ABSEL

Association for Business Simulation and Experiential Learning

44ᵗʰ Annual Conference Program
Association for Business Simulation and Experiential Learning

Theme

Learning is not a Spectator Sport
~ Chickering & Gamson

March 8-10, 2017

Pre-conference workshop

Applied Flipped Classroom Lesson Plans & Student-Designed Games as Pedagogy

March 8, 2017

Ocean Reef Resort
Myrtle Beach, South Carolina

Ocean Reef Resort Map

All ABSEL sessions are in the Ballroom meeting area: Salons A B C D

Breakfast is served in Café du Port Restaurant

ABSEL 2017 Snapshot Schedule

Wednesday, March 8

TIME	EVENT	LOCATION
9:00 a.m.— 3:00 p.m.	Pre-conference workshop	D
2:00 p.m.— 6:00 p.m.	ABSEL Registration	Ballroom Foyer
3:00 p.m.— 5:00 p.m.	ABSEL Board Meeting	C
6:00 p.m.— 8:00 p.m.	ABSEL Reception – Luau Buffet	A/B

Thursday, March 9

8:00 a.m.— 3:00 p.m.	Registration Open	Ballroom Foyer
7:30 a.m.— 8:30 a.m.	Breakfast	Café du Port
8:30 a.m.— 9:00 a.m.	Chris Scherpereel, ABSEL President	A/B
	Carlos Zapata, ABSEL Program Chair	
9:00 a.m.— 10:15 a.m.	Keynote Presentation: SEWA Beats	A/B

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

10:15 a.m.—10:30 a.m.	Coffee Break	A/B
10:30 a.m.—12:00 p.m.	Sessions	A/B, C, D
12:15 p.m.—1:25 p.m.	Lunch/Business Meeting	A/B
1:30 p.m.— 3:00 p.m.	Sessions	A/B, C, D
3:00 p.m.— 3:15 p.m.	Coffee Break	A/B
3:15 p.m.— 4:15 p.m.	Sessions	A/B, C, D

****** **IMPORTANT NOTE** ******

4:30 p.m. BOARD BUS IN FRONT OF HOTEL FOR TRAVEL TO DINNER AND CAROLINA OPRY SHOW

Friday, March 10

7:00 a.m.— 8:25 a.m.	Meeting of New ABSEL Board	C
7:30 a.m.— 8:30 a.m.	Breakfast	Café du Port

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

8:30 a.m.— 10:00 a.m.	Sessions	A/B, C, D
10:00 a.m.— 10:30 a.m.	Coffee Break	A/B
10:30 a.m.— 12:00 p.m.	Sessions	A/B, C, D
12:00 p.m.— 1:25 p.m.	Celebration Lunch	Café du Port
1:30 p.m.— 3:00 p.m.	Sessions	A/B, C, D

5:30 p.m. ABSEL Fellows Dinner—All Members Welcome
(Transportation and dinner at your own expense)

44th Annual Conference Program

2017 ABSEL Program Chair
Carlos Mario Zapata-Jaramillo

Contents

Thank you to the
University of South Carolina Aiken School of
Business for administrative and material support.

School of
Business Administration
UNIVERSITY OF SOUTH CAROLINA AIKEN

President's Message

Get Connected, Stay Connected

For over four decades, ABSEL has been at the forefront of experiential learning, designing and using simulations, cases, activities, and innovations in teaching. Over the years, we have explored how to accelerate learning by engaging students in critical thinking, problem solving, and decision-making. We have looked for ways to create safe learning environments where students are challenged with new situations and can make mistakes without experiencing the real life consequences. We have attempted to bridge the gap between theory and practice, focusing on learning by doing rather than learning by reading or hearing. ABSEL scholars have collected evidence that demonstrates the changed mindsets and increased engagement levels. We have attempted to quantify the return on investment by assessing experiential learning results and comparing them to more traditional learning methods. Finally, we have taken our commitment to enhanced learning directly to the student with flipped classrooms and innovative delivery methods.

This brief summary of ABSEL gives you a small taste of what you will likely experience at the 44th annual conference in Myrtle Beach, South Carolina. ABSEL is much more than an academic conference. It is an organization of interested and interesting teachers ready to encourage you in exploring new ways of teaching and learning. At the ABSEL conference, you can experience a new educational game, you can learn effective new teaching methods, and you can engage with members in interesting research projects.

My goal for the conference is that new members leave connected, perhaps with a mentor or research partner, and that previous attendees leave reenergized, perhaps with a mentee or new connection. ABSEL's future depends on these connections and our ability to create a valuable network. At the core of that network is the ABSEL leadership team. I have been fortunate to have an excellent leadership team this past year. These are the people that will lead the organization in the future and make sure that ABSEL continues to be relevant to your future in academia.

There are so many individuals on the board that deserve my thanks and have worked hard to make this conference happen. The entire board is listed in this program so I will not repeat their names and contributions. However, if you see someone with a nametag identifying him or her as a board member, please thank them for their service. Your thanks will mean so much more than anything I could say in this short note. There is one member of the board that I would like to recognize for his long-term service on the ABSEL board and the support he has given the leadership team this year. Our executive director, Mick Fekula, deserves my special thanks for making this conference possible. Thank you Mick for your continued service to ABSEL and your friendship.

Welcome to ABSEL 2017 at Myrtle Beach, South Carolina, and thank you for your attendance. I look forward to connecting with each of you during this exciting conference.

Chris Scherpereel
ABSEL President 2016-2017

Program Chair Notes

Last year, I was honored with my nomination to be the Program Chair for the 44th ABSEL Conference. I thank all my ABSEL family members for this honor. Our Annual Conference has arrived and the presentations of our authors will make it a remarkable experience!

For some of us, our time together begins with a multi-track pre-conference workshop. All of us will get to enjoy a very special keynote presentation by SEWA Beats. Next, 42 paper presentations and 6 games ready-to-play are waiting for you. Amidst all this, please enjoy our Thursday ABSEL Social, our Friday Celebration Luncheon, and our optional Friday evening Fellows dinner. We hope you find that Myrtle Beach is the best stage for our 44th meeting.

I always think of ABSEL as a big family. Several years ago, wonderful people that I want to thank right now, adopted me. Multi-tasking members like Mick Fekula and Kiersten Maryott will forever be in my heart. They continuously work to improve ABSEL, always looking for the best and innovative teaching practices based on experiential learning, simulations, and games ready to play. They and our Fellow's Dean, Hugh Cannon, are the soul of what ABSEL represents nowadays. I also want to thank our President Chris Scherpereel for his patience and help in what we planned for this year's Conference, as well as our proceeding editor (my hero!) J. Alexander Smith. Also, the hard work of our Track Chairs, Ken Long, Chris Cassidy, Pat Hendrickson, and Maja Zelihic must be recognized. Our ABSEL family has grown stronger though their support, as well as the support of many other members listed on the ABSEL Board. All have worked hard to present the best conference possible.

Out Celebration Luncheon "stand-up ceremony" is the best way to reflect upon ABSEL's 44 years of meetings. I hope to stay part of this family for as many years as I can, and I hope that after being here, you too will want to be part of the ABSEL family for a long time. It is through your contributions that ABSEL will continue to grow and sustain itself as the best place to share our teaching and learning experiences!

Carlos Mario Zapata-Jaramillo
ABSEL Program Chair, 2017

2016-2017 ABSEL Officers

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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
Chris Cassidy	2016		Peter Markulis	2007
Jimmy M. Chang	2010		Sandy Morgan	2003
Susan Chesteen	2000		Carl Nielsen	1999
Dick Cotter	2000		John Overby	2000
Ralph Day	1989		Dee Page	2004
John Dickinson	2015		Aspy Palia	2011
Anthony J. Faria	1993		Alan Patz	1999
Mick Fekula	2012		Sharma Pillulta	2007
Andy Feinstein	2008		Ritchie Platt	2009
J. Ronald Frazier	1988		Thomas F. Pray	1993
David J. Fritsche	1990		Pat Sanders	1994
James Gentry	1990		Alex Smith	2014
Steven C. Gold	1997		Dan Strang	2004
Kenneth Goosen	1987		**Richard Teach****	1996
Jerold Gosenpud	1991		Precha Thavikulwat	1999
Lee Graf	1992		Stanley C. Vance	1987
Jeremy Hall	2012		Bill Wellington	2008
Annette Halpin	2011		Walter J. Wheatley	1995
J. Duane Hoover	2013		Joseph Wolfe	1989
Arata Ichikawa	2015			

*Dean of the Fellows   **Dean of the Fellows - Elect

ABSEL 2017 Program Schedule

Wednesday, March 8

9:00 a.m.— 3:00 p.m.	Pre-conference workshop	D
2:00 p.m.— 6:00 p.m.	ABSEL Registration	Ballroom Foyer
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Thursday, March 9

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8:30 a.m.— 9:00 a.m.	Chris Scherpereel, ABSEL President Carlos Zapata, ABSEL Program Chair	A/B
9:00 a.m.— 10:15 a.m.	Keynote Presentation: SEWA Beats	A/B
10:30 a.m.— 4:15 p.m.	Sessions	A/B, C, D
12:15 p.m.— 1:25 p.m.	Lunch – Business Meeting	A/B

Keynote Presentation

9:00 a.m.—10:15 a.m.	**A/B**	**Thursday, March 9**

SEWA Beats will deliver an experiential exercise in African drumming engaging all attendees during the ABSEL 2017 keynote session. SEWA Beats has delivered programs in 19 countries to more than 300,000 participants globally, including Fortune 100 and 500 companies. The group is endorsed by the world's top business schools and supported by research-backed methodology and socially responsible sourcing.

SEWA BEATS
Connecting People. Sustaining Impact.

EXPERIENTIAL

10:45 a.m.—4:15 p.m.   **A/B**   **Thursday, March 9**

BOLD text indicates Best Paper nominations

10:15—10:45 a.m.
- ☒ Coffee Break

10:45—12:15 p.m.   *Session Chair: Magnuson*
- ☐ Preplanning Assignments to Enhance Learning When Using the Sim4projects Project Management Simulation Game as a Capstone Learning Experience *(James Szot)*
- ☐ **It's More Than Just a Simulation: Deepening and Broadening Student Learning Using a Business Enterprise Simulation as a Platform** *(Ron Magnuson, Debbie Good)*
- ☐ Draggles and Wowzers: A Role Playing Exercise for Developing Student Civility *(Céleste M. Grimard, Michel Cossette, Miguel R. Olivas-Luján)*
- ☐ Providing Unparalleled Experiential Learning Experience within Leadership Course *(Asha Bhandarker, Subrat Kumar)*

12:15—1:25 p.m.
- ☒ Lunch/Business Meeting—A/B

1:30 – 3:00 p.m.   *Session Chair: Maryott*
- ☐ A Speed Networking Event: Allowing Business Students to Apply Classroom-Taught Professional Networking Skills in a Fast-Paced Setting *(Sara Green Williams, Ron F. Green, Kaitlin Diel)*
- ☐ Teaching Financial Ratio Analysis using XBRL *(Elise Boyas, Ryan Teeter)*
- ☐ **Using Experience-Based Learning to Enhance Student Success: Step 1 - Exploratory Research to Identify Discipline-Specific Competencies** *(Kaylee M. Philbrick, Kiersten M. Maryott, Ronald A. Magnuson)*
- ☐ A DSD Experience for Game Development Among Colombian Students *(Carlos Mario Zapata-Jaramillo, Bell Manrique-Losada, Liliana González-Palacio, María Eugenia González)*

3:00—3:15 p.m.
- ☒ Coffee Break—A/B, C, D

3:15—4:15 p.m.   *Session Chair: Long*
- ☐ Flipped Classroom—My Experiences with Undergraduate Marketing Classes *(Raghu Kurthakoti)*
- ☐ On The Ball: An Experiential Exercise for Developing Awareness About Self-Leadership *(Céleste M. Grimard)*
- ☐ Quick HRM: Using A Brief Case Study to Introduce Students to HRM *(Céleste M. Grimard, Michel Cossette)*

SIMULATIONS

10:30 a.m.—3:00 p.m.   **C**   **Thursday, March 9**

BOLD text indicates Best Paper nominations

10:15—10:30 a.m.
- ☒ Coffee Break

10:30—12:00 p.m.   *Session Chair: Wardaszko*
- ☐ **Economic Modeling In Business Simulation In Flow-Oriented And On-Line Game Design** *(Marcin Wardaszko, Helmut Wittenzellner)*
- ☐ **Recipes for Structural Fairness in Games** *(Precha Thavikulwat)*
- ☐ **Developing a Strategic Target SBU Portfolio with The Target Portfolio Package** *(Aspy Palia)*
- ☐ Designing and Delivering an Online Course with a Total Enterprise Simulation: Challenges and Lessons Learned *(James Caruso)*

12:15—1:25 p.m.
- ☒ Lunch/Business Meeting— A/B

1:30—3:00 p.m.   *Session Chair: Goosen*
- ☐ **Time and the Meta-Compositional Elements of Business Simulations** *(Jeremy Hall)*
- ☐ **Correlations of Measures of Forecasting Accuracy and Profit** *(John Dickinson)*
- ☐ Design of a game to make decisions under pressure *(Johana Suarez Sánchez, Juan David Parra, Laura Marcela Londoño Vásquez, Manuela Pérez Rodríguez)*
- ☐ The Effect of Starting Price and Advertising on Business Strategy *(Kenneth Goosen)*

3:00—3:15 p.m.
- ☒ Coffee Break—A/B, C, D

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

3:15 p.m.—4:15 p.m.   **C**   **Thursday, March 9**

3:15—4:15 p.m.   *Session Chair: Ken Wong*
- ☐ **The Effects of Supplemental Instruction on Student Grades in a Blended Learning Context** *(Richard Szal, Kyle Kennelly)*
- ☐ Examining Behavioral Techniques, Encouragement, and Consistency in Classroom Management *(Diane Hamilton)*
- ☐ Experiential Learning: A Case of Business Skills Development Education in Higher Education *(Ken Wong)*

GAMES READY TO PLAY

10:30 a.m.—4:15 p.m.   **D**   **Thursday, March 9**

10:15—10:30 a.m.
- ☒ Coffee Break

10:30—12:00 p.m.
- ☐ Serious Play: The BPI Game *(Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo, Miguel Betín-Montes)*

12:15—1:25 p.m.

- ☒ Lunch/Business Meeting—A/B

1:30—3:00 p.m.
- ☐ A learning game for prospective B2B managers and sales engineers *(Richard Teach, Luiz Titton)*

3:00—3:15 p.m.

- ☒ Coffee Break—A/B, C, D

3:15—4:15 p.m.
- ☐ Bridging Academia and Corporate through Experiential Learning in China—HCD Learning *(Julia Li)*

Friday, March 10

7:00 a.m.— 8:25 a.m.	Meeting of New ABSEL Board	C
7:30 a.m.— 8:30 a.m.	Breakfast	Café du Port
8:30 a.m.— 3:00 p.m.	Sessions	A/B, C, D
12:00 p.m.— 1:25 p.m.	Celebration Luncheon	Café du Port

EXPERIENTIAL
& INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

8:30 a.m.—3:00 p.m.	**A/B**	**Friday, March 10**

BOLD text indicates Best Paper nominations

8:30—10:00 a.m.   *Session Chair: Cannon*
- ☐ What is "Fair Value"? An In-Class Exercise for Accounting Students Using the Case of Zoo Doo *(Elise Boyas)*
- ☐ Teaching Mediation Skills to Managers: An Experiential Approach to Teaching Mediation in One Class *(Ed Wertheim)*
- ☐ **Conceptualizing Co-Creative Strategies in Experiential Education: Individual versus Group Approaches** *(Bryon C. Geddes, Hugh M. Cannon, James N. Cannon)*
- ☐ **Grammar Games in the Business Writing Classroom** *(Helen Soter, Lisa Schottenhamel)*

10:00—10:30 a.m.
- ☒ Coffee Break—On Your Own

10:30—12:00 p.m.   *Session Chair: Long*
- ☐ Building Experience "Experientially": The ABSEL way *(Chris Cassidy)*
- ☐ **Training and Development: A Live Case Project** *(Kristie A. Abston, Jimmy Vuong)*
- ☐ Applied Student Entrepreneurial Game Design As Pedagogy In Professional Military Education *(Kenneth E. Long, Thomas L. Gaines)*
- ☐ Emerging best practices in the use of case study research methods in professional military education *(Kenneth E. Long)*

12:00—1:25 p.m.
- ☒ Celebration Lunch— Café du Port

1:30—3:00 p.m.   *Session Chair: Rodriguez*
- ☐ Digital games design and development by educators *(Qing Li)*
- ☐ Experiential Learning and Its Relevance in Business School Curriculum *(Asha Bhandarker, Subrat Kumar)*
- ☐ We Believe in "Hire" Education: An Experiential Professional Pathway Program and its Relationship to Business 101 *(Linda C. Rodriguez, Mick Fekula)*
- ☐ Educational Grit and Psychological Trauma *(Janetta Harris, Bobbie Murray)*

SIMULATIONS

8:30 a.m.—10:00 a.m.   **C**   **Friday, March 10**

BOLD text indicates Best Paper nomination

8:30—10:00 a.m.   *Session Chair: Zapata-Jaramillo*
- ☐ Pocket: A Personal Finance Game *(Miguel David Rojas, Carolina Taborda Osorio, Susana Maria Valencia Rodríguez)*
- ☐ **Learning business process improvement by using a game** *(Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo, Miguel Betín-Montes)*
- ☐ Bringing fun to serious tools—how business simulations can take advantage from video games *(Michal Jakubowski, Jakub Ryfa)*

10:15—10:30 a.m.
- ☒ Coffee Break

INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

10:30 a.m.—12:00 p.m.   **C**   **Friday, March 10**

10:30—12:00 p.m.   *Session Chair: Reed*
- ☐ Student Grit as an Important Ingredient for Academic and Personal Success *(Lora Reed, Jim Jeremiah)*
- ☐ Entrepreneurship Education and Experiential E-Learning: A Literature Review *(Kimberley McFarland)*
- ☐ The Business of Cheating *(Conni Whitten, Alan Swank)*

12:00—1:25 p.m.
- ☒ Celebration Luncheon—Café du Port

Special Sessions

1:30 p.m.—3:00 p.m.	**C**	**Friday, March 10**

1:30—3:00 p.m.   *Session Chair: Raghu Kurthakoti*
- ☐ Co-Creating Globally Inclusive Learning Communities *(Jaye Goosby Smith, Susan Schick Case)*
- ☐ How should the ABSEL website look? Some suggestions based on a comparative assessment of 16 professional organizations. *(Marina Blake, Raghu Kurthakoti, Annette Halpin)*
- ☐ Invited Session *(David Comisford)*
- ☐ Invited Session *(Jacqueline A. Williams)*

GAMES READY TO PLAY

8:30 a.m.—3:00 p.m.	**D**	**Friday, March 10**

8:30—10:00 a.m.
- ☐ Beat the Market Simulation: A Self-Study Business Economics Game *(Steven Gold)*

10:00—10:30 a.m.
- ☒ Coffee Break—On Your Own

10:30—12:00 p.m.
- ☐ Match the Countries with the Customs (A Matching Game for Students Taking an International Class) *(Rebecca Oliphant)*

12:00—1:25 p.m.
- ☒ Celebration Lunch—Café du Port

1:30—3:00 p.m.
- ☐ A Simulation-Based Approach for Planning with Silega Expedition Business Simulation *(Georgi Tsvetanov)*

ABSEL 2017 Pre-Conference Workshop

*** Note: Prior Registration is required to attend this event ***

PRE-CONFERENCE WORKSHOP

9:00 a.m.—3:00 p.m.	A/B	Wednesday, March 8

PRE-CONFERENCE TRACKS

Ron Magnuson
University of Pittsburgh
ram82@pitt.edu

Raghu Kurthakoti
Arcadia University
kurthakotir@arcadia.edu

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

Purpose: *to provide two hands-on workshops for in-depth treatment of contemporary issues and concepts in experiential learning, led by experience practitioners. Participants will be able to attend both tracks, or go deeper in the track of their choice.*

Who: *led by Ron Magnuson, Raghu Kurthakoti and Ken Long, the workshops are open to all ABSEL members looking for deeper exploration of two timely topics, expanding on last year's successful and popular workshops.*

What: *Workshop synopsis*

Track One: Applied Flipped Classroom lesson plans. *Led by Ron Magnuson and Raghu Kurthakoti. Members will review best practices, sample plans, and then will collaboratively develop their own lesson plans with others. The workshop will be supported with some distance learning webinars before the event, and include scheduled follow-up sessions after the conference to get to closure.*

Track Two: Student-designed Games as Pedagogy. *Led by Ken Long. Members will review best practices from the ABSEL literature and beyond, and practical insights and worked examples from Ken's professional practice at the Command & General Staff College, inspired by last year's annual conference. Participants will work through an example from Ken's lesson material, and then brainstorm ways in which these techniques may be applied in their own teaching practice. The workshop will be supported with some distance learning webinars before the event, and include scheduled follow-up sessions after the conference to get to closure.*

Alternate Track Three: The Use of Visual Research Map to Guide Researchers and Committees. A review of Five Years of Teaching Practice. *Ken will be prepared to present a summary of his initial results from five years of guiding Master's level thesis research through the use of visual research maps, with an opportunity to work through practical examples for researchers and thesis supervisors.*

How: *Each track will feature a three-hour morning session. After a delicious lunch together, we will reconvene for an afternoon session where we have the flexibility to go deeper into the work from the morning track, or where participants can opt to cross over to the other track and develop their plans in that set of techniques as well. After registering for the workshop, we ask that your contact Ken with your tentative preferences so that we can finalize our draft design to meet your outcomes.*

Why: *Participants will be able to develop detailed plans for implementing flipped classroom lesson plans and game-design pedagogy techniques in their own teaching practices, and establish a virtual professional network of interested collaborations that can work together throughout the year. This kind of synergy is priceless and powerful.*

ABSEL 2017 Program Session Abstracts:
Thursday, March 9

COFFEE BREAK		
10:15 a.m.—10:30 a.m.	**A/B, C, D**	**Thursday, March 9**

| EXPERIENTIAL		
10:45 a.m.—12:15 p.m.	**A/B**	**Thursday, March 9**

Session Chair: Ron Magnuson

PREPLANNING ASSIGNMENTS TO ENHANCE LEARNING WHEN USING THE SIM4PROJECTS PROJECT MANAGEMENT SIMULATION GAME AS A CAPSTONE LEARNING EXPERIENCE

Nominated For

Best **1** *Paper*

James Szot
The University of Texas at Dallas
jimszot@utdallas.edu

A key success factor in project management is to first define what needs to be done and then to plan the approach before beginning execution. Unfortunately, unless presimulation planning is built into the curriculum, students may employ less desirable ad-hoc practices when playing a project management simulation game as a capstone activity. This paper describes the Sim4Projects simulation game and the approach used to build project management plan development into the curriculum prior to beginning simulation play. This approach has been used successfully for both a three-semester graduate certificate program in project management which can lead to a MS or MBA with an emphasis in project management, and for a single project management course in a master's degree program in systems engineering and management. Presimulation preparatory assignments require students to prepare a baseline plan based on the given scenario; a staffing management plan, cost forecast and schedule forecast based on their strategy and the available resource pool; and monitoring, control and closeout plans describing how they plan to evaluate performance during and after the simulation.
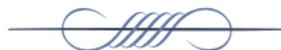
IT'S MORE THAN JUST A SIMULATION: DEEPENING AND BROADENING STUDENT LEARNING USING A BUSINESS ENTERPRISE SIMULATION AS A PLATFORM

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Nominated For

Best #1 *Paper*

Much has been written about how 'learning by doing' increases the level of retention and indeed experiential learning is quite popular at business schools. Business enterprise simulations are a tool used to assimilate a business environment and allow students to apply what they learned in the classroom. Business enterprise simulations have been part of the business school landscape for decades. Simulations do a wonderful job helping students to learn and retain business acumen. This paper provides an overview of an approach used in an MBA Capstone course. The objective of the course is to provide a real-life assignment or internship experience to the students before they graduate so that there are better prepared for their careers. The MBA program uses an off-the-shelf simulation as a platform for the assignment. There are many unique features added to this capstone that provides a deeper and broader learning experience for the students.

DRAGGLES AND WOWZERS: A ROLE PLAYING EXERCISE FOR DEVELOPING STUDENT CIVILITY

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Michel Cossette
HEC Montréal

Miguel R. Olivas-Luján
Clarion University of
Pennsylvania

Minimizing uncivil student behavior is fundamental to developing a positive learning climate in the classroom. Draggles and Wowzers is a 45-minute role playing exercise that helps students develop an understanding of uncivil behavior and its impact on learning. It is based on the fable presented in "The ABC's of Uncivil Behavior in the Classroom," a book that is built on the premise that stories are more effective than cognitive based strategies in inspiring positive learning behaviors. In this enjoyable exercise, students role play Draggle behaviors and attempt to intervene in helpful and unhelpful ways with varying degrees of success. In involving the entire class in debriefing the role plays, students become more conscious of the need to avoid disrespectful behavior and intervene when it occurs.

PROVIDING UNPARALLELED EXPERIENTIAL LEARNING EXPERIENCE WITHIN LEADERSHIP COURSE

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Subrat Kumar
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This paper details experience of developing and conducting Experiential Learning component as a part of Leadership course. Designed to help the students understand the real meaning of "Entrepreneurial Leadership", the course has a component wherein the students carry out research to figure out feasible business idea, prepare the business plan and practically run it over ten weeks. The overall benefits of the course aside, this component helps the students get a first-hand feel of business decisions, challenges and also ways to overcome them. Not only this, the students practically understand the meaning of "Understanding Self", "Understanding Others" and "Working together for excellence". With many of the students in Indian B-Schools without any previous work experience, this assignment also gives them first-hand experience of workplace, and makes them ready for the workplace challenges and opportunities. This paper provides a rich description of the abovementioned learning component structure, as well as the description of various issues to be kept in mind to ensure a holistic learning for the students.

SIMULATIONS		
10:30 a.m.—12:00 p.m.	C	Thursday, March 9

Session Chair: Marcin Wardaszko

ECONOMIC MODELING IN BUSINESS SIMULATION IN FLOW-ORIENTED AND ON-LINE GAME DESIGN

Nominated For

Best *Paper*

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Helmut Wittenzellner
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The paper describes and discusses a specific case-study of demand modeling for an on-line business simulation game called Hotel Stars. It presents a specific flow-oriented on-line design through econometric and mathematical modeling. The model of demand is covered from the perspective of utility and function deployment. Moreover, advertisement modeling has been described with regard to local optimization methodology. The last section features an analysis of additional elements influencing demand. Seasonality, competition strategies modeling, random events, and memory effect are all examples of additional effects that can be modeled and implanted in the major demand model and function.

RECIPES FOR STRUCTURAL FAIRNESS IN GAMES

Nominated For

Best #1 *Paper*

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Although fairness is central to society and to games that are taken seriously, the structural aspect of fairness has not been addressed as a problem of games. Structural fairness in a game of multiple episodes with multiple parties contending for limited opportunities can be assured by an appropriate rotational procedure over a sufficient number of episodes. For fixed number of parties, positional rotation assures complete position fairness. In contrast, order rotation assures both complete positional fairness and complete order fairness, but only when number-of-party and number-of-episode conditions are satisfied. For variable number of parties, arrival rotation assures fairness to parties added last. Order rotation may assure fairness better than proportional allocation when opportunities cannot be distributed exactly in the proportions required. The Gold and Pray (1990) model can be adapted to include rotation. Structural fairness as equality of realized, rather than expected, opportunity cannot be assured by random selection; rotation is necessary.


DEVELOPING A STRATEGIC TARGET SBU PORTFOLIO WITH THE TARGET PORTFOLIO PACKAGE

Nominated For

Best #1 *Paper*

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The Online Target Portfolio Package is used to systematically assess the current position of each strategic business unit (SBU) in a portfolio relative to competitor SBUs and to develop a strategic market plan for a target SBU portfolio with associated strategies and tactical marketing decisions. Competing participant teams first identify SBUs with growth potential and candidates for harvesting and or divestment based on their current position on the Boston Consulting Group (BCG) Growth Share and Growth Gain Matrices and the relevant Product Positioning Map. Based on their analysis of their own and competitor SBU portfolios, they develop a strategic market plan (SMP) to optimize the performance of the overall SBU portfolio while maintaining cash in balance.
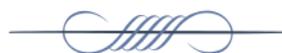
DESIGNING AND DELIVERING AN ONLINE COURSE WITH A TOTAL ENTERPRISE SIMULATION: CHALLENGES AND LESSONS LEARNED

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How do you translate and maintain the instructional integrity and rigor from a face-to-face course to online while providing a worthwhile and rich learning experience? This workshop will outline the pedagogical path taken and lessons learned along the way. It will describe how to convert simulation courses from face-to-face to online. Attendees will learn how instructor-led face-to-face courses differ from virtual courses from an instructional design/technology, faculty, student, and technical perspective. In this session, you will learn more about (1) opportunities in designing and developing online courses versus traditional classroom offerings and (2) the challenges in implementing online courses and how they can be overcome.
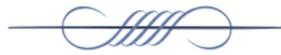
GAMES READY TO PLAY		
10:30 a.m.—12:00 p.m.	D	Thursday, March 9

SERIOUS PLAY: THE BPI GAME

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BPI (Business Process Improvement) game is a simulation of a method for improving business processes. Business analysts—the target practitioners of the game—are encouraged to follow ten steps for improving processes by using a game similar to Monopoly™. The game is cyclical, since processes can be improved once and again. Such improvement is reflected on increments of the key performance indicators to be tested and implemented.

LUNCH / BUSINESS MEETING		
12:15 p.m.—1:25 p.m.	**A/B**	**Thursday, March 9**

EXPERIENTIAL		
1:30 p.m.—3:00 p.m.	**A/B**	**Thursday, March 9**

Session Chair: Kiersten M. Maryott

A SPEED NETWORKING EVENT: ALLOWING BUSINESS STUDENTS TO APPLY CLASSROOM-TAUGHT PROFESSIONAL NETWORKING SKILLS IN A FAST-PACED SETTING

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Kaitlin Diel
Indiana State University

This paper discusses how one business school developed speed networking events in order to prepare students for introduction into the workplace while serving as a demonstration of how they engage their students with the business community. The benefits of hosting a Speed Networking event are numerous. Stakeholders who gain from these events include students, potential employers, alumni and those who wish to demonstrate business school impact and engagement. In addition to providing guidance in planning and executing the event, the paper provides details regarding how to recruit students, recruit professionals and best promote, create, and execute an experiential learning Speed Networking event.

TEACHING FINANCIAL RATIO ANALYSIS USING XBRL

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Ryan Teeter
University of Pittsburgh

Both professional accountants and accounting academics are interested in developing higher-order skills in accounting graduates. Accounting graduates not only need to know the dense body of detailed knowledge required to practice as an accountant, but are also expected to have critical thinking, problem solving and other higher-order analytical skills. Experiential learning curriculum enables instructors to engage students and develop these skills by using rich, real-world, complex scenarios. This paper presents a curriculum unit designed to be delivered to accounting majors in an undergraduate accounting information course. In this curriculum unit, students use XBRL data and Google Sheets to aggregate real-time corporate financial data and generate financial ratios. The ratios are then analyzed to make judgements regarding the financial health of the business organizations.

USING EXPERIENCE-BASED LEARNING TO ENHANCE STUDENT SUCCESS: STEP 1 - EXPLORATORY RESEARCH TO IDENTIFY DISCIPLINE-SPECIFIC COMPETENCIES

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Nominated For

Best 🎗️ Paper

This research identifies discipline specific competencies for six major areas of study in undergraduate business programs: Accounting, Business Information Systems, Finance, Human Resource Management, Marketing, and Supply Chain Management. Initially, we intended to investigate how experience based learning approaches could be used to close the gaps between the skills that employers desire and the skills that students possess upon graduation. However, we quickly discovered two things: 1) not only was there a lack of research on gaps between discipline specific skills that employers desire and what skills students possess, 2) there does not seem to be a clear and consistent understanding of the common discipline specific competencies that employers actually desire in undergraduate business students. There has been plenty of research on "soft" skills and generic hard skills, but nothing (that we could find) on discipline specific competencies. It begs the question: how are business schools supposed to prepare students if it isn't clear what employers actually want? Furthermore, from a student's perspective: how can they hope to satisfy their future employer if they don't know what employers want? In addition to discussing the motivation for this research, we discuss our methodology, results, and future directions for our research.

A DSD EXPERIENCE FOR GAME DEVELOPMENT AMONG COLOMBIAN STUDENTS

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Teamwork skills, risk analysis, project management, requirements elicitation, and negotiation among clients and users are required competencies for implementing software development processes. Development of such competencies is hard when you follow traditional teaching methods. For this reason, an ongoing challenge educators face is related to finding new strategies to be used in the classroom for achieving this goal. Distributed Software Development (DSD) is a way to combine such competencies in a real environment. Consequently, in this paper we propose a DSD experience based on the development of a game in order to give the students a practical view about DSD. This approximation in academic environments allows the students for becoming active during their learning process. Also they learn to be careful with their challenges and risks when they start to develop software applications in industry.

1:30 p.m.—3:00 p.m.	C	Thursday, March 9

Session Chair: Kenneth Goosen

Time and the Meta-Compositional Elements of Business Simulations
Nominated For

Best **#1** *Paper*

Jeremy Hall
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Silega Expedition™ is a business simulation that places participants in a challenging and inspiring experience of climbing Mount Everest in order to win a prize offered by an eccentric millionaire. Time is crucial; they must reach their goal in just a month. Participants work and compete in teams of 5 or 6.

Together they have to make decisions about how to work together, how to use their personal strengths, which route to take, what equipment to use, and what risks to run. This program includes an enhanced multimedia experience with original video footage from the mountain and special effects.

Everest has always been the supreme symbol of man's personal struggle to achieve excellence, no matter the conditions. Succeeding on Everest depends totally on spirit, discipline, and will. And as in real life, there are only two possible results: success or failure.

CORRELATIONS OF MEASURES OF FORECASTING ACCURACY AND PROFIT
Nominated For

Best **#1** *Paper*

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Forecasting is an integral function of business generally. Commensurate with this, developers and researchers of business games have allotted considerable conceptual and empirical attention to forecasting. Dickinson (2016) investigated intercorrelations of six measures of forecasting accuracy. That research is extended here with correlations of those measures with two measures of company profit.

DESIGN OF A GAME TO MAKE DECISIONS UNDER PRESSURE

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Manuela Pérez Rodríguez
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Given the competitive nature of their jobs, it is not surprising that the majority of managers actively seek ways to strengthen its administrative capacity and ability to achieve effective performance. There are different reasons why there is so much interest in improving decision making at management levels, some relevant reasons are the quality and acceptability of decisions that could influence some aspects of career and personal satisfaction on managers. In this paper, we examine the influence of time pressure and time-dependent incentive schemes on the quality of decision-making in an experimental contest game.

THE EFFECT OF STARTING PRICE AND ADVERTISING ON BUSINESS STRATEGY

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Many simulation users and game designers believe that those student participants who develop a good business strategy will have a significantly better profit performance. The emphasis on business strategy is almost universal among users and game designers. The underlying hypothesis of this paper is that whether a given strategy works depends on the placement of the starting decisions such as price and advertising by simulation designers. In this paper, only price and advertising will be subject to analysis in terms of starting decisions made by the game designer. Three experiments were conducted in which the same strategies were used in each experiment. The only difference was that the starting decisions for price and advertising were different in relation to optimum decisions. The results clearly showed that the placement of starting decisions can have a dramatic effect on whether a strategy is successful or not.

A LEARNING GAME FOR PROSPECTIVE B2B MANAGERS AND SALES ENGINEERS

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If you teach a B2B course in a business school or if you teach Industrial Engineering and expect your students to take positions in engineering sales, you should adopt the simulation VALUE. This game simulates a simplified model of the Numerical Controlled (NC) Vertical Milling Machine industry. Vertical Milling machines make up one of the largest selling categories in the B2B market place.

Each buying firm releases a "request for bid" (RFB) document at the start of each round. This RFB contains a set of 5 characteristics that become the minimum acceptable requirements for a winning bid. Each firm's RFB specifies the number of NC milling machines the firm wants to purchase. All firms will accept bids the meet or exceed their minimum requirements, but will accept only the lowest priced bid. At the opening round there are 25 buying firms submitting RFBs. The buying firms are not made-up of people. Each buying firm's demand and specifications for NC milling machines are determined by an algorithm.

Each selling firm is composed of one or up to a maximum of five students or trainees. (The authors suggest 3 persons per team.) Each selling firm may tender up to five bids per round and are constrained to only produce one specific model with its set of 5 characteristics during a single round, but each selling firm may alter the machine characteristics to better fit the potential demand at the beginning of each round after they receive all of the buying firms' RFBs. Thus, each selling firm configures its offering to best suit their subset of potential buyers. Each of the 5 machine characteristic has 3 levels; somewhat similar to the concept of good, better and best. These 3 levels for each characteristic have different costs.

Since this simulation's machine tools are "Made to order," each buying firm may be charged a different price, even though the products being sold to different buying firms are identical.

This game simulates a closed bidding process and only the winning bids are released to all the players after each round of play.

If a potential buying firm does not receive a single acceptable bid, that firm drops out of the market and the number of buying firms gets smaller. If all buying firms receive at least one acceptable bid, the market place grows by 2 new firms in the next round.

VALUE may be configured to have between 15 to 50 buying firms and between 3 to 8 selling firms and the maximum number of bid submitted allowed for each selling firm may also submitted.

VALUE identifies each buying firm has a unique name and address and these names and addresses may be changed at the game master's discretion in order to make the game reflect local conditions. In addition, the currency may be changed to be whatever the game master desires, again to localize the game's environment (i.e. US Dollars, UK Pounds Sterling, Japanese Yen, etc.).

Many firms are in markets where closed bidding is an everyday occurrence. Firms selling to private business with very large projects and /or firms purchasing machinery, tools and computers, architecture firms building large complexes, airlines purchasing aircraft and fuel as well as all levels of governments and not for profits. The simulation game reproduces a high level of uncertainty and provides players the opportunity to discover strategies to reduce the level of uncertainty when facing bid markets.

We expect to play about 3 rounds during our session.

COFFEE BREAK		
3:00 p.m.—3:15 p.m.	**A/B, C, D**	**Thursday, March 9**

EXPERIENTIAL		
3:15 p.m.—4:15 p.m.	**A/B**	**Thursday, March 9**

Session Chair: Kenneth E. Long

FLIPPED CLASSROOM—MY EXPERIENCES WITH UNDERGRADUATE MARKETING CLASSES

Raghu Kurthakoti
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In this study, I would like to discuss my experiences with flipping undergraduate marketing classroom at various levels (introductory Vs. advanced courses). I have been experimenting flipping a classroom since Fall 2014 and the approach has gone through a few revisions. The study is intended to summarize my findings and make an attempt to develop a set of best practices that tend to work with undergraduates. The first part of the paper will discuss the initial iterations of classroom flipping. The second part identifies some of the issues (as seen by the instructor) that were limiting the class from deriving full benefits of flipping. The third part discusses the list of changes that were made to the flip technique (partly influenced by the ABSEL Workshop in 2016). The final part discusses the student response to the flipping experience (segregated by course level – introductory versus advanced) and based on student feedback and instructor reflection attempts to identify some practices that might yield more positive experiences and outcomes. Initial implementation of flip and problems associated with the flip. 1. Lectures provided online (slides, audio) – very detailed (ranging from 30-45 minutes long per topic) 2. Class time split between three things a. Class activities (1 case, 1 game, 2 assignment discussions, 1 model development) b. Brief Lectures (only discussed key points related to each module of the course) c. Student led current event discussion – Each student was responsible for a marketing topic and was expected to present a current event related to their topic to the class and lead the class in a 15-20 minute meaningful discussion. Problems identified from the above approach 1. Students would depend on the brief lecture for getting course content. Very few read/listened to online lectures and/or text book 2. Much of class time (almost 60%) being spent as non-flip and in a more traditional mode. Changes made in delivery based on the insights from the ABSEL workshop to address the problems 1. Lectures provided online (slides, audio) – very detailed (ranging from 30-45 minutes long per topic) 2. Class time was spent in the following a. Class was divided into teams and each teams was assigned a module in marketing to prepare and reinforce 2-3 key concepts the class in one session (graded based on level of class involvement, clarity of information provided and creativity used to reinforce) b. Student led current events discussion - Each team was responsible for a marketing topic and was expected to present 3-4 current event articles related to their topic with a common underlying theme to the class and lead the class in meaningful discussion for the entire meeting period (1 hour). c. Class activities (1 case, 2 games, 3 assignment discussions, 1 model development) d. Last 4 sessions of the semester were used by the instructor to do brief catch up sessions related to key topics where students expressed having less clarity, but was done after tests to ensure that they would not rely on these catch up sessions for content Student Feedback on the approach Mixed response – Introductory class had a more negative response compared to upper level classes. But at both levels some concerns were expressed. Student feedback is still being collected and analyzed. Detailed findings will be presented at ABSEL meeting in March 2017.

ON THE BALL: AN EXPERIENTIAL EXERCISE FOR DEVELOPING AWARENESS ABOUT SELF-LEADERSHIP

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A fundamental prerequisite for becoming an effective leader is being able to lead oneself. This paper presents an experiential exercise that helps individuals become aware of fundamental elements of self-leadership such as managing one's emotions and attitudes; dealing with time constraints, priorities and stress; effective delegation; and working in a team context. In addition, students develop insights regarding their personal orientation towards self-leadership based on their performance during a brief interactive ball tossing activity. At first glance, this exercise appears to be deceptively simple in nature. However, students quickly realize that, as the workload increases exponentially, they must find a way to work together, manage their feelings of stress and anxiety, and establish boundaries in relation to accepting work that doesn't belong to them or that represents an overload of work.

QUICK HRM: USING A BRIEF CASE STUDY TO INTRODUCE STUDENTS TO HRM

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Michel Cossette
HEC Montréal

Based on their own experiences, students often have an incomplete knowledge of the human resource management (HRM) process. Moreover, they may feel overwhelmed by all the terminology of HRM if it is presented in a piece meal fashion. This article describes a process for helping students understand the 'big picture' of HRM in an inductive fashion. Based on a series of debriefing questions in relation to a short case study, Roger's Tire Experts, instructors help students create an HRM map, a diagram of the areas and functions of HRM and how they are interrelated. Rather than 'explaining' the HRM process, instructors pull the required knowledge from the students themselves. Thus, students view the map as their creation and see how it is connected to a 'real' organization (Roger's Tire Experts). This map, accompanied by a discussion of the need for effective HRM in organizations, provides students with a quick and creative introduction to HRM.

Session Chair: Ken Wong

THE EFFECTS OF SUPPLEMENTAL INSTRUCTION ON STUDENT GRADES IN A BLENDED LEARNING CONTEXT

Nominated For

Best 🎗️1 *Paper*

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Kyle Kennelly
Northern Arizona University

Supplemental Instruction (SI) programs have been used in college and university programs since their inception in the 1970's. The programs are viewed as a cost-effective method of delivering peer-assisted instruction to students in courses deemed difficult by virtue of the fact that they suffer from high failure and drop rates. There have been many analyses that attempt to determine the efficacy of these programs in improving student involvement and grades in the courses and in reducing drop rates and retention. Virtually every analysis has arrived at the conclusion that the SI program is successful in these endeavors. A state school is involved in the transformation of many lower-division classes to a blended learning format in an effort to increase efficiency for the use of teaching staff and classroom space. In the view of the authors, the use of SI programs using student leaders takes on added importance. The paper performs an analysis concerning the results for an introductory business statistics class. The results indicate that SI sessions had a large positive effect on student grades in the class, and the effect of SI sessions is larger than either time spent on homework assignments or participation in lecture activities. For every SI session attended a student's grade improves by 0.73 points on a 100 point scale. The paper concludes by indicating additional data requirements that could help future research clarify the effects of SI on different demographic groups.

EXAMINING BEHAVIORAL TECHNIQUES, ENCOURAGEMENT, AND CONSISTENCY IN CLASSROOM MANAGEMENT

Diane Hamilton
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Classroom disruptive issues have been rigorously studied for decades. Some of the top research studies from nearly 40 years ago, deal with how instructors handled children through praise and reprimands (Gable, Hester, Rock, & Hughes, 2009). Classroom management has become an important area of research as schools have begun to lose many of their instructors due to burnout. Williams (2011) found that burnout was particularly high in Gen Y instructors causing them to drop at a rate 51% more frequently than past generations. It is important to consider some behavioral factors for an improved student an instructor experience. As part of this research, there are five areas addressed where educators can focus attention to improve classroom interaction. The strategies for classroom management reviewed here are based on the work of Dahlgren, Mala, Faulk, and Lattimer (2008); these include (1) Student mood awareness and rapid teacher response (SMARTR™), (2) "Teach-T'os™" teaching-to classroom rules, (3) Refocus™: eliminating multiple warnings and repeated requests, (4) Student and teacher relationships: unconditional positive regard, and (5) classroom arrangement and design. The results include benefits for teachers, students, administrators, and family members. The classroom management techniques studied here demonstrated benefits for the modern classroom that limit the time instructors spend with behavioral issues and focus that time on teaching students instead.

EXPERIENTIAL LEARNING: A CASE OF BUSINESS SKILLS DEVELOPMENT EDUCATION IN HIGHER EDUCATION

Ken Wong
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In a predominantly Chinese society, the Hong Kong higher education system has been going through a transition from a process-oriented approach to an outcome-based approach to teaching and learning since 2004. The Hong Kong Polytechnic University took a leading position in such a move. We adopted an outcome-oriented model to curriculum design by incorporating clear articulation of intended learning outcomes, designing teaching and assessment methods which align with the intended outcomes. Effective university education does not only provide students with the opportunities to acquire subject knowledge, but business skills for lifelong development in the society. The need to foster students' business skills has been stipulated at the institutional, faculty and department level. In tackling with such need, the Faculty of Business adopted two approaches in fostering students' business skills. The first approach was by means of introducing specific and separate mandatory subjects into the curriculum, such as business skills development course. The other approach was to embed the development of business skills integrally into the subjects of the mainstream curriculum by introducing new curricular emphases, teaching methods and educational technologies. Students were exposed to a variety of cultural diversity, interactive learning environment in group and individual setting. Formative and summative assessment activities were organized. The experience of implementing the course learning outcomes through experiential learning is shared in this paper.

GAMES READY TO PLAY

3:15 p.m.—4:15 p.m.	D	Thursday, March 9

BRIDGING ACADEMIA AND CORPORATE THROUGH EXPERIENTIAL LEARNING IN CHINA—HCD LEARNING

Julia Li
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Changing market dynamics are forcing companies to strengthen their employee competencies and the teams they work in. This is especially true in this age of digital advent into every sphere of life, forcing companies to adapt to changing consumer preferences, habits and market competition. Nowhere is this problem more pronounced than in China, which, in the past two years has come to boast to have the most advanced and sophisticated digital ecosystem in the world amid a rapidly changing consumer behavior. At this point in time, HCD Learning, a pioneer in experiential learning in China, has enabled numerous leading business schools and universities in China such as CEIBS, Peking University, Jiaotong University and industry leading MNC organizations such as Coca-Cola, P&G, Huawei, Bosch and Big Chinese companies such as Baidu, Tencent, Alibaba (The Big Three) to help students and the management teams to transform their mind-set and equip the right skills to excel in the market through experiential learning (leveraging business simulations).
During the conference, we would like demonstrate how we helped (a) A leading business school in China to enable students to equip with go-to-job skills (b) A Fortune 500 MNC operating in China market and its top management to quickly adapt and align to the changes in their core customer needs by learning new skills using two of our simulations – Marksimos and ChangeMan. We request to have attendees at the conference experience these simulations at the conference at ABSEL 2017, and explain learning delivery model through a video.

ABSEL 2017 Program Session Abstracts: Friday, March 10

EXPERIENTIAL		
8:30 a.m.—10:00 a.m.	**A/B**	**Friday, March 10**

Session Chair: Hugh Cannon

WHAT IS "FAIR VALUE"? AN IN-CLASS EXERCISE FOR ACCOUNTING STUDENTS USING THE CASE OF ZOO-DOO

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Recently, there has been a progression toward the use of fair values to value balance sheet items. Both accounting professionals and accounting academics have been debating the benefits of this trend, particularly given the uncertainly and variation in the measurement of fair values. Students have become comfortable using the term 'fair value', but examples and problems in textbooks assume the fair value is known, thus giving students a false impression regarding the ease of developing fair values. Students may not fully understand the array of measures that the term 'fair value' encompasses or the uncertainty surrounding many of these measurements. This paper describes an in-class exercise developed for use in a graduate level accounting research course for masters of accounting students. The goals of the assignment are to (1) introduce students to the controversy surrounding the move toward fair values, (2) help students understand how difficult it is to place a current or fair value on an asset or liability especially when there is not an active market, and (3) encourage critical thinking and creativity as students collaborate to develop a methodology to value a balance sheet asset. The exercise helps students understand the challenges of fair valuing assets, knowledge they can take with them into their careers as practicing accountants.

TEACHING MEDIATION SKILLS TO MANAGERS: AN EXPERIENTIAL APPROACH TO TEACHING MEDIATION IN ONE CLASS

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Managers today are asked to demonstrate strong skills in conflict resolution in a variety of forms. While this primarily involves negotiation, the most common form of conflict resolution, there is an increased emphasis on mediation or third party assisted negotiation. Managers will find themselves asked to be involved as a neutral to solve problems. This may or may not lead to a formal mediation, but even if not, the skills required of a mediator, are useful skills for any manager. This session (presented by a professor of negotiation and professional mediator) will focus on teaching the basic skills of mediation in one or two classes. The session will involve a role-play used to introduce the topic.

CONCEPTUALIZING CO-CREATIVE STRATEGIES IN EXPERIENTIAL EDUCATION: INDIVIDUAL VERSUS GROUP APPROACHES

Bryon C. Geddes
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Hugh Cannon
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James N. Cannon
Iowa State University

Nominated For

Best #1 *Paper*

The Association for Business Simulation and Experiential Learning (ABSEL) literature contains a number of studies that address the nature and effectiveness of various types of experiential learning exercises. This paper suggests that characterizing any particular type of exercise as "experiential" or "not experiential" is less productive than determining the best way to create an experiential learning environment, within the context of a particular type of exercise. We argue that effective education is necessarily "co-creative," where students actively respond to and interact with the learning environment to create a learning experience. This experience takes place in the students' minds. Defining experiential learning as a mental activity is important, because it focuses our attention directly on the principles of design by which we stimulate mental activity, rather than imprecise classifications of teaching approaches, such as "experiential" versus "didactic." We discuss two sets of principles: those related to student work products, and those related to the role of individual versus group learning environments.

GRAMMAR GAMES IN THE BUSINESS WRITING CLASSROOM

Helen Soter
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Lisa Schottenhamel
University of West Florida

Nominated For

Best #1 *Paper*

This paper describes a grammar game used to teach business students grammar rules in a way that reduces anxiety and motivates learning. Grammar instruction is often filled with terminology that intimidates many students, so it is important to explain grammar and writing issues using simple language rather than the complex jargon understood only by English majors. These games also enhance metacognition as students rely on one another, rather than just solely relying on the instructor, for explanations and answers to challenging problems. Students become aware of their own strengths and weaknesses and can transfer this knowledge to writing assignments in other classes and in the business world. Making the games competitive also keeps students engaged and focused on the lesson in a way that lectures and worksheets cannot; therefore, these games can be an alternative to the traditional grammar lessons.

Session Chair: Carlos Mario Zapata-Jaramillo

POCKET: A PERSONAL FINANCE GAME

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The gamification is a motivational methodology that includes mechanical and dynamic games, not used in recreational activities. Applied to personal finance, shows the importance of balance between income and expense, providing tools for the rational process of making financial decisions.
The game is designed to teach this methodology, to strengthen the knowledge, applied to students of the Universidad Nacional de Colombia and professionals of administrative and non-administrative areas. It is identified with the gamification the individual faces financial decisions as a fun way, increasing the knowledge, and at the end of the game all the participants had a similar level.

# LEARNING BUSINESS PROCESS IMPROVEMENT BY USING A GAME
Nominated For

Best #1 Paper

Juan Sebastián Zapata-Tamayo
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Business process improvement is the systematic analysis of processes in order to measure and improve process performance. Some games have been created for teaching several aspects of management, but process improvement is still outside the focus of such work. Also, the ABSEL community has some effort in teaching and understanding business management, the broader area that covers business improvement. In this paper we propose a game for practicing the main steps of business process improvement. The game was played by several students and real-world practitioners with promising results.
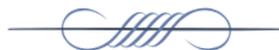
BRINGING FUN TO SERIOUS TOOLS—HOW BUSINESS SIMULATIONS CAN TAKE ADVANTAGE FROM VIDEO GAMES

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Jakub Ryfa
Economical University

Video game design strongly relays on such combination of game mechanics that will at first gather players attention and then maintain it for a long time. There is no doubt that simulations can be engaging too, but that is different form of bond between user and software. Following paper focuses on means of evoking higher engagement for using learning tools such as business simulation games. Authors present post-mortem of design and production process of example game which uses their conceptual model that evokes fun by giving player more feedback and more possibilities to challenge their skills and knowledge.

GAMES READY TO PLAY		
8:30 a.m.—10:00 a.m	**D**	**Friday, March 10**

BEAT THE MARKET SIMULATION: A SELF-STUDY BUSINESS ECONOMICS GAME

Steven Gold
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An innovative self-study simulation pedagogy is demonstrated with direct audience participation using an online business economics game called Beat the Market in which students "learn by doing", on their own and at their own pace, without the necessity of direct involvement by the instructor. The simulation self-study consists of a set of games that place students in different market environments from highly competitive to highly concentrated. The simulation has an automated consultant that provides feedback to the student players on problem areas and factors to consider to improve after each decision period. Courses that may find this simulation pedagogy beneficial would include large classes such as introduction to business or economics.

COFFEE BREAK		
10:00 a.m.—10:30 a.m.	**A/B, C, D**	**Friday, March 10**

10:30 a.m.—12:00 p.m.	A/B	Friday, March 10

Session Chair: Kenneth E. Long

BUILDING EXPERIENCE "EXPERIENTIALLY": THE ABSEL WAY

Chris Cassidy
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The ABSEL Way is the label used to describe the culture and institutional processes of the Association for Business Simulation and Experiential Learning (ABSEL). The membership sees the ABSEL Way as the means by which ABSEL operates as an organization. It involves the way we attract and retain members, the way we engage in professional development, and the way we organize. The ABSEL way is the way its members experience ABSEL. The purpose of this paper is to apply the concepts of experiential learning to the organization, to clarify and communicate the ABSEL Way to its membership. INTRODUCTION This short introduction will describe The ABSEL Way in terms of the organizational structure and its members perceived outcomes. LITERATURE REVIEW This section will examine previous commentary and research on the role of The ABSEL Way as a mechanism of organizational culture. INSTITUTIONAL PROCESSES AND MECHANISMS This section will examine ABSEL's organizational mechanisms for recruitment, retention, inculcation, and evaluation. The outcomes of these mechanisms are reflected in the ways ABSEL recognizes and rewards its members (fellows, long term members), conducts and disseminates research (publishes), and fosters teaching excellence. CONCLUSION This section will discuss the future of ABSEL.

TRAINING AND DEVELOPMENT: A LIVE CASE PROJECT

Kristie Abston
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kabston@uwf.edu

Jimmy Vuong
University of West Florida

Nominated For

Best **1** Paper

This paper describes a live case project that was used in two sections of a training and development course. The project is explained along with lessons learned from the professor's perspective. In-depth insights from a former student are included, and feedback from client organizations will be shared at the conference.

APPLIED STUDENT ENTREPRENURIAL GAME DESIGN AS PEDAGOGY IN PROFESSIONAL MILITARY EDUCATION

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Thomas L. Gaines
U.S. Army Command & General Staff College
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In 2 classrooms at the US Army Command & General Staff College, students applied entrepreneurial thinking to develop 2 different games to model the operational characteristics of Phase IV stability operations (after a major conflict). In so doing, the students developed a deeper and more nuanced understanding of the actors and forces involved in this notoriously complex type of situation. They applied their insights to critically analyze new stability doctrine and engaged doctrine proponents with the insights of their analysis in a productive way. This paper traces the development of the concept and shares insights into this prototype approach to student-centric pedagogy with some thoughts on the experience from a cae study research perspective. The initiative as triggered by workshop commentary from ABSEL 2016 and is an example of virtual teaming for collaborative learning as well.

EMERGING BEST PRACTICES IN THE USE OF CASE STUDY RESEARCH METHODS IN PROFESSIONAL MILITARY EDUCATION

Kenneth E. Long
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The case study research method is a flexible methodological approach to research that can flexibly accommodate quantitative, qualitative and mixed methods paradigms. This is a report on emerging best practices from five years of applying case study methods to the Military Masters of Arts program in the Logistics Department of the Command & General Staff College, with insights on how these might be applied more broadly in Masters degree programs in the professions where an emphasis is placed on real-world application of theories.

Session Chair: Lora Reed

STUDENT GRIT AS AN IMPORTANT INGREDIENT FOR ACADEMIC AND PERSONAL SUCCESS

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Jim Jeremiah
Ashford University

This paper explores grit as a contributor to student success at a variety of age levels. First, grit is described for its value in workforce development (Allen & Lewis, 2006,) as a predictor of achievement (Duckworth, 2006,) and in various capacities relevant to teacher effectiveness and student learning (Duckworth, et al, 2009). Then, grit is considered as a factor in adult achievement including, but not limited to, West Point Cadets (Kelly, et al, 2014). Grit is compared to other aspects of individual behavior, such as agency (Kundu, 2014), and it is investigated as an aspect of character and/or personality. Finally, means of incorporating grit into students' personal and professional lives are discussed. Ways student learning can be enhanced and engagement and retention can be increased are considered. Suggestions for ways faculty can improve course presence and delivery, and support students with grit are offered.

ENTREPRENEURSHIP EDUCATION AND EXPERIENTIAL E-LEARNING: A LITERATURE REVIEW

Kimberley McFarland
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The purpose of the literature review is to identify and explore relevant work relating to experiential e-learning and entrepreneurship education. Generally, entrepreneurship education is not offered as part of the core curriculum for secondary students. Yet, out of necessity many young people in developing nations will begin a business venture. This literature review will focus on Experiential Learning Theory, e-learning, ee-learning, and entrepreneurial literacy. After looking at these different areas, there appears to be a gap in the research where experiential learning and the use of technology to teach entrepreneurial literacy converge. Experiential e-learning could be an effective way to impart entrepreneurial and business literacy to youths.

THE BUSINESS OF CHEATING

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The days of the library card catalog and physically opening a book to research a topic are long gone. Innovation and ease of access to information opens the door to knowledge and exploration beyond one's belief and imagination. That ease of access also brings with it the temptation of plagiarism, fraud, and academic and professional dishonesty. It is through brainstorming and collaboration that ideas are developed to reshape the foundations of accountability and personal integrity. "I would prefer even to fail with honor than to win by cheating" Sophocles (n.d). This paper addresses events, behaviors, reactions, and damage caused by cheating in the classroom and the workplace. The cause for concern is that experiential learning, originality and creativity are at risk.

GAMES READY TO PLAY

10:30 a.m.—12:00 p.m.	D	Friday, March 10

MATCH THE COUNTRIES WITH THE CUSTOMS (A MATCHING GAME FOR STUDENTS TAKING AN INTERNATIONAL CLASS)

Rebecca Oliphant
Florida Southern College

Many students in business class are required to take at least one class which deals with International or Global business. These classes can range from International Marketing or Management, International Finance, Global Business, Introduction to Global Customs or International Culture. In addition, many classes in the Liberal Arts field are including an International or Global component as well.
Students today must know at least the basics of what happens in the world around them. We cannot build a psychological wall around the country in which we live. With popular selling international websites. Like Etsy, Amazon or EBay a single marketer can sell their goods, services or ideas to countries all around the world with one click of the mouse.
I decided to create this basic game after I used the book, Kiss, Bow or Shake Hands (Morrison, 2006) in my International Marketing course and also when I was teaching on an International level in Austria. Because the book Kiss, Bow or Shake Hands discusses in detail the correct ways to speak, do business, or even recognize the basic customs of other countries it lets the students begin to think about how relating to other countries can be very different from their own. Even a basic discussion on M-Time and P-Time when conducting business is beneficial.

CELEBRATION LUNCH		
12:00 p.m.—1:25 p.m.	**Café du Port**	**Friday, March 10**

EXPERIENTIAL & INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION		
1:30 p.m.—3:00 p.m.	**A/B**	**Friday, March 10**

Session Chair: Linda Rodriguez

DIGITAL GAMES DESIGN AND DEVELOPMENT BY EDUCATORS

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The potential of digital games in the field of education is gaining increasing attention from various groups including educators, researchers, and parents. The engagement value of digital games has attracted educators to further explore how digital games can be used to enhance student learning. While the younger generation is naturally able to access and use new media technologies, teachers need to equip themselves with the skills and knowledge needed to take full advantage of these technologies. Digital game-based learning provides a new venue to help teachers not only become more aware of high-tech possibilities, but also to start a new era of education with highly stimulated student learning. Gaining insights into educator thinking on the use of games and potential issues in engaging educators in designing their own games is important because the results can provide useful information to inform game based learning and teacher education. This study is unique in that educators, who have the best knowledge of the content, the pedagogy, and their students, are also game designers and creators. This unique arrangement allows better alignment of the game designer's intention and the educator's needs when the educator is also the designer.

EXPERIENTIAL LEARNING AND ITS RELEVANCE IN BUSINESS SCHOOL CURRICULUM

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The application of experiential learning has been increasing in Business School curriculum across the globe and a lot of studies have been conducted to assess the efficiency of experiential learning pedagogy. However, these studies are primarily focused on either the behavioral learning aspects or capture the implication of one or other course specializations. This paper attempts to conduct exhaustive literature survey of various studies and come up with an outcome wherein the efficiency of experiential learning methodology across various course specialization is effectively captured. Lastly, the paper also tries to study the preferred learning methods of Millenials and tries to predict if experiential learning will be equally effective for them as well.

ABSEL 2017 Conference Schedule *Page 39*

WE BELIEVE IN "HIRE" EDUCATION: AN EXPERIENTIAL PROFESSIONAL PATHWAY PROGRAM AND ITS RELATIONSHIP TO BUSINESS 101

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There is a difference between being properly prepared for professional life and being proactive in choosing a suitable professional pathway. Although business schools are capable of providing an excellent education, some, if not many students engage in the learning process without asking where it will lead them. This paper describes a systematic process to bridge the gap between college and professional life through a professional pathway program. In order to make such a program effective, students must be involved in the process of proactively assessing their future. Although experiential learning is important throughout a student's business education, supplementing an experiential professional pathway approach with Business 101 can play a critical role in setting the stage for the effective pursuit of a particular profession.

EDUCATIONAL GRIT AND PSYCHOLOGICAL TRAUMA

Janetta Harris
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Bobbie Murray
U.S. Army Command & General Staff College

This paper examines the connection between educational grit, as espoused by Dr. Angela Duckworth, and psychological trauma. The authors explore the relationships between education, mental health, and societal needs. Since there is limited research available, the authors begin by addressing the basics: what is grit and what is trauma? From that introduction, the paper follows in two parts. First, how does trauma affect learning, and what is the impact on educational outcomes? The authors draw conclusions as to what educators can reasonably expect from injured individuals and what resources may be available for disenfranchised populations. Second, how does education affect trauma? Specifically, can education alleviate the impact of trauma, and is healing (lifelong learning and/or improvement in symptoms) possible? Without being too clinical, the authors explain one piece of the symbiotic relationship between education and psychology, with the focus being on trauma. Recognizing that while education is not a cure for all contemporary social problems, nonetheless practitioners use education as a method to relieve some aspects of human suffering.

CO-CREATING GLOBALLY INCLUSIVE LEARNING COMMUNITIES

Jaye Goosby Smith
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Susan Schick Case
Case Western Reserve University

The purpose of this session is to demonstrate how we create a sense of inclusion in our consulting engagements, management classrooms, and at professional meetings where the diversity in the room is relevant. A sense of inclusion supports interpersonal and intrapersonal learning. This is most useful in educational environments that seek to help participants understand better themselves and others. As a guide, we utilize Smith & Lindsay's (2014) behavioral model of Ubuntic Inclusion to create an inclusive learning community. In this workshop, we will facilitate our three-part Co-Creating Globally Inclusive Classrooms (CGIC) workshop which quickly creates a basis for inclusion in a learning community.   CGIC involves three short learning exercises focused on intrapersonal reflection, interpersonal communication, and assessment of learning. The three exercises are: "Navigating Identity: Voices from the Past," "Inclusion Peaks (and Valleys)," and the "Web of Inclusion."

HOW SHOULD THE ABSEL WEBSITE LOOK? SOME SUGGESTIONS BASED ON A COMPARATIVE ASSESSMENT OF 16 PROFESSIONAL ORGANIZATIONS

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Motivated by discussions surrounding improvements to the ABSEL website which occurred during the 2016 ABSEL meeting in New Orleans, the authors set out to develop a rubric for assessing websites of professional bodies and then evaluating the websites of 16 academic organizations. Following this review, the authors identified best practices for building a successful website, evaluated ABSEL's current website, and identified the strengths and weaknesses of ABSEL's website.. Website characteristics include: Appearance, Layout, Appeal to Target Audience, Optimized for Mobile Experience and Social Media Integration. The paper concludes with specific actionable strategies to address the gaps found between an ideal website and ABSEL's current website.

INVITED SESSION

David Comisford
EduSourced
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INVITED SESSION

Jacqueline A. Williams
North Carolina A&T State University
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GAMES READY TO PLAY		
1:30 p.m.—3:00 p.m.	**D**	**Friday, March 10**

A SIMULATION-BASED APPROACH FOR PLANNING WITH SILEGA EXPEDITION BUSINESS SIMULATION

Georgi Tsvetanov
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Silega Expedition™ is a business simulation that places participants in a challenging and inspiring experience of climbing Mount Everest in order to win a prize offered by an eccentric millionaire. Time is crucial; they must reach their goal in just a month. Participants work and compete in teams of 5 or 6.
Together they have to make decisions about how to work together, how to use their personal strengths, which route to take, what equipment to use, and what risks to run. This program includes an enhanced multimedia experience with original video footage from the mountain and special effects.
Everest has always been the supreme symbol of man's personal struggle to achieve excellence, no matter the conditions. Succeeding on Everest depends totally on spirit, discipline, and will. And as in real life, there are only two possible results: success or failure.

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, Verifiabily, and Validity of Simulation Constructs for Evaluation"* by A.H. Feinstein and H.M. Cannon

2002 **Best Simulation Paper:** *"Incorporating Cosmopolitan-Related Focus-Group Research into Global Advertising Simulations"* by H.M. Cannon, A. Yaprak and S. Sasser

2003 **Best Simulation Paper:** *"The Tobin Q As a Company Performance Indicator"* by J.A. Wolfe and A.C.A. Sauaia
Best Experiential Paper: "Experiential Learning: Introducing Faculty and Staff to A Leadership Development Program" by M.J. Hornyak and D. Page

2004 **Best Simulation Paper:** *"Accounting for Company Reputation Variation on the Gold Standard"* by H.M. Cannon and M. Schwaiger

Best Experiential Paper: *"Integrating The Business Curriculum with a Comprehensive Case Study: A Prototype"* by P.M. Markulis, D.R. Strang and H. Howe

Best Online Education Paper: "*Designing a Globalization Simulation to Teach Corporate Social Responsibility"* by N.S. Shami, N. Bos, T. Fort and M. Gordon

2005 **Best Simulation Paper:** *"Computer Business Simulaton Design"* by J.S.B. Hall

Best Experiential Paper: *"The Internet to Enhance Course Presentation: A Help or Hindrance to Student Learning"* by W. Wellington, D. Hutchinson and A.J. Faria

2006 **Best Experiential Paper:** *"Is Pay Inversion Ethical? A Three-Part Exercise"* by M. Boscia, B. McAfee and M. Glassman

2007 **Best Simulation Paper:** *"Simulation Performance and its Effectiveness as a PBL Problem: A Follow-up Study"* by P. Anderson

2008 **Best Simulation Paper:** *"Modeling Strategic Opportunities in Product-Mix Strategy: A Customer Versus Product-Oriented Perspective"* by J.N. Cannon and H.M. Cannon

Best Experiential Paper: *"Implementation of Effective Experiential Learning Environments"* by A. McManus and A. Feinstein

Best Student Paper: *"Internships and Occupational Socialization: What are Students Learning?"* by A. McManus and A. Feinstein

2009 **Best Simulation Paper:** *"Beyond the Profitable-Product Death Spiral: Managing the Product Mix in an Environment of Constrained Resources"* by H.M. Cannon and J.N. Cannon

Best Experiential Paper: "*The Simplicity Paradox: Another Look at Complexity in Simulation Design"* by H.M. Cannon, D. Friesen, S. Lawrence and A. Feinstein

Best Student Paper: *"In Search of the Ethnocentric Consumer: Experiencing 'Laddering' Research in International Advertising"* by T.M. Ho, H.M. Cannon and A. Yaprak

2010 **Best Simulation Paper:** "*Another Look at the Use of Forecasting Accuracy on the Assessment of Management Performance in Business Simulation Games*" by M.P de Souza, R.S.S. Bernard and H.M. Cannon

Best Experiential Paper: "*Mustard Seeds as a Means for Creative Problem Solving, Ethical Decision Making, Stakeholder Alliance, & Leader Development Through Experiential Learning in Management Education*" by L.L. Reed

2011 **Best Simulation Paper:** "*Would You Take a Marketing Man to a Quick Service Restaurant? Modeling Corporate Social Responsibility in a Food Service Menu-Management Simulation*" by J. N. Cannon, H. M. Cannon, D. P. Friesen, & A. H. Feinstein

Best Experiential Paper (tie): "*Complexity Avoidance, Narcissism and Experiential Learning*" by J. D.Hoover

Best Experiential Paper (tie): "*Appreciating Complexity: The Chief of Staff of the Army Game"* by Ken Long

2012 **Best Simulation Paper:** "*Pick your Group Size: A Better Procedure to Resolve the Free-Rider Problem in a Business Simulation*" by Precha Thavikulwat and Jimmy Chang,

Best Experiential Paper: "*Build a Business ... In an Hour or Less: Getting Closer to Reality into the Classroom*" by Michael J. 'Mick' Fekula.

Best Online Education Paper: "*Modeling a Modest Proposal for Increasing the efficiency of Academic Research Dissemination*" by Hugh M. Cannon and James N. Cannon.

2013 **Best Simulation Paper:** "*Implementing Mental Models: Extending Insight and Whole Person Learning*" by Robert E. Robinson, Ronald Mitchell, and J. Duane Hoover

Best Experiential Paper: "*The Role of Simulations in Organizational Learning: Building Individual Absorptive Capacity*" by Hugh M. Cannon, Andrew H. Feinstein, Daniel P. Friesen (student), and Attila Yaprak

Best Innovations and Future Directions Paper: "*A Review of the Simulation Research in the Academy of Management Journal: Suggestions for Strengthening the Research Conducted by ABSEL Members*" by Annette L. Halpin

Best Assessment Paper: " *Accounting for Externalities Harnessing the 'Face in the Mirror' Phenomenon*" by Hugh M. Cannon, James M. Cannon, Ahmet B. Köksal (student), Swati Verma (student)

Best Issues Related to ABSEL Scholarship Paper: "*Measuring the Performance Ranking Curve in Marketing Simulation Games*" by William J. Wellington, David Hutchinson, and Anthony J. Faria

2014 **Best Simulation Paper:** *"Customer Transaction Costs and marketing Simulations: Modeling a New Relationship Marketing Approach."* Hugh M. Cannon, James N. Cannon, Ahmet Köksal, Aaron Johnson

Best Experiential Paper: *"An Exploration of Overconfidence in Experiential learning of Behavioral Skills among MBA Students."* Robert C. Giambatista, J. Duane Hoover

Best Innovations Paper: *"The Distance MBA: A Need for Guiding Philosophy and Theories."* Vanthanh Phan, J. Duane Hoover

Best Accreditation Paper: *"Experiential Strategies for Building Individual Absorptive Capacity."* Hugh M. Cannon, Bryon C. Geddes, Andrew Hale Feinstein

Best Student Paper: *"A Business Simulation Game for Location-Based Strategies."* Martin Prause, Christina Gunther, Jurgen Weigand

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

Best Student Paper:

2016   **Best Simulation Paper:** *"Can Action Complexity be used to Measure the Effectiveness of an Educational Game?"* Precha Thavikulwat, Jimmy Chang, Bosco Wing Tong Yu

Best Experiential Paper: *"Experiential Learning Potential as a Function of Psychological Predispositions and Demographic Variables"* Lori Tribble, Robert C. Giambatista, J. Duane Hoover

Best Innovations Paper: *"Teaching Values: An Experiential Approach"* Hugh M. Cannon, James N. Cannon, Bryon C. Geddes, Andrew Hale Feinstein

Best Student Paper: *"Process-oriented Research Method for Teamwork Effectiveness Assessment in Business Simulation Games"* Anna Ruszkowska, Marcin Wardaszko

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 Hoov,er	Dan Brenenstuhl & Sam Certo	Denver
6	1979	Carl Neilsen	James Scherier	Sam Certo & Dan Brenenstuhl	New Orleans
7	1980	Duane Hoover	Sam Certo	Dan Brenenstuhl & William Biggs	Dallas
8	1981	James Scherier	Dan Brennenstuhl	William Biggs & Dave Fritzsche	Orlando
9	1982	Sam Certo	William Biggs	Dave Fritzsche & Lee Graf	Phoenix
10	1983	Dan Brennenstuhl	Dave Fritzsche	Lee Graf & David Currie	Tulsa
11	1984	William Biggs	Lee Graf	David Currie & James Gentry	Hawaii
12	1985	Dave Fritzsche	Joe Wolfe	James Gentry & Alvin Burns	Orlando
13	1986	Lee Graf	James Gentry	Alvin Burns & Lane Kelley	Reno
14	1987	Joe Wolfe	Alvin Burns	Lane Kelley & Patricia Sanders	Hiltonhead
15	1988	James Gentry	Lane Kelley	Patricia Sanders & Tom Pray	San Diego
16	1989	Alvin Burns	Patricia Sanders	Tom Pray & John Wingender	Orlando
17	1990	Lane Kelley	Tom Pray	John Wingender & Walt Wheatley	Hawaii
18	1991	Patricia Sanders	John Wingender	Walt Wheatley & Steven Gold	Nashville
19	1992	Thomas Pray	Walt Wheatley	Jerry Gosenpud & Steven Gold	Las Vegas
20	1993	John Wingender	Jerry Gosenpud	Steven Gold & Precha Thavikulwat	Savannah
21	1994	Walt Wheatley	Steven Gold	Precha Thavikulwat & John Overby	San Diego
22	1995	Jerry Gosenpud	Precha Thavikuluwat	John Overby & Alan Patz	San Antonio
23	1996	Steven Gold	John Overby	Alan Patz & John Butler	Orlando
24	1997	Precha Thavikuluwat	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	Carlos Mario Zapata-Jaramillo	Alex Smith, Ken. Long, Chris Cassidy, Pat Hendrickson, & Maja Zelihic	Myrtle Bea

Myrtle Beach Map

Hotel