p.m. – 1:25 p.m.	Lunch/Business Meeting	Marlborough A+B
1:30 p.m. – 3:00 p.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales
3:00 p.m. – 3:30 p.m.	Networking Break	On Your Own
3:30 p.m. – 5:00 p.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales

Friday, March 25

7:00 a.m. – 8:25 a.m.	Mtg. of New ABSEL Board Breakfast	Chequers On Your Own
-----------------------	--------------------------------------	-------------------------

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

8:30 a.m. – 10:00 a.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales
10:00 a.m. – 10:30 a.m.	Coffee Break	On Your Own
10:30 a.m. – 12:00 p.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales
12:00 p.m. – 1:25 p.m.	Celebration Lunch	Marlborough A+B
1:30 p.m. – 3:30 p.m.	Sessions	Cambridge, Chequers, Eglinton / Winton, Prince of Wales

6:00 p.m. ABSEL Fellows Meeting and Dinner – All ABSEL 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

43nd Annual Conference Program

2016 ABSEL Program Chair

Marcin Wardaszko

Contents

Hilton Riverside Conference Room Map	2
ABSEL 2016 Snapshot Schedule	3
President's Message	5
Program Chair Notes	6
ABSEL Board Officers and Members, 2015-2016.....	7
ABSEL Fellows.....	8
ABSEL 2016 Program Schedule	9
ABSEL 2016 Program Session Abstracts (Wednesday March 23).....	17
ABSEL 2016 Program Session Abstracts (Thursday, March 24)	18
ABSEL 2016 Program Session Abstracts (Friday, March 25).....	36
Best Paper Awards	47
ABSEL Leadership and Conference Sites.....	50
Hilton Riverside Floor Plans	51
New Orleans Downtown Map.....	52
Preliminary ABSEL 2017 Call	53

Copyright © 2016 by the
Association for Business Simulation and Experiential Learning (ABSEL).
All rights reserved

President's Message

The city was Seattle, the year was 2009, and this was my first ABSEL conference - I somehow read the proceedings to say that I was speaking for about an hour. So I prepared 45 slides. I remember thinking how generous ABSEL was to give us that much time! When I arrived in the room to deliver my talk, I began looking at the program brochure and it suddenly became clear there were 3 others speaking as well in that time slot. While thinking, "oh jeeze, how did I misread that?" the facilitator introduced me because I was first up. I arrived at the podium and pulled up my presentation. I was wondering what the heck to do. I took a deep breath and before projecting my presentation to the screen I began to click through it. I got to slide 10 and it hit me – that would be a good pass at the high level discussion and the rest was delving into detail! I proceeded to talk through my 10 slides and opened the floor for questions. The room filled with interesting discussion for about 5 minutes and then I was done. After I listened to each successive presenter, and the friendly questions that followed, I looked around the room and I could see similar thoughts flashing across each person's face - "that was a very stimulating and satisfying session, those comments were constructive and collegially delivered, I enjoyed being here." By the end of the conference I was on a first name basis with folks who had been there between 1 and about 35 years. It seemed to make no difference. I also felt like I had met a large percentage of the people who were at the conference, and I recall thinking what a nice group it was. I had been given a fine introduction to the ABSEL culture, the ABSEL style.

Last year, Kiersten Maryott asked "What will the ABSEL of the future look like." I believe we can answer that in part by looking across the membership and envisioning individual futures that might collectively create our association future. As an organization we've discussed this for as long as I have been here – "We have this wonderful culture, why don't we grow the organization...." It is true that the organization is changing; this is natural, and to be expected. I know I speak for all of us when I say "we greatly admire those who started and grew the organization!" For some, the organization may have nicely served its purpose, and you certainly earned that through your many, many years of dedicated paper writing and other contributions. For those who see their contribution to ABSEL reaching its completion - we honor you. Next, we have members who are our currently longest attending, highly successful contributors, exemplified by the Hugh Cannon's of the association. When we look at those who are perhaps at an earlier point in their association with ABSEL we see a list of solid contributors – we see the Mick Fekulas, Alex Smiths, Kiersten Maryotts, and many others. These are the keepers of much ABSEL knowledge and wisdom. These are the go to people when we need to know "who knows." When we look to those who have been here for even fewer years, yet are making substantial contributions, we see the Ken Long's, Lora Reed's and many others. Collegiality and creativity spills forth from these and other members with similar energy and aspirations, as they are adding great content, new ideas, and even new portions to the conference itself. Then, glancing across the program brochures over the very recent past few years, we see members like Debra Good and many others, who are quietly, yet steadily, making high quality contributions each year, establishing the beginning of what can only be envisioned as a very successful ABSEL track record. Finally, for those of you who are new arrivals, we encourage you to contribute, create, and to recognize that your opportunity is here. Be genuine in your contribution; use your authentic voice so we can hear and know you, be bold in your creativity so you can realize what is in you that must come out, and participate to the fullest in the culture of ABSEL.

So, what will the future look like? Clearly the future will reflect the ongoing contributions of those who are actively creating and contributing, and there is a lot of goodness here. Should we grow? Yes, a whole lot in the personal and interpersonal dimensions, while just enough in the size of the organization to maintain the ABSEL culture, the ABSEL style.

ABSELutely yours,
David Rahn
ABSEL President 2015-2016

Program Chair Notes

Welcome to the 43rd ABSEL Conference! This year we have 51 paper presentations, 7 games ready-to-play and one special workshop. It looks that we have just another great conference ahead of us in this spectacular location.

David Rahn asks about the future and maintaining the ABSEL culture and style, which is vital and important question to our community. On one hand, we want to maintain and cultivate our unique culture. On the other hand, we want to develop and attract new people who will become the future of our organization. It is a challenging task but it is important to keep going. I would like to draw your attention to the two significant events. First one is pre-conference workshop that is offered for the first time at this conference. I would like to thank Jan Harris, Bernard Harris, Lora Reed, Maja Zelihic, Ron Magnuson and Ken Long, who are the heart and the spirit of that event. I hope that we will be able to continue creating such events, which aims at attracting new people to ABSEL and promoting our scholarship. Second event is growing number of students papers. We have quite large amount of them this year, which is very good sign for the future. We also have quite a large amount of best paper nominations this year so Hugh Cannon as Dean and the Fellows have difficult task of naming the best ones, but we are grateful for their job. Pat Hendrickson, Carlos Mario Zapata-Jaramillo, Kristie Abston, Ken Long did a wonderful job as track chairs, I hope I did not made them too much of a trouble. David Rahn, Chris Scherpereel and Kiersten Maryott have been sharing their experience and knowledge and coaching me in the process of conference program creation. Alex Smith is the proceedings master and thank to his tremendous work we are growing our knowledge base and number of citations! Mick Fekula's contribution to ABSEL organization is priceless, despite his numerous responsibilities he always finds the time for ABSEL affairs and my tidies questions.

I wish you All great and productive conference. Please do not stop contribute to the ABSEL community and spread the word about the ABSEL family. It also about time to think about next conference in Myrtle Beach, South Carolina.

*Marcin Wardaszko
ABSEL Program Chair, 2016*

ABSEL Board Officers and Members, 2015-2016

<p>President David Rahn California State University, Chico 400 West First Ave Chico, CA. 95929 530-898-6395 drahn@csuchico.edu</p>	<p>President-Elect Chris Scherpereel Northern Arizona University W.A. Franke College of Business PO Box 15066 Flagstaff, AZ 86011-5066 928-523-7831 Chris.scherpereel@nau.edu</p>	<p>Past-President Kiersten M. Maryott Katz Graduate School of Business & College of Business Administration 316 Mervis Hall University of Pittsburgh Pittsburgh, PA 15260 412-624-3817 kmm174@pitt.edu</p>
<p>VP & Program Chair Marcin Wardaszko Kozminski University Jagiellonska 57/59 Warsaw, Mazowieckie 03-301 Poland +48 22 519 22 47 Wardaszko@kozminski.edu.pl</p>	<p>VP & Executive Director Michael J. "Mick" Fekula School of Business Administration University of South Carolina Aiken 471 University Parkway Aiken, SC 29801 Office: 803-641-3340 Cell: 706-513-9040 mickf@usca.edu</p>	<p>Dean of ABSEL Fellows Hugh M. Cannon Wayne State University (emeritus) 4761 Banbury Drive Ogden, UT 84403 248-495-0286 hughmcannon@gmail.com</p>
<p>Proceedings Editor J. Alexander Smith Meinders School of Business Oklahoma City University 2501 North Blackwelder Oklahoma City, Oklahoma 73106 405-208-5114 asmith@okcu.edu</p>	<p>Director of Communications & Webmaster Maja Zelihic Forbes School of Business Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 800-798-0584 x6723 Maja.zelihic@ashford.edu</p>	<p>Director of External Relations & Marketing Dick Teach Ga. Tech – College of Management 800 West Peachtree St. NW Atlanta, GA 30308-0520 404-894-4355(o) / 770-396-5851(h) Richard.Teach@scheller.gatech.edu</p>
<p>Experiential Track Chair & Associate Ed. Kenneth E. Long U.S. Army Command & General Staff College Lewis and Clark Center Department of Logistics & Resource Operations 100 Stimson Ave Fort Leavenworth, KS 66048 913-684-2925 kenneth.e.long20.civ@mail.mil</p>	<p>Innovations and Future Directions in Education Track Chair & Associate Ed. Kristie Abston University of West Florida 11000 University Parkway Building 76A – Room 311 Pensacola, FL 32514 850-474-3422 kabston@uwf.edu</p>	<p>Simulation Track Chair & Associate Ed. Carlos Mario Zapata-Jaramillo Universidad Nacional de Colombia Carrera 80 No. 65-223 Of. M8A-310 Medellin, Antioquia, Colombia +57(4)4255374 cmzapata@unal.edu.co</p>
<p>Games Ready to Play Track Chair & Associate Ed. Pat Hendrickson Central Piedmont Community College PO Box 35009 Charlotte, NC 28235-5009 704-330-4218 Pat.hendrickson@cpcc.edu</p>	<p>Local Arrangements Chair Lora L. Reed College of Business & Professional Studies Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 941-705-0042 Lora.reed@ashford.edu</p>	<p>Director at Large Liz Washington Arnold The Citadel 171 Moultrie Street, Bond 275 Charleston, SC 29445 843-906-5143 Liz.arnold@citadel.edu</p>
<p>Director at Large Jim Cannon Iowa State University 3284 Gerdin Business Bldg College of Business Ames, IA 50010 801-927-7718 jcannon@iastate.edu</p>	<p>Director at Large Bernard Harris U.S. Army Command & General Staff College PO Box 495 Fort Leavenworth, KS 66048 913-306-1479 BFH37@yahoo.com</p>	<p>Director at Large Michal Jakubowski Kozminski University Jagiellonska 57/59 Warsaw, Mazowieckie 03-301 Poland +48-605-666-266 mjakubowski@kozminski.edu.pl</p>
<p>Director at Large Julia Li HCD Global China (Shanghai. Beijing. Shenzhen) +86-21-64731526 Julia@hcdglobal.com</p>	<p>Director at Large Ron Magnuson Katz Graduate School of Business & College of Business Administration University of Pittsburgh, 310 Mervis Hall 3950 Roberto Clemente Dr. Pittsburgh, PA 15260 412-648-1563 rmagnus@katz.pitt.edu</p>	<p>Director at Large Motonari Tanabu Yokohama National University 79-4 Tokiwadai, Hodogaya-ku Yokohama, Kanagawa, Japan 2408501 +81-45-339-3744 tanabu@ynu.ac.jp</p>

ABSEL Fellows

Phil Anderson	2003	Ron Jensen	1998
William D. Biggs	1988	Lane Kelly	1999
Alvin C. Burns	1993	J. Bernard Keys	1987
John Butler	2001	Leigh Lawton	2009
Hugh Cannon	1998 *	Nancy Leonard	2002
Jimmy M. Chang	2010	Peter Markulis	2007
Susan Chesteen	2000	Sandy Morgan	2003
Dick Cotter	2000	Carl Nielsen	1999
Ralph Day	1989	John Overby	2000
John Dickinson	2015	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
Arata Ichikawa	2015	Joseph Wolfe	1989

* Dean of the Fellows

ABSEL 2016 Program Schedule

Wednesday, March 23

9:00 a.m. – 3:00 p.m.	Pre-conference workshop	Eglinton / Winton
2:00 p.m. – 6:00 p.m.	ABSEL Registration	2nd Level Foyer
3:00 p.m. – 5:00 p.m.	ABSEL Board Meeting	Chequers
6:00 p.m. – 8:00 p.m.	ABSEL Reception - Hors d' oeuvres	River Room

Thursday, March 24

7:30 a.m. – 3:00 p.m.	Registration Open Breakfast	2nd Level Foyer On Your Own
8:00 a.m. – 8:50 a.m.	Plenary Session David Rahn, ABSEL President Marcin Wardaszko, ABSEL Program Chair	Marlborough A+B

Plenary Session

8:00 a.m. – 8:50 a.m. **Marlborough A+B** **Thursday, March 24**

ABSEL interactive session

David Rahn, ABSEL, President - Welcome Remarks

Hugh Cannon, ABSEL Dean of Fellows – Our Mission and the ABSEL spirit

Marcin Wardaszko, ABSEL 2016 Program Chair - Future challenges, plans and roundtable invitation

Marcin Wardaszko, Michal Jakubowski and Anna Ruskowska - “Gamestorming” session on revising the ABSEL website: a chance to engage in building the future. During this 30 minutes icebreaker session, attendees will be able to share their ideas on the information and web-based content that ABSEL should make available to its members and our community. The session concludes with brief illustrations of the projects to be displayed later in the conference.

EXPERIENTIAL

9:00 a.m. – 5:00 p.m.

Cambridge

Thursday, March 24

BOLD text indicates Best Paper nominations

9:00 – 10:00 a.m.

Session Chair: Hamada

- DEVELOPMENT OF BASE SUPPLY CHAIN COLLABORATION GAME**
(Tomomi Kaneko, Ryoju Hamada, Masahiro Hiji)
- THE GAME OF BRAND MANAGEMENT: A CLASSROOM GAME OF COMPETITION SIMULATING BRAND PORTFOLIO DEVELOPMENT ACROSS THE CONSUMER FUNNEL *(Paulo Alves)*

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

Session Chair: Hoover

- An Organizational Development Approach to Experiential Learning with Millennials**
(J. Duane Hoover, Robert C. Giambatista, Lori Tribble)
- Experiential Learning Potential as a Function of Psychological Predispositions and Demographic Variables** *(Lori Tribble, Robert C. Giambatista, J. Duane Hoover)*

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Marlborough A+B

1:30 – 3:00 p.m.

Session Chair: Rahn

- BRIDGING THE GAP BETWEEN ACADEMIA AND INDUSTRY IN HOSPITALITY: USING REAL LIFE CASE STUDIES *(Alison Green, Mehmet Erdem)*
- GETTING REAL WITH EXPERIENTIAL: GET YOUR STUDENTS LAUNCHED IN THE VERY NEXT ENTREPRENEURSHIP COURSE YOU TEACH *(David Rahn)*
- Launching New Doctoral Students: Embracing the Hero's Journey** *(Daphne DePorres, Roland Livingston)*

3:00 – 3:30 p.m.

- Networking Break – Marlborough A+B

3:30 – 5:00 p.m.

Session Chair: Abston

- PURPOSEFUL HAZE: A TEAM PROJECT IN ORGANIZATIONAL BEHAVIOR
(Kristie Abston)
- DEVELOPING RECRUITERS: AN EXPERIENCED-BASED PROJECT FOR HIRING
(Debbie Good)
- Summiting Mount Everest; An Experiential Learning Application for Organizational Behavior *(Sharon Beaudry)*

SIMULATIONS

9:00 a.m. – 5:00 p.m.

Prince of Wales

Thursday, March 24

BOLD text indicates Best Paper nominations

9:00 – 10:00 a.m.

Session Chair: Thavikulwat

- Drama Measures Applied to a Large Scale Business Game** (*Geraldo Xexeo, Eduardo Mangeli, Luis Fernando Oliveira*)
- Can action complexity be used to measure the effectiveness of an educational game?** (*Precha Thavikulwat, Jimmy Chang, Bosco Yu*)

10:10 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

Session Chair: Gold

- DESIGN AND EFFECTIVENESS OF A SELF-STUDY PEDAGOGICAL APPROACH TO USING A SIMULATION GAME IN THE CLASSROOM** (*Steven Gold*)
- SIMULATIONS FOR STRATEGY COURSES: MEASURING TEAMWORK (*Larry Chasteen*)
- Process-oriented research method for teamwork effectiveness assessment in business simulation games** (*Anna Ruskowska, Marcin Wardaszko*)

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Marlborough A+B

1:30 – 3:00 p.m.

Session Chair: Jakubowski

- Post Experience Techniques to Enhance Learning in Total Enterprise Simulations (*Chris Papenhausen*)
- Intermediate Measures of Performance 2.0 – achievement systems in simulation games development (*Michal Jakubowski*)
- Anxious Design: Benefits of designing simulators with structural elements that generate anxiety (*Alfonso Atala Layun*)

3:00 – 3:30 p.m.

- Networking Break – Marlborough A+B

3:30 – 5:00 p.m.

Session Chair: Wardaszko

- THE ROLE OF GENDER IN ENTREPRENEURIAL LEADERSHIP SKILLS TRAINING** (*Verona Edmond, David Brannon, Alice Stewart, Jacqueline Williams*)
- Influencing attitudes towards entrepreneurship with digital game-based educational experience in secondary education** (*Marcin Wardaszko, Helmut Wittenzellner, Paulina Holzmann, Anna Winniczuk*)

INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

9:00 a.m. – 5:00 p.m.

Chequers

Thursday, March 24

BOLD text indicates Best Paper nominations

9:00 – 10:00 a.m.

Session Chair: Smith

- The Relationship Between Classified Difficulty and Implausible Distractors in Multiple-Choice Questions (*J. Alexander Smith, John Dickinson*)
- Enhancing Effectiveness in Curriculum: Necessary Changes (*Gerald Goldstein, Blaine Lawlor, John Batchelor, Gayle Baugh, Melissa Brode*)

10:10 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

Session Chair: Cannon

- TEACHING VALUES: AN EXPERIENTIAL APPROACH** (*Hugh Cannon, James Cannon, Bryon Geddes, Andy Feinstein*)
- CONCEPTS IN CONTRAST: DEMONSTRATING DISPARATE LEADERSHIP STYLES THROUGH THE LAST CASTLE** (*Mick Fekula, William Sharbrough*)

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Marlborough A+B

1:30 – 3:00 p.m.

Session Chair: Gosenpud

- A Project Management Focus: A Way for ABSEL Grow (*Jerry Gosenpud*)
- Vicarious Observational Learning through Visual Media: The 12 Angry Men Film as an Organizational Behavior Primer** (*J. Duane Hoover*)
- From Brynania to business: designing an evidence-based education simulation from an exploration of a blended real-time model (*Nancy Nowlan*)

3:00 – 3:30 p.m.

- Networking Break – Marlborough A+B

3:30 – 5:00 p.m.

Session Chair: Reed

- Virtual University Think Tank: A Mixed Methods Inductive Exploratory Analysis (*Lora Reed, Alan Swank, Maja Zelihic*)
- Virtual Student Club Start Up: Learning Together in Virtual Learning Community** (*Lora Reed, Marvee Marr, Alan Swank*)

GAMES READY TO PLAY

9:00 a.m. – 5:00 p.m.

Eglinton / Winton

Thursday, March 24

9:00 – 10:00 a.m.

- A TINY SALES-TO-COST GAME FOR NEWCOMERS TO SOCIAL SYSTEMS GAMING (*Arata Ichikawa, Manabu Ichikawa*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

- E-Business for Entrepreneurs (*David Rahn*)

12:00 – 1:30 p.m.

- Lunch/Business Meeting – Marlborough A+B

1:30 – 3:00 p.m.

- The Timber Game (*Chris Cassidy, Eduardo de Luna-Solis, Devin McCullough, Dallas Brozik*)

3:00 – 3:30 p.m.

- Networking Break – Marlborough A+B

3:30 – 5:00 p.m.

- DEVELOPING VALUE-DRIVEN MISSION STATEMENTS (*Ann Paulins, Julie Hillery, Aaron Sturgill*)

Friday, March 25

7:00 a.m. – 8:25 a.m.

Mtg. of New ABSEL Board
Breakfast

Cambridge
On Your Own

EXPERIENTIAL

8:30 a.m. – 3:30 p.m.

Cambridge

Friday, March 25

BOLD text indicates Best Paper nominations

8:30 – 10:00 a.m.

Session Chair: Tanabu

- Helping students identify and respond to hardball tactics in negotiation: a series of classroom activities (*Ed Wertheim*)
- THE GAME OF THE “IN” & “OUT” GROUPS (*Peter Markulis, Daniel Strang*)
- On Use of Linguistic and Qualitative Games in Formulation of Platform-Business Strategy Organization (*Motonari Tanabu, Ryo Sato*)

10:00 – 10:30 a.m.

- Break

10:30 – 12:00 p.m.

Session Chair: Green

- The Strategic Consulting Experience: Providing Experiential Learning Opportunities with an MBA Program (*Ronald Green, Sara Williams*)
- DOING DECA: ANATOMY OF AN EXPERIENTIAL PROGRAM INITIATIVE** (*Bryon C. Geddes, Hugh Cannon, Philip Lee, Karman Wilson, Matthew Harris*)

12:00 – 1:25 p.m.

- Celebration Lunch – Marlborough A+B

1:30 – 3:30 p.m.

Session Chair: Scherpereel

- EXPLORING ABSEL USING SOCIAL NETWORK ANALYSIS (*Chris Scherpereel*)
- Flipped classroom experience (*Jan Harris, Bernard Harris, Lora Reed, Maja Zelihic, Ron Magnuson, Ken Long*)

SIMULATIONS

8:30 a.m. – 3:30 p.m.

Prince of Wales

Friday, March 25

BOLD text indicates Best Paper nominations

8:30 – 10:00 a.m.

Session Chair: Palia

- The use and non-use of business simulations, games and in-class experiential learning exercises: The initial report (*Richard Teach, Gita Govahi*)
- The Search for Optimum Business Simulation Decisions: Can They Be Found? (*Kenneth Goosen*)
- Improving Profitability Via Cost Control With The Cost of Production Performance Package** (*Aspy Palia, Jan De Ryck*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

Session Chair: Halpin

- STIB: The Systemic Thinking Inventory for Business (*Raghu Kurthakoti, Annette Halpin*)
- Intercorrelations of Measures of Forecasting Accuracy and a *Recommendation* (*John Dickinson*)
- A STUDY OF THE ACQUISITION OF COMPETITIVE INFORMATION IN BUSINESS SIMULATIONS (*Peter Markulis, Michael Nugent, Daniel Strang*)

12:00 – 1:25 p.m.

- Celebration Lunch – Marlborough A+B

1:30 – 3:30 p.m.

Session Chair: Brozik

- VALUE: A B2B closed bidding game (*Richard Teach, Luiz Titton, Chanate Ratanaubol*)
- MYPMGAME CANVAS - THE 12 STEPS FOR DESIGNING A PROJECT MANAGEMENT GAME (*Christian Karl*)
- ETHICAL BUSINESS LEADERSHIP: A SIMULATION TO DEVELOP VALUE-DRIVEN MISSION STATEMENTS** (*Ann Paulins, Julie Hillery, Aaron Sturgill*)
- The Timber Game: Teaching Sustainability Concepts Using the Prisoners Dilemma (*Chris Cassidy, Dallas Brozik, Devin McCullough, Eduardo de Luna-Solis*)

Special Sessions

10:30 a.m. – 3:00 p.m.

Chequers

Friday, March 25

10:30 – 12:00 p.m.

- Using Simulation, 360-degree Feedback, a Balanced Scorecard, and AARs to Assess Individual and Team Performance in Different Delivery Formats (*James Caruso*)

1:30 – 3:00

- Open round table discussion. During the first day of the conference Program and Track Chairs will collect all the ideas for roundtable discussions. If you have an interesting discussion topic that other people also find interesting, please find us and we will put on the program and invite people for a round table discussion.

GAMES READY TO PLAY

8:30 a.m. – 3:00 p.m.

Eglinton / Winton

Friday, March 25

8:30 – 10:00 a.m.

- HR in Health Administration Simulation (*David Rahn*)

10:00 – 10:30 a.m.

- Coffee Break – On Your Own

10:30 – 12:00 p.m.

- Strategy4innovators-training without software? The revised concept of the board game SysTeamsRYBI – realize your business ideas! (*Helmut Wittenzellner, Herbert Schmidt, Willy Kriz*)

12:00 – 1:25 p.m.

- Celebration Lunch – Marlborough A+B

1:30 – 3:00 p.m.

- Learning Business by Doing Business with TOPSIM (*Thomas Weber*)

ABSEL 2016 Program Session Abstracts (Wednesday March 23)

PRE-CONFERENCE WORKSHOP

9:00 a.m. – 3:00 p.m.

Eglinton / Winton

Wednesday, March 23

BUILDING EXPERIENTIAL LEARNING CURRICULUM

Jan Harris

U.S. Army Command &
General Staff College

janetta.l.harris2.civ@mail.mil

Bernard Harris

U.S. Army Command &
General Staff College

bernard.f.harris.civ@mail.mil

Lora L. Reed

Ashford University

Lora.reed@ashford.edu

Maja Zelihic

Ashford University

Maja.zelihic@ashford.edu

Ron Magnuson

University of Pittsburgh

ram82@pitt.edu

Ken Long

U.S. Army Command &
General Staff College

Kenneth.e.long20.civ@mail.mil

Overview:

- Hands-on workshop that results in a “lesson ready to teach” that incorporates the principles of the flipped classroom, problem based-learning, and adult learning.
- Discussions will include: the flipped classroom concept, the Kolb experiential learning cycle, Bloom’s taxonomy of learning, learning preferences using the Brain Mode Power instrument, reflective learning journals and the use of design-based collaborative mind-mapping.
- We will also learn how to produce/publish/manage your own videos into a body of knowledge that can support your teaching program in both the physical and distance learning environments. (see Dr. Long’s work at <https://kansasreflections.wordpress.com/youtube-video-links/>)
- Supported by online conferences to share ideas, learn technical skills and a curriculum design

Preliminary Program and Topics:

9:00 – 12:00 p.m.

- Roundtable discussions with high quality scholars examining best practices and research results
- Consultation model of flipped classroom experience; Faculty roles; Storyboarding; Assessing preparation and contributions; Sample lesson designs from professional experience (management education; doctoral education; professional education)
- Application of freeware for developing snippets of flipped classroom materials (Jing: video; Audacity: video; demo of Camtasia Suite ; Importing video mini-lectures from webcams, HD recorders

12:00-13:00: Lunch

13:00-14:00: Practical application of developing flipped materials (voice overs, movies, quizzes, surveys)

14:00-15:00: Facilitated curriculum design workshop; applying the principles, techniques we have covered

ABSEL 2016 Program Session Abstracts (Thursday, March 24)

EXPERIENTIAL

9:00 a.m. – 10:00 a.m.

Cambridge

Thursday, March 24

Session Chair: Ryoju Hamada

DEVELOPMENT OF BASE SUPPLY CHAIN COLLABORATION GAME

Tomomi Kaneko
Hokkaido University of Science,
Junior College
kaneko@hus.ac.jp

Ryoju Hamada
Sirindhorn International Institute of
Technology, Thammasat University
hamada@siit.tu.ac.th

Masahiro Hiji
Accounting School,
Tohoku University
hiji@econ.tohoku.ac.jp

Many books describe Supply Chain Collaboration (SCC), an important idea in the business world. Numerous successful examples of SCC are described in these books. Basic contents of teaching SCC at a university are explanation of SCC's theory and successful case studies. Moreover, some teachers use SCC computer games in the lecture as educational assistance. Regarding development of a SCC computer game themselves, the more they want to teach SCC knowledge, the more the computer game becomes complicated. These circumstances are satisfied by teachers, but students might feel embarrassment. Students, except some very good students, assume that managing SCC theory and many parameters for operating SCC computer game are extremely difficult, such that they cannot be used. To resolve these misunderstandings, the authors developed simple SCC analogue games. As described in this report, the basic idea of BASE SCC games and the educational effectiveness of applying SCC games to the lecture of SIIT Thammasat University are introduced.



THE GAME OF BRAND MANAGEMENT: A CLASSROOM GAME OF COMPETITION SIMULATING BRAND PORTFOLIO DEVELOPMENT ACROSS THE CONSUMER FUNNEL

Alves, Paulo Vicente dos Santos
Fundação Dom Cabral -FDC
paulo.alves@fdc.org.br

This article introduces a game for classroom use based on a simplified model brand management, The markets consists of five different segments, and the brands are developed through many types of promotion actions along a consumer funnel. It was designed for a three-hour session, in a classroom, with up to thirty participants, but preferably with around sixteen participants.

The model simulates the difficulty of developing all brands together, and therefore the students must make choices. It highlights the importance of different promotion actions as the brand develops in the market, as well as positioning and segmentation.

The model is simple to give the students a better view of the possibilities, and yet the possible combinations and adaptations are so many, that no two games will be the same.



SIMULATIONS

9:00 a.m. – 10:00 a.m.

Prince of Wales

Thursday, March 24

Session Chair: Precha Thavikulwat

DRAMA MEASURES APPLIED TO A LARGE SCALE BUSINESS GAME

Geraldo Xexéo
Universidade Federal do Rio
de Janeiro
xexeo@cos.ufrj.br

Eduardo Mangeli
Universidade Federal do Rio
de Janeiro
mangeli@cos.ufrj.br

Luís Fernando Oliveira
Universidade Federal do Rio
de Janeiro
lfvsmo@cos.ufrj.br

We propose different measures for the quality criterion Drama, using a generic game model. Drama can be described as the possibility to win the game for someone in a weaker position. We extend the current criterion, proposed by Thompson and formalized by Browne, for two player games with a single winner to multiplayer games, and validate it in a national football championship, studying the evolution of Drama among different competitions. Also, we evaluate the Maximum Drama Path (MDP) concept in a large scale business game. The analysis investigates how the changes in some of the game parameters influence the overall Drama in different series, at the same tournament edition, and in different tournaments of the game. This paper introduces player position as a feature taken into account in the analysis as well the Maximum Drama Path (MDP) concept. Furthermore, it also shows how the Drama measures can be used as a tool to improve the game's appeal as well as the players' engagement in a business game.

CAN ACTION COMPLEXITY BE USED TO MEASURE THE EFFECTIVENESS OF AN EDUCATIONAL GAME?

Nominated For



Precha Thavikulwat
Towson University
pthavikulwat@towson.edu

Jimmy Chang
The Hong Kong Polytechnic
University
jimmy.chang@polyu.edu.hk

Bosco Wing Tong Yu
The Hong Kong Polytechnic
University
wtongyu@speed-polyu.edu.hk

We distinguish between design complexity, which is an attribute of an exercise, and action complexity, which is the extent to which participants of an exercise act in a variety of ways. We propose that the action complexity of an exercise be measured by calculating the χ^2 of the difference between the minimum-action and actual-action states of key decisions by the participants of the exercise. We suggest applications, and consider if action complexity might be used to measure the effectiveness of an educational game. We describe the design of our multinational business game, and find in a 235-undergraduate, one-semester administration of the game to two subpopulations that, as hypothesized, (a) the action complexity of participants' nationality in the game corresponds with the participants' personal performance scores at the midpoint and endpoint of the games' duration, and (b) the same measure also corresponds with the relative personal performance scores of the two subpopulations. We conclude that action complexity may be a better measure of the effectiveness of an educational game than conventional surveys and test scores, and may also be better than the number of decisions per period, an established design complexity measure.

INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

9:00 a.m. – 10:00 a.m.

Chequers

Thursday, March 24

Session Chair: J. Alexander Smith

THE RELATIONSHIP BETWEEN CLASSIFIED DIFFICULTY AND IMPLAUSIBLE DISTRACTORS IN MULTIPLE-CHOICE QUESTIONS

J. Alexander Smith
Oklahoma City University
asmith@okcu.edu

John R. Dickinson
University of Windsor
MExperiences@bell.net

Published banks of multiple-choice questions are ubiquitous, the questions in those banks often being classified into levels of difficulty. The specific level of difficulty into which a question is classified might or should be a function of the question's substance. Possibly, though, insubstantive aspects of the question, such as the incidence of incorrect answers that are readily dismissed, also affect the difficulty level into which a question is classified. The present research investigates the relationship between classified question difficulty and the incidence of implausible incorrect answer options.



ENHANCING EFFECTIVENESS IN CURRICULUM: NECESSARY CHANGES

Blaine Lawlor
University of West Florida
blawlor@uwf.edu

Gerald Goldstein
University of West Florida

John Batchelor
University of West Florida

Gayle Baugh
University of West Florida

Melissa Brode
University of West Florida

The launch of a fully online MBA program suggested a review of course design and faculty were requested to consider attributes that may enhance the effectiveness in attaining the student learning outcomes. Changes were made to the instructional delivery of courses. The first change made was the introduction of a course component directed toward financial statement analysis. Instruction in this area included how to compute profitability, liquidity and leverage ratios as well the use of the DuPont Formula to synthesize financial data to determine outcomes critical to business decisions. The paper attempts to evaluate the effectiveness of changes made in student learning outcomes.

GAMES READY TO PLAY

9:00 a.m. – 10:00 a.m.

Eglinton / Winton

Thursday, March 24

A TINY SALES-TO-COST GAME FOR NEWCOMERS TO SOCIAL SYSTEMS GAMING

Arata Ichikawa
Ryutsu Keizai University
ichikawa@rku.ac.jp

Manabu Ichikawa
National Institute of Public Health, Japan

The game can be played through a 30-minute demonstration of this typical business game. Even though the game is one of a series of tiny games, such as Tiny Price-to-Cost Game played at ABSEL 2013 and Tiny Production-to-Cost Game played at ABSEL 2014, it is a rather real business game as its main core model involves the 3C factors, consumer, competitor, and company. As a tiny simple game, this game uses neither computers nor even calculators. Only needed are one dice for a game-run and a few gaming-paper-sheets for each player. Besides, one facilitator can manage up to 50 player-run and one additional assistant per additional 50 players. The game would be appropriate for not only an ice-breaking to MBA business games but also an introduction to MPA social systems gaming. It should be pointed out that those who may hesitate to do some communication activities in a typical ice-breaking game against their own social attitude would play the game so easily with little embarrassment that the game does not directly force them to be divided into small groups.

COFFEE BREAK

10:00 a.m. – 10:30 a.m.

On Your Own

Thursday, March 24

EXPERIENTIAL

10:30 a.m. – 12:00 p.m.

Cambridge

Thursday, March 24

Session Chair: J. Duane Hoover

AN ORGANIZATIONAL DEVELOPMENT APPROACH TO EXPERIENTIAL LEARNING WITH MILLENNIALS

Nominated For

Best  Paper

J. Duane Hoover
Texas Tech University
duane.hoover@ttu.edu

Robert C. Gaimbatista
University of Scranton

Lori Tribble
Texas Tech University
loritribble@gmail.com

The current generation of students, often labeled as Millennials, present unique challenges to ABSEL educators. Certain characteristics of Millennials can produce a potential source of resistance to learning by means of experiential learning and simulation. This paper develops conceptual models based on organizational development approaches to change that can address newly emerging trends towards a preference in current students for simplicity and economy in data/information processing as opposed to the requisite willingness to address systemic complexity. Societal trends towards Millennial personality traits, including narcissism, are also examined. The characteristics of classic organizational development technologies and Millennial culture are interwoven to identify potential hindrances and opportunities for experiential learning and simulation.

EXPERIENTIAL LEARNING POTENTIAL AS A FUNCTION OF PSYCHOLOGICAL PREDISPOSITIONS AND DEMOGRAPHIC VARIABLES

Nominated For



Lori Tribble
Texas Tech University
loritribble@gmail.com

Robert C. Gaimbatista
University of Scranton

J. Duane Hoover
Texas Tech University
duane.hoover@ttu.edu

This paper addresses experiential learning as a function of psychological predispositions and demographic variables. Literature is lacking in these areas and factors have not been considered in the research of experiential learning. We include an analysis of psychological factors such as regulatory focus, locus of control, tolerance for ambiguity, need for structure, and narcissism and consider how these factors impact demographic variables in the context of experiential learning. Based on the literature and the logic that we provide, we suggest several areas for future research, as well as providing propositions that we believe will uphold pending future research.

SIMULATIONS

10:30 a.m. – 12:00 p.m.

Prince of Wales

Thursday, March 24

Session Chair: Steven Gold

DESIGN AND EFFECTIVENESS OF A SELF-STUDY PEDAGOGICAL APPROACH TO USING A SIMULATION GAME IN THE CLASSROOM

Nominated For



Steven Gold
Rochester Institute of Technology
stevengold@saunders.rit.edu

An innovative pedagogy is presented in which a simulation is designed and used as a self-study where students “learn by doing” on their own and at their own pace without direct instructor involvement. The learning effectiveness of the simulation self-study approach is tested in an economics course with respect to how it impacts student performance. It was found that the self-study, as a supplemental tool, had a significant and positive impact on student exams and the course grades.



SIMULATIONS FOR STRATEGY COURSES: MEASURING TEAMWORK

Larry Chasteen
University of Texas at Dallas
chasteen@utdallas.edu

Simulations are an important part of capstone strategy courses - they facilitate transfer of training by providing "learning-by-doing" opportunities to the students. They also allow instructors to provide authentic activities situated amidst relevant context, enable learners to grasp not just 'how' an activity must be done, but the 'why,' the 'what, and the 'with whom.' Simulations have become an accepted part of strategy classes both at the undergraduate and graduate levels. One area that has not been fully explored is the impact of teamwork on simulation results. Professors using simulations believe anecdotally what the literature on teamwork has suggested for decades: the quality of team processes is directly correlated to the quality of team results. However, detailed measurements are lacking. This paper uses a graduate strategy course as an exploratory study to see if there was a relationship between teamwork and team results. It then includes a just completed graduate course to provide additional data for this study which illustrates some of the complexity in evaluating team performance.



PROCESS-ORIENTED RESEARCH METHOD FOR TEAMWORK EFFECTIVENESS ASSESSMENT IN BUSINESS SIMULATION GAMES

Nominated For



Anna Ruskowska
Kozminski University
aruszkowska@kozminski.edu.pl

Marcin Wardaszko
Kozminski University
wardaszko@kozminski.edu.pl

The current state of the art in teamwork effectiveness research in business simulation games pictures this field to be quite extensively examined already. Nevertheless, a substantial – and still growing – number of studies does not offer any explicit conclusions on effectiveness in computer-assisted learning, especially in teams. Many authors point, amongst other reasons, to the lack of overarching research methodology to be the cause of this difficulty. In this paper some of the troublesome methodological aspects of teamwork effectiveness research in business simulation games are addressed by proposing a research methodology that combines process- and outcome-oriented approaches and measuring tools together. This paper describes the process of implementation and some sample results of a quasi-experimental comparative study based on two, compared in pairs, groups of students – participants of business simulation games courses. As a result, there emerges a methodology that brings particular elements of qualitative and quantitative paradigms and methods – as complementary – together in order to bring a broader picture of the research situation to the scene. The authors argue that this approach might make it possible to obtain more conclusive and easier to interpret research results with respect to teamwork effectiveness in business simulation games.

INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

10:30 – 12:00 p.m.

Chequers

Thursday, March 24

Session Chair: Hugh M. Cannon

TEACHING VALUES: AN EXPERIENTIAL APPROACH

Nominated For



Hugh M. Cannon
Wayne State University
(emeritus)
hughmcannon@gmail.com

James N. Cannon
Iowa State University
jcannon@iastate.edu

Bryon C. Geddes
Dixie State University
geddes@dixie.edu

Andrew Hale Feinstein
San Jose State University
andy.feinstein@sjsu.edu

Teaching values provides a particularly difficult challenge, relative to teaching concepts. We define concepts as the knowledge structures and thought processes by which students classify elements of a situation and identify the patterns of cause and effect. Values are defined as the relative importance students place on their interests and objectives. While it is relatively easy for a teacher to illustrate the importance of concepts to students' interests and objectives, it is much more difficult for teachers to influence the interests and objectives themselves. While concepts are attempts to objectively represent reality, interests and objectives tend to be seen as subjective expressions of each student's unique personality. However, students' interests and objectives can be influenced by education, and some interests and objectives are more desirable than others from the perspective of society, employers, and the students' own well-being. This paper addresses the problem of teaching values from the perspective of motivational theory and Kolb's experiential learning theory. Kolb's theory suggests that the degree of involvement in an experiential exercise will determine the degree to which students internalize the consequences of their decisions, and hence, are motivated to reassess their values.



CONCEPTS IN CONTRAST: DEMONSTRATING DISPARATE LEADERSHIP STYLES THROUGH THE LAST CASTLE

Michael J. "Mick" Fekula
University of South Carolina Aiken
mickf@usca.edu

William Sharbrough
The Citadel, The Military College of South
Carolina
sharbroughw@citadel.edu

The Last Castle provides a unique opportunity to contrast two opposing leadership styles and examine a wide range of organizational behavior concepts through examples exhibited by both the antagonist and protagonist. In the movie, famed and highly decorated army general Eugene Irwin is sent to a maximum security military prison for disobeying an order that yielded a negative outcome. Colonel Winter, the prison warden admires Irwin prior to meeting him, but their leadership values clash because Winter uses suspect methods in order to maintain discipline in the prison. Although General Irwin tries to avoid a leadership role, the unjust treatment of the inmates cannot be ignored. As any capable leader would, Irwin takes command of the situation. In general, various scenes in the movie show traits, motives, behaviors, and style. In particular, students can examine specific personality traits, leadership motives, charisma and transformational characteristics, consideration and structure, leadership grid styles, contingency and situational leadership, crisis leadership, and leadership ethics. This presentation includes a six-page handout designed to systematically guide students through an analysis of the movie as it aligns with organizational behavior and leadership concepts. Although the handout corresponds to a particular textbook, the concepts and vocabulary can be readily adjusted to many organizational behavior and leadership textbooks.

GAMES READY TO PLAY

10:30 a.m. – 12:00 p.m.

Eglinton / Winton

Thursday, March 24

E-BUSINESS FOR ENTREPRENEURS

David Rahn
California State University, Chico
drahn@csuchico.edu

Immerse and engage your students in an experiential exercise structured as a class wide competition to set up and succeed running an online business! All the tools and training are provided and students learn to build a basic web site, create a marketing campaign, and then measure the results of the marketing campaign using web analytics tools. This simulation demonstrates a combination of an experiential learning approach with a gamification approach in order to create an immersive and engaging student learning experience. Businesses for this exercise may come from participants original ideas, selected by voting on student ideas and forming teams around the winning ideas, or student teams may join up with a local non-profit and raise awareness and money for their cause. Non-profits can be identified by instructors or student teams. Instructors can choose to have students participate in groups or individually in this exercise.

LUNCH / BUSINESS MEETING

12:00 p.m. – 1:30 p.m.

Marlborough A+B

Thursday, March 24

EXPERIENTIAL

1:30 p.m. – 3:00 p.m.

Cambridge

Thursday, March 24

Session Chair: David Rahn

BRIDGING THE GAP BETWEEN ACADEMIA AND INDUSTRY IN HOSPITALITY: USING REAL LIFE CASE STUDIES

Alison Green
University of West Florida
green@uwf.edu

Mehmet Erdem
University of Nevada

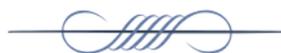
This article offers a detailed description of the successful use of Experiential Learning Techniques in a hospitality classroom setting. The authors argue that the use of such instructional approaches will bridge the existing gap between hospitality education and the competencies employers expect from graduates of hospitality programs.



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

David Rahn
California State University, Chico
drahn@csuchico.edu

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



LAUNCHING NEW DOCTORAL STUDENTS: EMBRACING THE HERO'S JOURNEY

Nominated For



Daphne DePorres
Colorado Technical University
ddeporres@ctuonline.edu

Roland Livingston
Colorado Technical University
RLivingston@ctuonline.edu

Successful study in doctoral education is a complex matter. Although doctoral students are a highly select group, some never finish. This case explores the value of a two-hour experiential activity that facilitates the confidence and comfort levels of students entering a doctoral program. It also explores the perceptions of students entering a doctoral program with an eye toward how doctoral faculty and administration can continuously improve the doctoral student experience, retention, and graduation rates. The Hero's Journey, an archetypal myth articulated most popularly by Joseph Campbell that explains the nature of the world and of life was utilized as the substrate for the experiential activity. The Hero's Journey has been used to explain how one must overcome one's faults and weaknesses in order to reemerge as a mature, productive member of one's society. The workshop began with a pre-test. Students were asked to respond to the question: How excited are you to be getting started? On a Likert Scale of 1 to 10, with 1 being not excited at all and 10 being quite excited, most people were in the range of 5 to 10. This suggests that they were interested and looking forward to getting started. A second question was asked: How anxious are you, as you get started? On a Likert Scale of 1 to 10, with 1 being quite anxious and 10 being not anxious at all, most people were in the 1 to 5 range. This suggests that there was a palpable amount of anxiety, not knowing just what to expect.

Students entering, as a new cohort in a doctoral program, were shown a short video that explains the essence of the Hero's Journey. As the students answered a series of other questions, they were guided through the phases of the Hero's Journey and encouraged to reflect upon what called them to doctoral study and what they felt must be shifted in their lives to make room for such an undertaking. By sharing those thoughts with other new students, a community of learners began to form and individual students found themselves in the midst of others who had similar feelings about the call to doctoral study, as well as what some of the challenges might be in order for any of them to be successful. Further discussions regarding the tests, tasks and ordeals they had already begun to deal with, or had overcome, afforded yet another opportunity to see themselves in the experiences that were shared. This process helped to solidify the notion that challenges might yet occur, and that they could be dealt with effectively. A post-test, after the two-hour presentation revealed that the level of excitement about beginning the journey had moved up from 5 to 10 on a Likert Scale, to 7 to 10. The level of anxiety had decreased substantially.

SIMULATIONS

1:30 p.m. – 3:00 p.m.

Prince of Wales

Thursday, March 24

Session Chair: Michal Jakubowski

POST EXPERIENCE TECHNIQUES TO ENHANCE LEARNING IN TOTAL ENTERPRISE SIMULATIONS

Chris Papenhausen
University of Massachusetts Dartmouth
cpapenhausen@umassd.edu

Recent changes in the composition of higher education enrollments indicate the need to adopt new learning methods. The National Center for Education Statistics (2015) reports that students over 25 years of age currently represent

approximately 40 percent of all college students, and this percentage is expected to increase in the next few years. Employer and employee needs are changing too. A study by the Society for Human Resource Management (2008) finds that Human Resource professionals and employees both reported that adaptability/flexibility and critical thinking/problem-solving skills were growing in importance. One type of learning in particular offers high potential to meet these changing demands: experiential learning.

Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience (Kolb, 1984, p. 41) Experiential learning theories were originated primarily by John Dewey, Kurt Lewin, and Jean Piaget (Hickcox, 1991.) These foundations arose from a particular epistemological view: education is a process of individual perception of experiences, which means that knowledge is constructed and each person creates their own unique reality (Yardley, Teunissen, and Dornan, 2012.) Largely a reaction against the then prevailing view that "true" knowledge was to be provided by an instructor to the student, Dewey et al. provided for a student centered mode of learning. While we agree that experiential exercises should be student centered, we also argue here that an instructor can choose those techniques that best guide the student towards the most effective learning outcomes.

Following Lederman (1992), we focus on the post experience analytical process or the debriefing session. She defines debriefing as a process in which people who have had an experience are led through a purposive discussion of that experience (p. 146.) In addition, Debriefing aims to use the information generated during the experimental activity to facilitate learning for those who have been through the process (Lederman, 1992:147).



INTERMEDIATE MEASURES OF PERFORMANCE 2.0 – ACHIEVEMENT SYSTEMS IN SIMULATION GAMES DEVELOPMENT

Michał Jakubowski
Kozminski University, Poland
mjakubowski@kozminski.edu.pl

Recent attention around using game design elements and techniques in non-game contexts which is recognized as gamification (Deterding 2011) has got influence on the games medium as well. That includes serious games and its subcategory – simulation games. As gamifying simulation games Author takes into account implementation of design mechanism called 'achievement'.

Achievements in video games are rewards or recognition earned by players for in-game accomplishments (Blair 2011). In 2005 Microsoft introduced new feature of Gamerscore that was tracking players actions and rewarding them with external point system connected with Xbox 360 players profile. To earn Gamerscore player needs to pass certain conditions that are set by game designers. Combining conditions, value and specific name designers are creating achievements that are now available in majority of video games (including smart-devices and social networks games). Whole communities started to gather together on online forums just to exchange ways of completing every achievement in particular game and discuss solutions for most demanding tasks. Addictive characteristics of virtual rewards as achievements were incorporated also by software developers and startups. To give an example – Duolingo, mobile and web application created for teaching various languages is visualising users skillset of certain language by achievements. Achievements are treated as extrinsic motivators to fulfill conditions, but system of achievements can be perceived as intrinsically motivating – need of getting whole collection of virtual prizes or just more than other players is strong for all of us.

Popularity of that mechanic among players and the quite easy way of creating such rewards is faintly appearing in simulation games. Authors first contact with achievements in that genre was back in fall 2014 when achievements were introduced into Marketplace Live simulation (ILS 2014). Set of 34 achievements was introduced to the simulation (most of each were common to all variations of Marketplace, but some were specified for certain scenarios). Students reactions for that additional rewards were visible during classes which resulted into idea for deeper understanding the use of achievements in simulation games.

As a theoretical basis for the research Author will use one of the ways of dealing with complexity in simulation games design called intermediate measures of performance (Cannon 1995). In case of Marketplace there is internal Balanced Scorecard for measurement of players performance. Its limitation is focus only on hard results of the player (or team), which means results of calculations based only on mathematical model of the game. Students from so-called Generation Y and younger are not used to this kind of feedback and they feel lost and uninformed about their situation on the market. Introducing virtual achievement as additional measure of performance can be right direction to solve that problem.

ANXIOUS DESIGN: BENEFITS OF DESIGNING SIMULATORS WITH STRUCTURAL ELEMENTS THAT GENERATE ANXIETY

Alfonso Atala Layún
Dinamita
contacto@dinamita.cc

This brief intends to explain how methodical research around possible anxiety-generating elements present in the structure of games and simulators, can bring considerable learning benefits to participants. The hypothesis is that anxiety can be intentionally and effectively structured in the design of andragogic simulators, with the effect of promoting cognitive development, social consciousness and emotional awareness. Information is recovered through specific observation guides and questionnaires. Evidence showed positive results when user's experience is accompanied by a trained facilitator, who provide feedback to users in specific timeouts. Ethical considerations of these simulators are extensively discussed in this paper, and full information, control and objectives of the research were stated to all participants. The process of designing and installing anxiety-generating elements in the structure of a simulator is explained using the Mercante game as an example.



INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

1:30 p.m. – 3:00 p.m.

Chequers

Thursday, March 24

Session Chair: Jerry Gosenpud

A PROJECT MANAGEMENT FOCUS: A WAY FOR ABSEL GROW

Jerry Gosenpud
University of Wisconsin-Whitewater
gosenpuj@uww.edu

The purpose of this paper is to suggest a way for ABSEL to grow. It is this author's observation and opinion that ABSEL's major focus, business simulation design and execution, is not attracting an increasing number of members. This paper asks ABSEL members to consider trying to grow by attracting new groups of teachers and professors who teach experientially but do not focus on the kinds of games or exercises which have been ABSEL's traditional concentration. I believe that ABSEL should try to attract those who teach via the project, especially those that teach project management experientially. This paper focuses on project management, provides evidence that it can and is taught experientially, provides examples of courses in project management where an experiential pedagogy is used, and provides evidence that other business professional pedagogical organizations have yet to feature project management as one of their topics covered.

VICARIOUS OBSERVATIONAL LEARNING THROUGH VISUAL MEDIA: THE 12 ANGRY MEN FILM AS AN ORGANIZATIONAL BEHAVIOR PRIMER

Nominated For



J. Duane Hoover
Texas Tech University
Duane.hoover@ttu.edu

The classic 1957 black and white film 12 Angry Men is used as a primer for an organizational behavior course, a mechanism that sets the stage for and reinforces the unfolding of the course over the duration of the semester. This use of film as visual media is placed in the context of vicarious observational learning theory. Adopting the framework of whole person experiential learning, the paper illustrates the use of the cognitive dimension through the use of course concepts, the emotional dimension through the dramatic elements of the film, and then behavioral skill preparation as the group dynamics illustrated in the movie are dissected and put into the mode of potential application in any group or team setting. An example of a 14-item course handout that is utilized by students as they view the film is provided and discussed



FROM BRYNANIA TO BUSINESS: DESIGNING AN EVIDENCE-BASED EDUCATION SIMULATION FROM AN EXPLORATION OF A BLENDED REAL-TIME MODEL

Nancy Nowlan
Capilano University
Nancynowlan@shaw.ca

This study provided an opportunity to look across disciplines and beyond regular roleplaying and standard digital-environment-based business games to a successful, long-running, unique blended simulation in a different yet related field. The lessons learned from the “anywhere anytime” simulation design for undergraduates in Political Science at McGill University in Montreal, Canada, provide guidance for the design of a similar simulation model for use in undergraduate business courses.

GAMES READY TO PLAY

1:30 p.m. – 3:00 p.m.

Eglinton / Winton

Thursday, March 24

THE TIMBER GAME

Chris Cassidy
Sam Houston State University
cassidy@shsu.edu

Dallas Brozik
Marshall University
brozik@marshall.edu

Devin McCullough
Marshall University

Eduardo de Luna-Solis
Marshall University

"The Timber Game is a simulation for teaching sustainability concepts in the context of the Tragedy of the Commons. It presents players with what appears to be a competitive situation but which in reality is a "prisoner's dilemma". Players who analyze the situation in advance and recognize the conditions that characterize the tragedy of the commons, common ownership of depletable resources, will adjust their game activities to sustainable levels and maximize their long-run performance. Players who fail to recognize the problem will act competitively, undermining the industry and all other players, resulting in depressed long-run industry and organizational performance.

NETWORKING BREAK

3:00 p.m. – 3:30 p.m.

On Your Own

Thursday, March 24

EXPERIENTIAL

3:30 p.m. – 5:00 p.m.

Cambridge

Thursday, March 24

Session Chair: Kristie Abston

PURPOSEFUL HAZE: A TEAM PROJECT IN ORGANIZATIONAL BEHAVIOR

Kristie Abston
University of West Florida
kabston@uwf.edu

This paper describes a team project that is used as an experiential exercise in an undergraduate organizational behavior course. The project involves teams of 4-5 students creating an original product that reflects their comprehensive understanding of the course content. In order to reflect a more realistic workplace scenario, the project instructions are deliberately vague, and students are warned that the grading process is inherently subjective. At the end of the course, the teams present their project and share their lessons learned from working as a team. The specifics of this experiential exercise as well as the instructor's lessons learned will be presented along with project examples and anecdotal feedback from the students. Implications for teaching teamwork and creative confidence in a business or management curriculum are discussed.



DEVELOPING RECRUITERS: AN EXPERIENCED-BASED PROJECT FOR HIRING

Debbie Good
University of Pittsburgh
debgood@katz.pitt.edu

For a number of years, experienced-based learning projects have become a staple of the undergraduate business curriculum of a major Mid-Atlantic university. To continue to grow the experience-based learning concept, a partnership agreement between a human resource staffing course and a major national financial institution was struck to explore ways to extend the experience-based approach, this time to provide benefits not only to the students involved but also the company. The development of the staffing exercise and its implementation in concert with the financial firm is detailed. The nature of various elements in the project, their connection to the corporation and the research-based rationale for all stages is discussed in the context of how to administer such an experience-based learning tool for value added to all parties. Student and company feedback on the project suggests a recognition and appreciation of the exercise for all involved. Recommendations and considerations for further development are also offered.



SUMMITING MOUNT EVEREST: AN EXPERIENTIAL LEARNING APPLICATION FOR ORGANIZATIONAL BEHAVIOR

Sharon L. Beaudry
Oregon Institute of Technology
sharon.beaudry@oit.edu

Organizational behavior, often included as core business curriculum, instructs students how individuals and teams successfully work within organizations. This theory-based course, which often utilizes case studies, can be challenging to transform into a hands-on, applied learning approach. This paper presents an experiential course design for organizational behavior around the theme of summiting Mount Everest. This model utilizes a variety of activities, along with a short computer simulation, in order to immerse students into the experience of ascending the famous mountain. Students encounter what it is like to maintain individual motivation, communicate effectively, develop trust within their team, build a culture, and experience conflict and change, all while designing a successful organization. The course begins with researching the individuals who made the first successful summit of Mt. Everest, which is then followed by a simulated summit attempt with their climbing team, and finally, a merger of the teams to create a world-class climbing expedition organization. This experiential learning design creates an environment that challenges student to apply and test approaches, discover solutions and personalize the task to bring greater meaning and learning to organizational behavior theory.

SIMULATIONS

3:30 p.m. – 5:00 p.m.

PRINCE OF WALES

Thursday, March 24

Session Chair: Marcin Wardaszko

THE ROLE OF GENDER IN ENTREPRENEURIAL LEADERSHIP SKILLS TRAINING

Verona P. Edmond
North Carolina A&T State
University
vpedmond@ncat.edu

David Brannon
Towson University
dbrannon@towson.edu

Alice Stewart
North Carolina A&T State
University
acstewal@ncat.edu

Jacqueline Williams
North Carolina A&T State
University
jacq@ncat.edu

In recent years, the number of women-owned firms has expanded at 1½ times the rate of U. S. businesses overall. But given this impressive trend, women-owned businesses still generate fewer profits and revenues than businesses owned by men, and employ fewer people than male-owned firms. Prior research has offered several explanations for this trend including lower self-efficacy among women, type of firms owned by women, choice of industry in which they operate, work-life balance issues for women, and limited networks. A growing body of literature also suggests that in order to establish sustainable and growth oriented ventures, entrepreneurs must develop and utilize leadership skills. Yet, little research has been conducted to investigate whether these skills develop the same way for both genders when using traditional and technologically-driven approaches. In this research, we grapple with the challenge of how to effectively develop entrepreneurial leadership competencies among women. Using a quasi-experimental design, we empirically test the relationship, based on gender, between pedagogy style and perceived leadership effectiveness. The results suggest that the use of game-based simulations that emphasize role play may be particularly valuable for improving the perceived effectiveness of women entrepreneurs.

INFLUENCING ATTITUDES TOWARDS ENTREPRENEURSHIP WITH DIGITAL GAME-BASED EDUCATIONAL EXPERIENCE IN SECONDARY EDUCATION

Nominated For



Marcin Wardaszko
Kozminski University
wardaszko@kozminski.edu.pl

Helmut Wittenzellner
University of Media
wittenzellner@hdm-stuttgart.de

Paulina Holzmann
University of Media
ph055@hdm-stuttgart.de

Anna Winniczuk
Kozminski University
awinniczuk@kozminski.edu.pl

The paper presents a quasi-experimental research conducted on 349 students from 11 secondary schools in Poland. The students were engaged in a digital-game based course on the basics of economics and entrepreneurship. Their attitudes towards entrepreneurship were measured before and after the learning experience, and subject to a quantitative analysis. The aim of the study was to discover the effects of game-based experience on the change of attitude towards entrepreneurship. Many statistically significant changes have been observed, leading to the conclusion that secondary school students do change their attitudes towards entrepreneurship. In addition, a series of gender and external variables influence effects have been discovered.

INNOVATIONS IN FUTURE DIRECTIONS IN EDUCATION

3:30 p.m. – 5:00 p.m.

Chequers

Thursday, March 24

Session Chair: Lora Reed

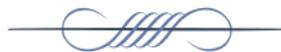
VIRTUAL UNIVERSITY THINK TANK: A MIXED METHODS INDUCTIVE EXPLORATORY ANALYSIS

Lora Reed
Ashford University
Lora.Reed@Ashford.edu

Alan Swank
Ashford University
Alan.Swank@ashford.edu

Maja Zelihic
Ashford University
Maja.Zelihic@Ashford.edu

This paper builds on the knowledge base from, among other things, a presentation made at UNMMI in 2014 and on findings presented at UNMMI in 2015. The study relies on research gleaned from a virtual collegial think tank developed as a means of establishing and sustaining community and developmental networks among faculty at a large online university. The research examined demonstrates the effectiveness of an existing mentoring program. Social based knowledge management, inclusive of mentoring, is examined in the context of a virtual faculty community. Bandura's (1977) theory of social learning, Kolb's (1984) experiential learning theory, and Bonwell and Eison's (1991) active learning are considered as theoretical foundation on which mentoring and relationships are examined. Best practices for mentoring and relationship building are considered with emphasis on their impacts on creativity and innovation in high tech organizations. Findings of a recent study are considered. The paper concludes with a brief analysis of methodological limitations and discussion of directions for future research.



VIRTUAL STUDENT CLUB START UP: LEARNING TOGETHER IN VIRTUAL LEARNING COMMUNITY

Nominated For



Lora Reed
Ashford University
Lora.Reed@Ashford.edu

Marvee Marr
Ashford University
Marvee.Marr@Ashford.edu

Alan Swank
Ashford University
Alan.Swank@ashford.edu

The authors of this paper explore the evolution of a virtual student club from an online university into a virtual learning community and as an innovation relevant to the future of higher education. The student club is considered as a means for development and sustainability of academic organizational culture wherein learning, multi-directional mentoring, and ongoing social network development provide a foundation for contributing to student success and alumni engagement. The challenges of creating such a club in a virtual environment are examined from faculty, student, and alumni perspectives. Various aspects of learning in a virtual community including, but not limited to whole person learning (Palmer, 1976; Hoover, et al, 2010, 2013), deep smarts (Leonard & Swap, 2004), grit (Pappano, 2013; Kundu, 2014; Kelly, et al, 2014), and knowledge sharing (Allen, et al, 2006; Gibson, 2011; Senge, 2007) are delineated as pertinent to club sustainability. Multi-directional mentoring and the development of sustainable social networks are considered as relevant to student success (Kram, 2014). Community development is investigated as an end unto itself using Peck's (1989) community building model. These community building models are inspected for their relevance to the club as it is and in future developmental stages, as well as related to successful student career development and alumni engagement.



GAMES READY TO PLAY		
3:30 p.m. – 5:00 p.m.	Eglinton / Winton	Thursday, March 24

DEVELOPING VALUE-DRIVEN MISSION STATEMENTS

Ann Paulins,
Ohio University
Paulins@Ohio.Edu

Julie Hillery
University Of New Mexico

Aaron Sturgill
University Of New Mexico

A 1.5 hour 'game ready to play' classroom module has been developed that simulates a team-oriented development of value-driven mission statements; the underlying purpose is to provide a forum for students to develop ethical leadership strategies. Students who are exploring entrepreneurship, or who anticipate holding leadership positions within businesses and organizations benefit from the process of reflecting upon core personal values as well as communicating and negotiating with classmates to determine a set of shared core values. These shared values are incorporated into a process of constructing a shared mission statement that is then applied as a tool for reference for decision-making opportunities. The outcome of the module not only develops a value-driven mission statement (task), but also empowers students with reflection strategies and foundational tools for classroom cases and future leadership and management decisions.

ABSEL 2016 Program Session Abstracts (Friday, March 25)

SIMULATIONS

8:30 a.m. – 10:00 a.m.

PRINCE OF WALES

Friday 25

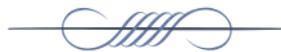
Session Chair: Aspy Palia

THE USE AND NON-USE OF BUSINESS SIMULATIONS, GAMES AND IN-CLASS EXPERIENTIAL LEARNING EXERCISES :THE INITIAL REPORT

Richard Teach
Georgia Institute of Technology
richard.teach@scheller.gatech.edu

Gita Govahi
University of Southern California
ggovahi@marshall.usc.edu

This is the initial report from a research study centered upon both the use and non-use on various forms of student-centered educational experiences. The full study is to attempt to discover some of the reasons these methodologies are not used by many business-school faculty members. The data from this study was collected by a survey of faculty teaching in business school programs throughout the United States. It collected information from both current users, defined as faculty members who have used at least one of these methodologies and faculty members who did not use these methodologies. The student-centered learning activities studied included computer-run business simulations, manual business simulations, 3-D, video-style business games, board games, in-class experiential learning exercises or an undefined learning experience. If a subject reported that he/she had not used any of the methodologies, he or she was directed on to that part of the questionnaire that provided insight on why they did not use any of these methodologies. The median time that respondents took to complete the survey was between 10 and 12 minutes, as the respondents were requested to select only one of the above types of exercises and base their responses on a single course in which the selected exercise was used.



The Search for Optimum Business Simulation Decisions: Can They Be Found?

Kenneth Goosen
Micro Business Publications, Inc.
krgoosen@cei.net

The approach to evaluating business simulation decision-making and profit performance is almost always done through review and analysis of financial statements. Common measures of performance are net income, sales, ROI, market value, and earnings per share. The bottom line, of the income statement, net income, is often the primary measure of performance. It is generally believed and advocated that preparing a profit plan (budgeted financial statements) will greatly enhance performance. Comparison of actual profit against planned profit seems logical. However, this paper is primarily concerned with a suggested alternative method of evaluating performance that minimizes the need to use financial statements for performance evaluation. The use of optimum decisions and optimum profit as a potential means for evaluating performance is the primary concern.

IMPROVING PROFITABILITY VIA COST CONTROL WITH THE COST OF PRODUCTION PERFORMANCE PACKAGE

Nominated For
Best  Paper

Aspy P. Palia
University of Hawaii at Manoa
aspy@hawaii.edu

Jan De Ryck
University of Hawaii at Manoa
ryck@hawaii.edu

The Web-based Cost of Production Performance Package enables competing participant teams to improve company profitability through cost control. They assess the underlying reasons for any increase in the cost of production for each product within their brand portfolio during each decision period. This decision support package (a) extracts and presents industry R&D expenditures on cost of production reduction through process improvement, company market share, company and industry shipments, and company ending inventory and overtime production in units for each product from the simulation results, and (b) identifies the antecedents of the cost of production for each product. Competing participant teams use this package to exercise marketing control. They set cost of production goals, monitor performance, identify deviations, understand the underlying reasons, take corrective action and thereby exercise marketing control.

EXPERIENTIAL

8:30 a.m. – 10:00 a.m

Cambridge

Friday, March 25

Session Chair: Motonari Tanabu

HELPING STUDENTS IDENTIFY AND RESPOND TO HARDBALL TACTICS IN NEGOTIATION: A SERIES OF CLASSROOM ACTIVITIES

Ed Wertheim
Northeastern University
e.wertheim@neu.edu

Most negotiation classes focus on distinguishing between distributive (competitive) and integrative (cooperative) negotiation approaches. Virtually all texts on negotiation agree that integrative approaches to negotiation have a far higher probability of leading to effective outcomes than other forms of negotiation. Yet, it would be irresponsible if a course on negotiation didn't also develop skills in competitive negotiation including how to respond effectively with counterparts who use 'hardball' tactics.

A key skill in dealing with hardball tactics is to quickly identify and label the tactic. If students can quickly identify a tactic when used and have learned appropriate and effective responses ahead of time to particular tactics, they are better able to deal with these tactics in real time.

THE GAME OF THE “IN” & “OUT” GROUPS

Peter M. Markulis
SUNY Geneseo
Markulis@Geneseo.Edu

Daniel R. Strang
SUNY Geneseo
Strang@Geneseo.Edu

Students (as vicarious employees) are introduced to an experiential exercise to help them learn about and understand the issues involved with ‘in’ and ‘out’ groups in organizations. The purpose of the exercise is to help them to break down the barriers in the workplace, to enable them to better understand the ethical dangers of ‘inside’ groups and insider information, as well as to better understand their own membership in an ‘in’ and/or ‘out’ group. Participating in the exercise should help them better understand what impact being in an in-group or out-group will have on them in an organizational context.



ON USE OF LINGUISTIC AND QUALITATIVE GAMES IN FORMULATION OF PLATFORM-BUSINESS STRATEGY

Motonari Tanabu
Yokohama National University
tanabu@ynu.ac.jp

Ryo Sato
Yokohama National University
rsato@ynu.ac.jp

In this presentation, we propose a way to formulate corporate strategy in the light of platform. A type of linguistic and qualitative game has been defined and developed. Based on class experience of the game played by graduate students, we discuss the effectiveness and possibility/limits.

The motivation of this research is as follows. Today's manufactures are struggling for survival. The shorter lifecycle and commoditization of their products explains the reason. Once a product become accepted by the market, others soon develop similar product with low price. No manufactures cannot find a good position in, for instance, PC manufacturing. Because everyone in the world virtually can assemble it, if they can find components. In such commoditization environment, new corporate strategy is called for. Two strategy theories draw our interest. They are platform and dynamic capability strategy theories. The former is important and fascinating because businesses on platforms are successful in the world, and the growth of users of a platform has positive feedback mechanism and then it works as an engine of the businesses expanding (Eisenman et.al; Evans et.al.; Gawar and Cusumano, Chesbrough). Examples are many: Online game companies, TSMC (Taiwan Semiconductor Manufacturing Company), credit cards, sea containers, and so on. The dynamic capability theory focuses on corporate strategy for change of resources to make competitive advantage in fast changing business environment (Teece et al; Teece). The theory points out that a dynamic strategy formulation process consists of three phases such as sensing, seizing and reconfiguring. In the case of platform business, continual participation of new users and finding and co-evolution with complementary companies will lead the business to sustainable competitive advance.

GAMES READY TO PLAY

8:30 a.m. – 10:00 a.m

Eglinton / Winton

Friday, March 25

HR IN HEALTH ADMINISTRATION SIMULATION

David Rahn
California State University
drahn@csuchico.edu

This simulation is a set of connected case studies situated within the Human Resources function, and occurring over time in a Health Administration environment of a hospital. This approach corresponds to the learner-centered model referred to as “Problem-Based Learning” or PBL. Participants learn to analyze information, solve problems by applying what they’ve learned in the course, and then assess their results.

COFFEE BREAK

10:00 a.m. – 10:30 a.m.

On Your Own

Friday, March 25

SIMULATIONS

10:30 a.m. – 12:00 p.m.

PRINCE OF WALES

Friday, March 25

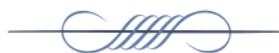
Session Chair: Annette L. Halpin

STIB: THE SYSTEMIC THINKING INVENTORY FOR BUSINESS

J Raghu Kurthakoti
Arcadia University
kurthakotir@arcadia.edu

Annette L. Halpin
Arcadia University
halpina@arcadia.edu

This paper presents a scale to measure systemic thinking among business students called the Systemic Thinking Inventory for Business (STIB). Based on literature related to cognitive styles, three dimensions of systemic thinking were identified - Locus of Attention, Inter-Relatedness and Flexibility. A 16-item instrument was developed to capture the three dimensions. The scale's validity and reliability were assessed through an exploratory factor analysis and the three dimensional structure was supported. Pre- and Post-simulation analysis of scores on STIB showed that students significantly improve their locus of attention as they progress through the simulation. Individual-based simulations were also found to exhibit a diminished level of flexible thinking. An attempt to link STIB scores to simulation performance indicates that the Inter-Relatedness dimension of systemic thinking was positively related to average time spent making a decision as well as average stock price. Implications and future research are also discussed.



INTERCORRELATIONS OF MEASURES OF FORECASTING ACCURACY AND A RECOMMENDATION

John R. Dickinson
University of Windsor
MExperiences@bell.net

Forecasting plays several roles in business games. Regarding sales forecasting, and more specifically the accuracy of sales forecasting, several definitions have been conceptualized and applied. Despite their conceptual differences, if the measures yield high intercorrelations then, empirically at least, the choice among them may be a matter of indifference. The present research summarizes numerous forecasting accuracy measures, estimates their intercorrelations, and concludes with some considerations for working toward a consensus and a recommendation.



A STUDY OF THE ACQUISITION OF COMPETITIVE INFORMATION IN BUSINESS SIMULATIONS

Peter M. Markulis
SUNY Geneseo
Markulis@Geneseo.Edu

Michael Nugent
SUNY Stony Brook
Michael.Nugent@Stonybrook.Edu

Daniel R. Strang
SUNY Geneseo
Strang@Geneseo.Edu

This paper addresses the question of the use of competitor information in computerized simulations. Specifically, it examines if, and how, students playing a generalized business simulation purchase, and use, competitor information to assist them in making strategic decisions. The paper first reviews the literature on the topic, which surprisingly is sparse. The remainder of the paper is an examination of a series of hard data (actual purchasing decisions) and self-report data relating to the students purchasing rationales. The paper concludes that students purchase information but use it mainly to watch their competitors. In general students do not seem to know what else to do with competitor information. Finally, the study notes that students purchasing significant amounts of competitor information do not necessarily perform better than students purchasing less competitor information.

EXPERIENTIAL

10:30 a.m. – 12:00 p.m.

Cambridge

Friday, March 25

Session Chair: Ronald F. Green

The Strategic Consulting Experience: Providing Experiential Learning Opportunities with an MBA Program

Ronald F. Green

The Citadel, The Military College of South
Carolina

ron.green@citadel.edu

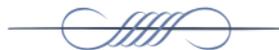
Sara Williams

Scott College of Business
Indiana State University

The purpose of this paper is to detail experiences in developing and offering an experiential learning course for MBA students nearing the completion of their programs of study. The Citadel School of Business is an AACSB International-accredited School of Business that houses one of the largest academic programs within The Citadel, The Military College of South Carolina. The Citadel has approximately 2,200 undergraduate students in the South Carolina Corps of Cadets and another 1,000 students in The Citadel Graduate College. Approximately 30 percent of those 3200 total students are undergraduate majors within the business school or participate in the School's 'flex MBA' program. The MBA program typically has a total enrollment between 220 and 280 students taking courses in the evening or in an online environment. The MBA program is well-established within the community with a number of distinguished community members holding Citadel MBA degrees. The program also benefits from strong relationships with area employers with numerous students sponsored by employers such as Blackbaud, Boeing, Bosch, Santee Cooper, etc.

In order to build upon strong community relationships, provide experiential learning opportunities for students, and enhance The Citadel brand as a quality institution with outstanding students, a course entitled 'Strategic Consulting Experience' was developed. The course has been offered for approximately seven years and resulted in over 200 MBA students providing consulting services for over 50 clients.

The course was designed to provide students with opportunities to work with external clients to assist them with strategic issues facing their organizations. While the benefits of the course are numerous, the primary benefit to the student is practical experience in solving real-world problems using skills acquired through their MBA program. In addition, the clients receive "free" consulting services from students who may bring fresh and innovative perspectives to their organizations. A resultant benefit to The Citadel School of Business is an enhanced image within the external business community due to the positive interaction between students, faculty, and clients. This paper provides readers with a wealth of information on course structure, as well as a full description of issues that must be addressed to ensure a positive learning experience for students and a beneficial consulting product for the clients.



DOING DECA: ANATOMY OF AN EXPERIENTIAL PROGRAM INITIATIVE

Nominated For



Bryon C. Geddes
Dixie State University, Dixie
State University (emeritus)
geddes@dixie.edu

Hugh Cannon
Wayne State University
(emeritus)
hughmcannon@gmail.com

Philip Lee
Dixie State University
(emeritus)

Karman Wilson
Dixie State University

Matthew Harris
Dixie State University

DECA is a national not-for-profit educational corporation that sponsors marketing competitions for students at the state or regional and international levels. The paper presents a case study of a highly successful program initiative aimed at achieving student success and institutional recognition through the DECA competitions. It describes the nature of the DECA competitions, the strategy employed to achieve student success, and the actual results of the program initiative. In the process, it analyzes the experience from the perspective of experiential learning theory, drawing generalized conclusions that might be applied by other institutions in DECA competitions, other extra-curricular experiential programs, and experiential programs in general.



SPECIAL SESSION

10:30 a.m. – 12:00 p.m.

Chequers

Friday, March 25

USING SIMULATION, 360-DEGREE FEEDBACK, A BALANCED SCORECARD, AND AARS TO ASSESS INDIVIDUAL AND TEAM PERFORMANCE IN DIFFERENT DELIVERY FORMATS

James Caruso
Drexel University,
Association For Talent Development
(Greater Philadelphia Chapter)
jvc37@drexel.edu

This workshop will describe the creative and innovative integration of various assessment tools along with business acumen and leadership content in a graduate management course using an engaging total enterprise team-based simulation. Examples will be provided describing the simulation pedagogy and design options of implementing this course in three different delivery formats: (1) 10 weeks face-to-face, (2) 10 weeks online, and (3) a 4-day residency. This course develops skills for two of the university's student learning priorities (information literacy and leadership) by integrating finance, accounting, strategic planning and implementation, marketing segmentation, and operations with teamwork, managing conflict, feedback, influence, alignment, and communication and presentation skills.

GAMES READY TO PLAY

10:30 a.m. – 12:00 p.m.

Eglington / Winton

Friday, March 25

STRATEGY4INNOVATORS-TRAINING WITHOUT SOFTWARE? THE REVISED CONCEPT OF THE BOARD GAME SYSTEMSRYBI – REALIZE YOUR BUSINESS IDEAS!

Helmut Wittenzellner
University of Media
wittenzellner@hdm-stuttgart.de

Herbert Schmidt,
RIVA training & consulting
GmbH,
herbert.schmidt@riva-online.de

Willy C. Kriz
Fachhochschule Vorarlberg
willy.kriz@fhv.at

The original SysTeamsRybi board game allows participants to convert business ideas into business plans in eight steps. It shows a structured process of invention work of a team to be presented in front of potential investors. Participants of the workshop get in touch with the methods applied to simulate entrepreneurial strategic thinking with immersion through a bundle of serious gamification approaches around the three core elements of the game: Team – Ideas – Business Development. The game has been revised and extended with common approaches of business model canvas and balanced scorecard.

CELEBRATION LUNCH

12:00 p.m. – 1:25 p.m.

Marlborough A+B

Friday, March 25

EXPERIENTIAL

1:30 p.m. – 3:30 p.m.

Cambridge

Friday, March 25

Session Chair: Chris Scherpereel

EXPLORING ABSEL USING SOCIAL NETWORK ANALYSIS

Chris Scherpereel
Northern Arizona University
Chris.scherpereel@nau.edu

Beginning with Swiss mathematician Leonhard Euler's forays into graph theory to the development of cancer drugs based on cellular networks, the mathematical tools developed for understanding the structure and behavior of networks have allowed us to more rigorously explore complex social phenomena. The ABSEL organization is a complex social system that can be regarded as a network of interconnected researchers. With co-authorship data from the past fifteen years of ABSEL conferences, we have modeled the ABSEL network using the social network analysis tool Gephi. By exploring the structure, stability, and dynamic development of the ABSEL co-authorship network, we gain insight into the past, present, and future of the organization. With this insight we can formulate policies to increase the value of being a part of ABSEL's network.

FLIPPED CLASSROOM EXPERIENCE

Jan Harris
U.S. Army Command &
General Staff College
janetta.l.harris2.civ@mail.mil

Bernard Harris
U.S. Army Command &
General Staff College
bernard.f.harris.civ@mail.mil

Lora L. Reed
Ashford University
Lora.reed@ashford.edu

Maja Zelihic
Ashford University
Maja.zelihic@ashford.edu

Ron Magnuson
University of Pittsburgh
ram82@pitt.edu

Ken Long
U.S. Army Command &
General Staff College
Kenneth.e.long20.civ@mail.mil

This presentation synthesizes our team's learning experience with virtual collaboration at a distance to develop a team to produce a workshop on Best Practices in Flipping Classrooms. We will describe our group process, our learnings from the development of our paper and workshop, and the learning from the conduct of the workshop. We solicit ideas from the audience to inform our work for the following year in a brainstorm session and integrate these insights into the conclusion of our final paper.

SIMULATIONS

1:30 p.m. – 3:30 p.m.

PRINCE OF WALES

Friday, March 25

Session Chair: Dallas Brozik

VALUE: A B2B CLOSED BIDDING GAME

Luiz Antonio Titton
Universidade de Sao Paulo
titton@usp.br

Chanate Ratanaubol
Rajamangala University of
Technology Rattanakosin
Chanate.r@rmutr.ac.th

Richard Teach
Georgia Institute of Technology
richard.teach@scheller.gatech.edu

The Web-based Cost of Production Performance Package enables competing participant teams to improve company profitability through cost control. They assess the underlying reasons for any increase in the cost of production for each product within their brand portfolio during each decision period. This decision support package (a) extracts and presents industry R&D expenditures on cost of production reduction through process improvement, company market share, company and industry shipments, and company ending inventory and overtime production in units for each product from the simulation results, and (b) identifies the antecedents of the cost of production for each product. Competing participant teams use this package to exercise marketing control. They set cost of production goals, monitor performance, identify deviations, understand the underlying reasons, take corrective action and thereby exercise marketing control.

MYPMGAME CANVAS - THE 12 STEPS FOR DESIGNING A PROJECT MANAGEMENT GAME

Christian K. Karl
University of Duisburg-Essen
christian.karl@uni-due.de

The development and application of educational games has firmly established itself in the fields of business economics and political science, both for the purpose of vocational and further training as well as the research of complex systems and the partly dynamic structures included therein. Hitherto, this does not entirely apply to technically-oriented fields like for instance the engineering, natural or computer sciences, in which plans or endeavors are frequently realized with project orientation.

In accordance with the German Standard DIN 69901, a project is a complex, previously unknown, unique, target-oriented and temporally limited plan or initiative, collaboratively implemented either by an individual or a specific group of contributors to realize a defined quality for a specific purpose.

Interestingly enough, this definition demonstrates a notable analogy to common definitions of educational games, allowing the deduction that especially the method of educational simulation & gaming can deliver a valuable contribution to vocational and further training in project-oriented industries, potentially even serve as a forecasting or optimization tool. Currently it appears impossible to determine the specific reasons for the limited application of educational games in the technically-oriented disciplines. Nevertheless, these reasons can be expected to have historical origin or depend on subject-related issues within the culture of the profession.

In contrast to that, experience shows whilst a general interest in educational simulations and their methodology frequently exists, the necessary methodological and subject-related didactic know-how is yet unavailable.

To overcome the barriers existing to date for the application of educational simulations in the above-mentioned domains, this contribution presents a 12 stages development framework for the straightforward conceptualization and modular refinement of educational simulations with special orientation towards the project-oriented industries.

After introducing the theoretical background of the framework the game development process is presented as an example by using a wind energy project (converter platform).



ETHICAL BUSINESS LEADERSHIP: A SIMULATION TO DEVELOP VALUE-DRIVEN MISSION STATEMENTS

V. Ann Paulins
Ohio University
paulins@ohio.edu

Julie L. Hillery
University of New Mexico
jhillery@unm.edu

Aaron Sturgill
Ohio University
sturgia1@ohio.edu

A classroom module has been developed that simulates a team-oriented development of value-driven mission statements; the underlying purpose is to provide a forum for students to develop ethical leadership strategies. Students who are exploring entrepreneurship, or who anticipate holding leadership positions within businesses and organizations benefit from the process of reflecting upon core personal values as well as communicating and negotiating with classmates to determine a set of shared core values. These shared values are incorporated into a process of constructing a shared mission statement that is then applied as a tool for reference for decision-making opportunities. The outcome of the module not only develops a value-driven mission statement (task), but also empowers students with reflection strategies and foundational tools for classroom cases and future leadership and management decisions.



THE TIMBER GAME: TEACHING SUSTAINABILITY CONCEPTS USING THE PRISONERS DILEMMA

Chris Cassidy
Sam Houston State University
cassidy@shsu.edu

Dallas Brozik
Marshall University
brozik@marshall.edu

Devin McCullough
Sam Houston State University
d1m040@shsu.edu

Eduardo de Luna-Solis
Sam Houston State University
exd020@shsu.edu

This paper discusses the development, goals, and administration of the Timber Game. The Timber Game is an online simulation for teaching sustainability concepts in the context of the Tragedy of the Commons. The game presents players with what appears to be a competitive situation but which in reality is a “prisoner’s dilemma”. Sufficient information is provided for players to identify the prisoner’s dilemma and determine the proper course of action in advance. Players who analyze the situation in advance and recognize the meta-level problem, the tragedy of the commons, will adjust their game activities to sustainable levels and maximize their long-run performance. Players who fail to recognize the problem will aggressively compete, undermining the industry and all other players, resulting in depressed long-run industry and organizational performance.

GAMES READY TO PLAY

1:30 p.m. – 3:00 p.m.

Eglinton / Winton

Friday, March 25

LEARNING BUSINESS BY DOING BUSINESS WITH TOPSIM – GENERAL MANAGEMENT

Thomas Weber
TATA INTERACTIVE SYSTEMS GmbH
weber@topsim.com

TOPSIM is comprised of a vast collection of flexible, competitive simulations in the areas of business development, corporate strategy and leadership. With solutions targeting everyone from students in their first-year bachelor program to those studying for their MBAs, these simulations can be used in online and blended-formats, in a block-seminar environment as well as stretched over several weeks.

The competitive industry simulation game, TOPSIM – General Management, is an advanced management simulation that demonstrates the complex issues being faced by a medium-sized production firm. Players take on the role of managers, making strategic and operative decisions in order to create and implement competitive strategies for a range of products, markets and target groups. They learn how to deal with large amounts of complex information in a structured way and how to assess the short-term and long-term implications of their decisions.

In the workshop we will highlight connections to theory and textbooks. Participants in the workshop will learn about the different methods in which the simulation can be used, including possibilities for assessment, integration of special tasks, and possibilities to adapt the simulation to the specific needs of the class. In addition, an overview of other games will be displayed in the room.

Best Paper Awards

- 1978** **Most Innovative:** *“Emergent Simulation in Administration Courses”* by C.L. Wynn and G.E. Crawford
- 1979** **Best Experiential:** *“Personality Development and Conflict Dynamics: An Experimental Design to Study the effects of Teaching Methodologies on Conflict Resolution”* by T. Basuray and J. Gosenpud
- 1980** **Best Research:** *“Association Between Individual Cognitive Processing Variables and Business Game Performance and Play”* by J.A. Wolfe
- 1981** **Innovative Experiential:** *“Finding an Effective Means of Teaching Managerial Behavioral Skills: Two Different Experiential Teaching Methods”* by D.G. Minton and B. Lilligen-Minton
Best Simulation Research: *“Providing A Real World View of the Personnel Function: A Simulation”* by G.E. Stevens and E.K. Burton
Innovative Simulation: *“Teaching Performance Against Skills: An Experiential Approach”* by E.K. Burton
Best Experiential Research: *“Problems in Evaluation of Experiential Learning in Management Education”* by L. Kelley and J. Easton
- 1982** **Best Research:** *“The Effect of Different Team Sizes on Business Games Performance”* by J.A. Wolfe and T.I. Chacko
Best Experiential: *“The Value of Conjoint Analysis in Enhancing Experiential Learning”* by L. Greenhalgh and S.A. Neslin
- 1983** **Outstanding Paper:** *“Role-Playing Based on Video-Tape Scenarios: An Application of Modeling to Building Supervisory Skills”* by J.C. Faltot and J.R. Ogilvie
Outstanding Research: *“Simulating Market and Firm Level Demand-A Robust Demand System”* by S.C. Gold and T.F. Pray
- 1984** **Best Research:** *“A Path Analytic Study of the Effects of Alternative Pedagogies”* by A.C. Burns and D.L. Sherrell
- 1985** **Most Creative:** *“Developing the Competencies of ‘Resistance to Stress’ and ‘Accurate Self-Assessment’* by D.S. Kline
Best Research: *“Predicting Performance Over the Course of the Simulation”* by J. Gosenpud and A. Larson
- 1986** **Best Paper:** *“The Assessment Center as a Teaching Learning Device”* by R.B. McAfee and A. Hawryluk
- 1987** **Most Innovative:** *“Decision Styles and Student Simulation Performance”* by R. Hornaday and K. Curran
Best Research-Simulation: *“The Use of Expert Systems to develop Strategic Scenarios: An Experiment Using a Simulated Market Environment”* by A. Varanelli, M. Sackson, D. Cronin and C.L. Dulberg
- 1988** **Best Paper-Simulation:** *“Strategy Design, Process and Implementation in a Stable/Complex Environment: An Exploratory Study”* by J. Gosenpud and J.A. Wolfe
Best Paper-Experiential: *“Experimental Analysis of Magnitude and Source of Students’ Inequitable Classroom Perceptions in Three Reward Conditions”* by J.D. Overby and K.A. Durden
- 1989** **Best Research:** *“A Study of the Relationship Between Student Final Exam Performance and Simulation Game Participation”* by T.R. Whitely and A.J. Faria
Most Innovative: *“A Simulating Simulation in International Business Negotiation With a Japanese Company”* by B.S. Axe
- 1990** **Most Innovative:** *“Executive Evaluation of Student Learning in the Looking Glass”* by D. Page and R.M. Roberts
Best Computer Simulation Research: *“Demand Equations: Which Include Product Attributes”* by R.D. Teach
- 1991** **Best Research Paper:** *“Increasing Simulation Realism Through the Modeling of Step Costs”* by K.R. Goosen
- 1992** **Best Research Paper:** *“An Examination of the Effect of Team Cohesion , Player Attitude, and Performance Expectations on Simulation Performance Results”* by W.J. Wellington and A.J. Faria
- 1994** **Best Research Paper:** *“Complexity: Is it Really that Simple”* by J.S.B. Hall and B.M. Cox
- 1997** **Best Research Paper:** *“The Impact of an Artificial of an Artificial Market Leader on Simulation Competitors”* by W.J. Wellington and A.J. Faria
- 1999** **Best Experiential Paper:** *“Progress: An Experiential Exercise in Developmental Marketing”* by Hugh M. Cannon, Attila Yaprak and Irene Mokra.
- 2000** **Best Simulation Paper:** *“Visual Modeling of Business Simulations”* by T. Pray and V. Perotti
- 2001** **Best Simulation Paper:** *“Fidelity, Verifiability, and Validity of Simulation Constructs for Evaluation”* by A.H. Feinstein and H.M. Cannon
- 2002** **Best Simulation Paper:** *“Incorporating Cosmopolitan-Related Focus-Group Research into Global Advertising Simulations”* by H.M. Cannon, A. Yaprak and S. Sasser
- 2003** **Best Simulation Paper:** *“The Tobin Q As a Company Performance Indicator”* by J.A. Wolfe and A.C.A. Sauaia
Best Experiential Paper: *“Experiential Learning: Introducing Faculty and Staff to A Leadership Development Program”* by M.J. Hornyak and D. Page
- 2004** **Best Simulation Paper:** *“Accounting for Company Reputation Variation on the Gold Standard”* by H.M. Cannon and M. Schwaiger

- Best Experiential Paper:** *“Integrating The Business Curriculum with a Comprehensive Case Study: A Prototype”* by P.M. Markulis, D.R. Strang and H. Howe
- Best Online Education Paper:** *“Designing a Globalization Simulation to Teach Corporate Social Responsibility”* by N.S. Shami, N. Bos, T. Fort and M. Gordon
- 2005** **Best Simulation Paper:** *“Computer Business Simulaton Design”* by J.S.B. Hall
- Best Experiential Paper:** *“The Internet to Enhance Course Presentation: A Help or Hindrance to Student Learning”* by W. Wellington, D. Hutchinson and A.J. Faria
- 2006** **Best Experiential Paper:** *“Is Pay Inversion Ethical? A Three-Part Exercise”* by M. Boscia, B. McAfee and M. Glassman
- 2007** **Best Simulation Paper:** *“Simulation Performance and its Effectiveness as a PBL Problem: A Follow-up Study”* by P. Anderson
- 2008** **Best Simulation Paper:** *“Modeling Strategic Opportunities in Product-Mix Strategy: A Customer Versus Product-Oriented Perspective”* by J.N. Cannon and H.M. Cannon
- Best Experiential Paper:** *“Implementation of Effective Experiential Learning Environments”* by A. McManus and A. Feinstein
- Best Student Paper:** *“Internships and Occupational Socialization: What are Students Learning?”* by A. McManus and A. Feinstein
- 2009** **Best Simulation Paper:** *“Beyond the Profitable-Product Death Spiral: Managing the Product Mix in an Environment of Constrained Resources”* by H.M. Cannon and J.N. Cannon
- Best Experiential Paper:** *“The Simplicity Paradox: Another Look at Complexity in Simulation Design”* by H.M. Cannon, D. Friesen, S. Lawrence and A. Feinstein
- Best Student Paper:** *“In Search of the Ethnocentric Consumer: Experiencing ‘Laddering’ Research in International Advertising”* by T.M. Ho, H.M. Cannon and A. Yaprak
- 2010** **Best Simulation Paper:** *“Another Look at the Use of Forecasting Accuracy on the Assessment of Management Performance in Business Simulation Games”* by M.P de Souza, R.S.S. Bernard and H.M. Cannon
- Best Experiential Paper:** *“Mustard Seeds as a Means for Creative Problem Solving, Ethical Decision Making, Stakeholder Alliance, & Leader Development Through Experiential Learning in Management Education”* by L.L. Reed
- 2011** **Best Simulation Paper:** *“Would You Take a Marketing Man to a Quick Service Restaurant? Modeling Corporate Social Responsibility in a Food Service Menu-Management Simulation”* by J. N. Cannon, H. M. Cannon, D. P. Friesen, & A. H. Feinstein
- Best Experiential Paper (tie):** *“Complexity Avoidance, Narcissism and Experiential Learning”* by J. D. Hoover
- Best Experiential Paper (tie):** *“Appreciating Complexity: The Chief of Staff of the Army Game”* by Ken Long
- 2012** **Best Simulation Paper:** *“Pick your Group Size: A Better Procedure to Resolve the Free-Rider Problem in a Business Simulation”* by Precha Thavikulwat and Jimmy Chang,
- Best Experiential Paper:** *“Build a Business ... In an Hour or Less: Getting Closer to Reality in the Classroom”* by Michael J. ‘Mick’ Fekula.
- Best Online Education Paper:** *“Modeling a Modest Proposal for Increasing the efficiency of Academic Research Dissemination”* by Hugh M. Cannon and James N. Cannon.
- 2013** **Best Simulation Paper:** *“Implementing Mental Models: Extending Insight and Whole Person Learning”* by Robert E. Robinson, Ronald Mitchell, and J. Duane Hoover
- Best Experiential Paper:** *“The Role of Simulations in Organizational Learning: Building Individual Absorptive Capacity”* by Hugh M. Cannon, Andrew H. Feinstein, Daniel P. Friesen (student), and Attila Yaprak
- Best Innovations and Future Directions Paper:** *“A Review of the Simulation Research in the Academy of Management Journal: Suggestions for Strengthening the Research Conducted by ABSEL Members”* by Annette L. Halpin
- Best Assessment Paper:** *“Accounting for Externalities Harnessing the ‘Face in the Mirror’ Phenomenon”* by Hugh M. Cannon, James M. Cannon, Ahmet B. Köksal (student), Swati Verma (student)
- Best Issues Related to ABSEL Scholarship Paper:** *“Measuring the Performance Ranking Curve in Marketing Simulation Games”* by William J. Wellington, David Hutchinson, and Anthony J. Faria
- 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
- 2015** **Best Simulation Paper:** *„Hybrid Methods of Organizing Groups for a Business Game”* Precha Thavikulwat, Jimmy Chang

Best Experiential Paper: *"Developing Educational Strategies for Experiential Learning: An Application of Service Dominant Logic from Marketing"* Bryon C. Geddes, Hugh M. Cannon, James N. Cannon, Andrew Hale Feinstein

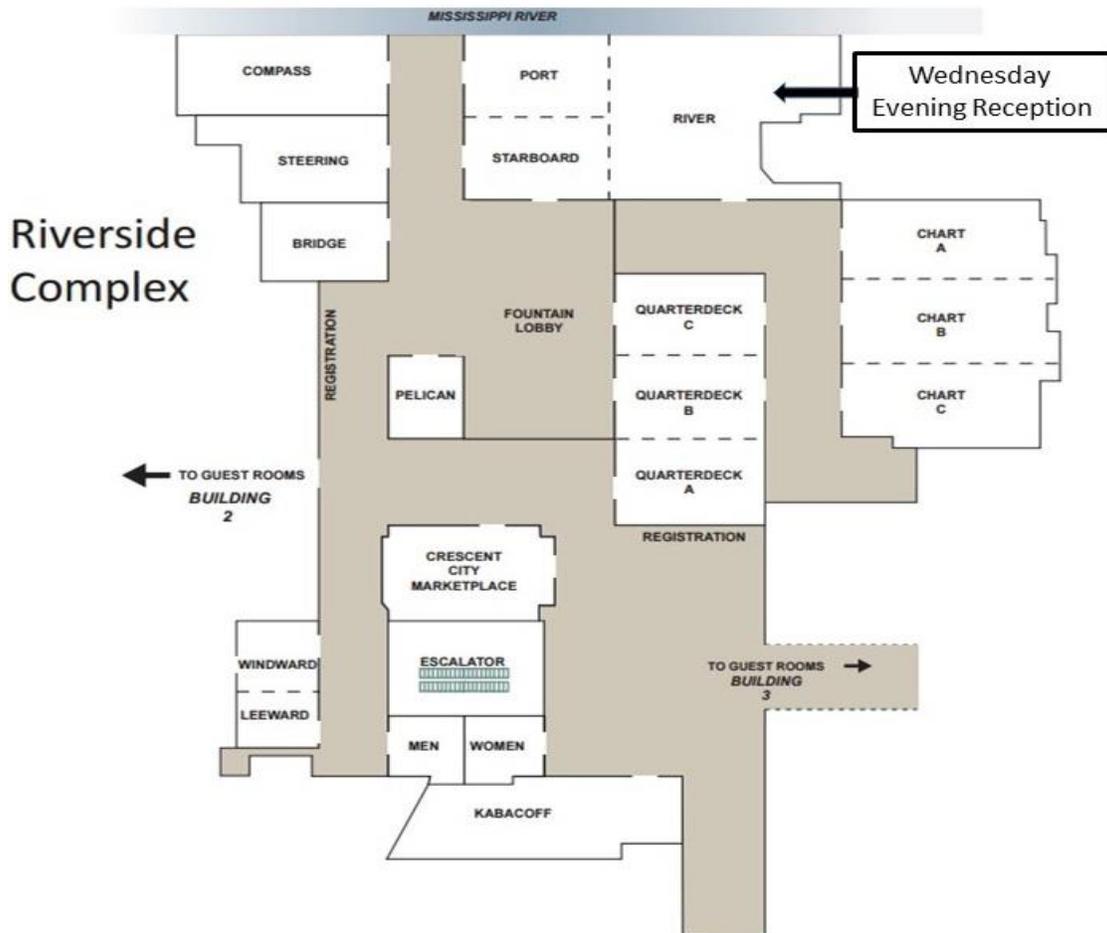
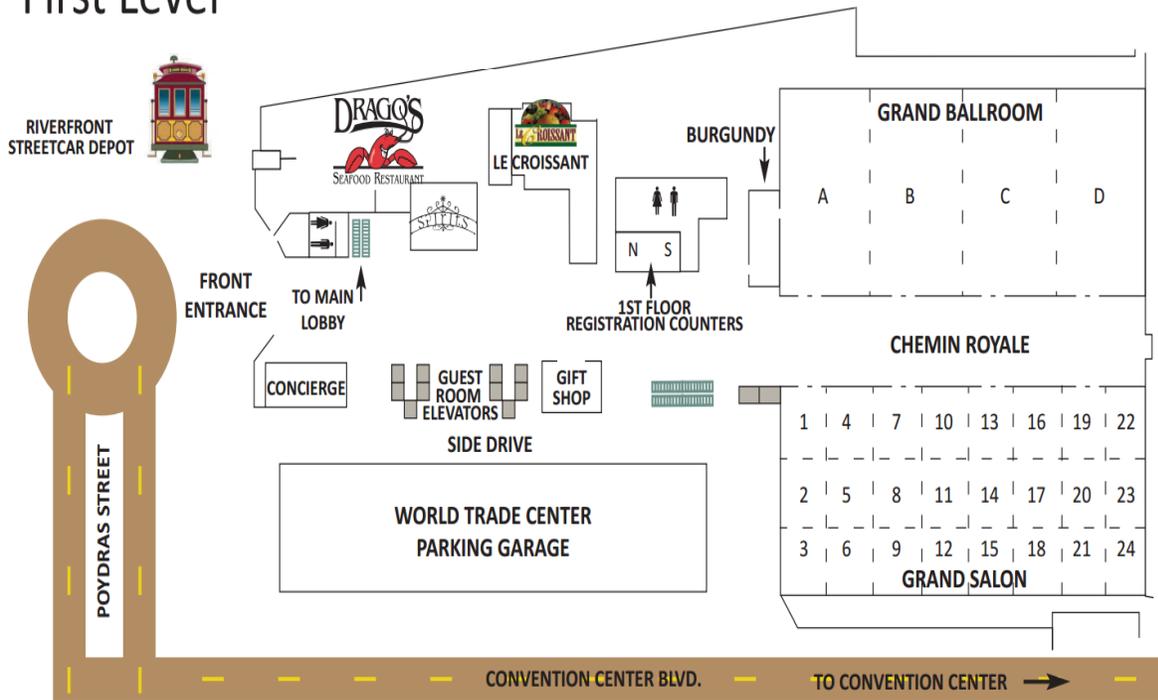
Best Innovations Paper: *"Strategic Knowledge Mapping: The Co-Creation of Useful Knowledge"* Steven E. Wallis, Bernadette Wright

ABSEL Leadership and Conference Sites

	Year	President	Program Chair	Proceedings Editors:	Site
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 Brenenstuhl & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhl	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhl & William Biggs	Dallas
8	1981	James Scherier	Dan Brenenstuhl	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brenenstuhl	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	Marcin Wardaszko	Alex Smith, Kristie Abston, Pat Hendrickson, Carlos Mario Zapata Jaramillo & Kenneth E. Long	New Orleans
44	2017	Chris Scherpereel			

Hilton Riverside Floor Plans

First Level



New Orleans Downtown Map



Legend/Key	
	Canal Streetcar/Stop
	Riverfront Streetcar/Stop
	Ferry
	Park/Square
	Attraction
	Street of Interest
	Ferry



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

Preliminary ABSEL 2017 Call
44rd Annual Conference in Myrtle Beach, South Carolina

March 8-10, 2017

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

Submission Due Date: October 31, 2016



**Ocean Reef Resort
7100 N Ocean Blvd.
Myrtle Beach SC 29572**

<http://www.oceanreefmyrtlebeach.com/>