



***47<sup>th</sup> Annual Conference Program  
“Towering Through Experience”***



***March 18-20, 2020  
The ABSEL Virtual Conference***

# 47<sup>th</sup> Annual Conference Program “Towering Through Experience”

2020 ABSEL Program Chair Debbie Good

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Business Administration  
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## **2020 ABSEL Conference Sponsors**

# *Congratulations*

to the ABSEL Board and  
the rest of the ABSEL  
community for another  
successful conference!



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## *Virtual Conference 2020 Snapshot Schedule*

**Wednesday, March 18, 2020**

**(All Times (EDT) Eastern Daylight Savings Time)**

<b>11:00 a.m. - 12:00 p.m. (EDT)</b>	Halpin and Students  Zoom Link: <a href="https://pittbusiness.zoom.us/j/147707951">https://pittbusiness.zoom.us/j/147707951</a>
<b>12:00 -12:30 p.m.(EDT)</b>	Break
<b>12:30 -1:30 p.m.(EDT)</b>	Reed & Levy  Zoom Link: <a href="https://zoom.us/j/371227350?pwd=MmNzWHExdmF1eVQrdjZQQ2NjdjZtdz09">https://zoom.us/j/371227350?pwd=MmNzWHExdmF1eVQrdjZQQ2NjdjZtdz09</a>
<b>1:30-2:00 p.m. (EDT)</b>	Break
<b>2:00-3:00 p.m. (EDT)</b>	Long  Zoom Link: <a href="https://pittbusiness.zoom.us/j/148764548">https://pittbusiness.zoom.us/j/148764548</a>
<b>3:00-3:15 p.m. (EDT)</b>	Break
<b>3:15-4:15 p.m. (EDT)</b>	Long, Scherpereel, McConnell & Albert  Zoom Link: <a href="https://pittbusiness.zoom.us/j/744331173">https://pittbusiness.zoom.us/j/744331173</a>

## Thursday, March 19

(All Times (EDT) Eastern Daylight Savings Time)

<b>10:30-11:15 a.m.(EDT)</b>	<b>WELCOME and OPENING SESSION</b> 2020 ABSEL President Ron Magnuson Program Chair Debbie Good President Elect Lora Reed Executive Director Mick Fekula Director External Relations & Marketing Kristie Abston  Zoom Link: <a href="https://zoom.us/j/977334832?pwd=Z0Myd3g3UE4wS2d1QUVvOHhMZCtCUT09">https://zoom.us/j/977334832?pwd=Z0Myd3g3UE4wS2d1QUVvOHhMZCtCUT09</a>
<b>11:15 a.m.-12:00 p.m.(EDT)</b>	<b>“So You Have to Move Your Class to Remote Delivery: An ABSEL Exchange of Ideas and Practices”</b>  This zoom link is the same as for the opening session (if you are already in the Opening Session, you will simply stay in that session. If you miss the Opening Session, you can use this link to join this special discussion session):  <a href="https://zoom.us/j/977334832?pwd=Z0Myd3g3UE4wS2d1QUVvOHhMZCtCUT09">https://zoom.us/j/977334832?pwd=Z0Myd3g3UE4wS2d1QUVvOHhMZCtCUT09</a>
<b>12:00-12:30 p.m.(EDT)</b>	Break
<b>12:30-1:50 p.m.(EDT)</b>	Thursday Concurrent Session I: Simulations  Presenters: Halpin Thavikulwat Wang  Join Zoom Meeting <a href="https://pittbusiness.zoom.us/j/340922936">https://pittbusiness.zoom.us/j/340922936</a>  Moderator: Maryott

## Thursday, March 19

(All Times (EDT) Eastern Daylight Savings Time)

<b>12:30-1:50 p.m.(EDT)</b>	<p>Thursday Concurrent Session I: Innovations</p> <p>Presenters: Pittenger, Jacobs &amp; Moss Good, Petrie-Wyman, Jones, Beaman &amp; Onosu Tashakor, Pittenger &amp; Hagans</p> <p>Join Zoom Meeting <a href="https://zoom.us/j/235728538?pwd=M0VoYWt2MWV5TXBYTEYzUWcyRGZKQT09">https://zoom.us/j/235728538?pwd=M0VoYWt2MWV5TXBYTEYzUWcyRGZKQT09</a></p> <p>Moderator: Rodriguez</p>
<b>12:30-1:50 p.m. (EDT)</b>	<p>Thursday Concurrent Session I: Experiential</p> <p>Presenters: Tolliver &amp; Grimard Shastri Goosen</p> <p>Join Zoom Meeting <a href="https://zoom.us/j/627456177?pwd=ZHIQS3F5WW4wbnNDZUw3aVFfaSnY2Zz09">https://zoom.us/j/627456177?pwd=ZHIQS3F5WW4wbnNDZUw3aVFfaSnY2Zz09</a></p> <p>Moderator: Magnuson</p>
<b>1:50-2:20 p.m. (EDT)</b>	<p>Break</p>
<b>2:20-3:30 p.m. (EDT)</b>	<p>Thursday Concurrent Session II: Games Ready to Play/Simulations</p> <p>Presenters: Leigh Tsvetanov Araujo</p> <p>Join Zoom Meeting <a href="https://pittbusiness.zoom.us/j/204461025">https://pittbusiness.zoom.us/j/204461025</a></p> <p>Moderator: Davis</p>

## Thursday, March 19

(All Times (EDT) Eastern Daylight Savings Time)

**2:20-  
3:30  
p.m.  
(EDT)**

Thursday Concurrent Session II: Experiential

Presenters:  
Kerridge & Simpson  
Petrie-Wyman, Pomeroy & Jones  
Cassidy, Gravois & Capps

Join Zoom Meeting

<https://pittbusiness.zoom.us/j/103631305>

Moderator: Petrie-Wyman



**Friday, March 20**  
**(All Times (EDT) Eastern Daylight Savings Time)**

<p><b>11:30-12:45 p.m. (EDT)</b></p>	<p>Friday Concurrent Session III: Simulations</p> <p>Presenters:  Chasteen  Fulton &amp; Fulton  Schmeller  Dickinson</p> <p>Join Zoom Meeting  <a href="https://zoom.us/j/155232071?pwd=NvJ1Y2V3L0ZqS29tMEZsREpLRGluUT09">https://zoom.us/j/155232071?pwd=NvJ1Y2V3L0ZqS29tMEZsREpLRGluUT09</a></p> <p>Moderator: Abston</p>
<p><b>11:30-12:45 p.m. (EDT)</b></p>	<p>Friday Concurrent Session III: Experiential</p> <p>Presenters:  Hamilton, Patel, Wilber &amp; Kurthakoti  Reed &amp; Levy  Cannon, Cannon, Geddes &amp; Smith  Palia</p> <p>Join Zoom Meeting  <a href="https://zoom.us/j/938814180?pwd=YkZmN0xiMUFMdXdwb0NhMDZZTEdkZz09">https://zoom.us/j/938814180?pwd=YkZmN0xiMUFMdXdwb0NhMDZZTEdkZz09</a></p> <p>Moderator: Reed</p>
<p><b>12:45-1:15 pm (EDT)</b></p>	<p>Break</p>
<p><b>1:15-2:35 p.m. (EDT)</b></p>	<p>Friday Concurrent Session IV: Innovations</p> <p>Presenters:  Taratukhin  Abston &amp; Soter  Davis &amp; Magnuson  Fekula &amp; Rodriguez</p> <p>Join Zoom Meeting  <a href="https://pittbusiness.zoom.us/j/896462700">https://pittbusiness.zoom.us/j/896462700</a></p> <p>Moderator: Davis</p>

**Friday, March 20**  
**(All Times (EDT) Eastern Daylight Savings Time)**

<p><b>1:15-2:35 p.m. (EDT)</b></p>	<p>Friday Concurrent Session IV: Experiential</p> <p>Presenters:          Grimard &amp; Cossette          Murrell, Onosu, Petrie-Wyman, Bichsel &amp; Cooper          Petrie-Wyman, Onosu &amp; Schultz</p> <p>Join Zoom Meeting</p> <p><a href="https://pittbusiness.zoom.us/j/757321274">https://pittbusiness.zoom.us/j/757321274</a></p> <p>Moderator: Petrie-Wyman</p>
<p><b>2:35-3:00 p.m. (EDT)</b></p>	<p><b>47<sup>TH</sup> ABSEL CONFERENCE CLOSING SESSION</b></p> <p>President - Ron Magnuson          ABSEL Dean of Fellows - Chris Scherpereel          Treasurer/Local Events Coordinator - Kiersten Maryott</p> <p>Join Zoom Meeting</p> <p><a href="https://zoom.us/j/760100575?pwd=TVJzUnpKR3NCZktoeVpBNjdTMFVSQT09">https://zoom.us/j/760100575?pwd=TVJzUnpKR3NCZktoeVpBNjdTMFVSQT09</a></p>

# ABSEL Board Officers and Members, 2019-2020



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

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<p><b>Simulation Track Chair &amp; Associate Ed.</b> Open</p>	<p><b>Games Ready to Play Track Chair &amp; Associate Ed.</b> Manabu Ichikawa National Institute of Public Health Tokyo Institute of Technology 2-3-6 Minami, Wako-shi, Saitama 351-0197, Japan +81-48-458-6235 <a href="mailto:ichikawa@niph.go.jp">ichikawa@niph.go.jp</a></p>	<p><b>Innovations and Future Directions in Education Track Chair &amp; Associate Ed.</b> Helen A. Soter University of West Florida 11000 University Parkway Pensacola, FL 32514 <a href="mailto:hrichard@uwf.edu">hrichard@uwf.edu</a></p>
<p><b>Professional Development Worksheet &amp; Associate Ed.</b> Jennifer Petrie Katz Graduate School of Business &amp; College of Business Administration 316 Mervis Hall University of Pittsburgh Pittsburgh, PA 15260 <a href="mailto:jlp224@pitt.edu">jlp224@pitt.edu</a></p>	<p><b>Director at Large</b> William Woods Ashford University 8620 Spectrum Center Blvd. San Diego, CA 92123 <a href="mailto:william.woods@ashford.edu">william.woods@ashford.edu</a></p>	<p><b>Director at Large</b> James Szot Clinical Associate Professor Executive Education Director Project Management Program UT Dallas, Naveen Jindal School of Management 972-883-5811 <a href="mailto:jimszot@utdallas.edu">jimszot@utdallas.edu</a></p>

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<p><b>Director at Large</b> Paola Andrea Norena Cardona Universidad Nacional de Colombia Carrera 80 No. 65-223 Of. M8A-201 Medellín, Colombia <a href="mailto:panorenac@unal.edu.co">panorenac@unal.edu.co</a></p>	<p><b>Director at Large</b> Linda Rodriguez University of South Carolina Aiken 471 University Parkway Aiken, SC 29801 <a href="mailto:lindar@usca.edu">lindar@usca.edu</a></p>	<p><b>Director at Large</b> Jim Caruso Global Talent Development and Business Simulation Leader 609-634-0420 <a href="mailto:Jcaruso91@gsb.columbia.edu">Jcaruso91@gsb.columbia.edu</a></p>

## ABSEL Fellows

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Kristie A. Abston	2019	J. Bernard Keys	1987
Phil Anderson	2003	Leigh Lawton	2009
William D. Biggs	1988	Nancy Leonard	2002
Alvin C. Burns	1993	Kenneth E. Long	2019
John Butler	2001	Peter Markulis	2007
Hugh Cannon	1998	Kiersten M. Maryott	2017
Chris Cassidy	2016	Sandy Morgan	2003
Jimmy M. Chang	2010	Carl Nielsen	1999
Susan Chesteen	2000	John Overby	2000
Dick Cotter	2000	Dee Page	2004
Ralph Day	1989	Aspy Palia	2011
John Dickinson	2015	Alan Patz	1999
Anthony J. Faria	1993	Sharma Pillulta	2007
Mick Fekula	2012	Ritchie Platt	2009
Andy Feinstein	2008	Thomas F. Pray	1993
J. Ronald Frazier	1988	Lora L. Reed	2017
David J. Fritsche	1990	Pat Sanders	1994
James Gentry	1990	Chris Scherpereel*	2017
Steven C. Gold	1997	Alex Smith	2014
Kenneth Goosen	1987	Dan Strang	2004
Jerold Gosenpud	1991	Richard Teach	1996
Lee Graf	1992	Precha Thavikulwat	1999
Jeremy Hall	2012	Stanley C. Vance	1987
Annette Halpin	2011	Marcin Wardaszko	2017
J. Duane Hoover	2013	Bill Wellington	2008
Arata Ichikawa	2015	Walter J. Wheatley	1995
Manabu Ichikawa	2019	Joseph Wolfe	1989
Ron Jensen	1998	Carlos Mario Zapata-Jamillo	2019
Lane Kelly	1999		

\*Dean of the Fellows

# ABSEL 2020 Program Schedule “Towering Through Experience”

**Wednesday, March 18**

**Pre-Conference Workshop  
Professional Development Track**

**11:00 a.m.—4:15 p.m.**

**Wednesday, March 18**

Halpin Session Link: <https://pittbusiness.zoom.us/j/147707951>

11:00 a.m. —12:00 p.m.

Annette Halpin and Students  
“Service Learning as An Experiential Pedagogy to Enhance Student Engagement”

12:00 p.m. —12:30 p.m.            Break

Reed & Jordan Session Link:

<https://zoom.us/j/371227350?pwd=MmNzWHExdmF1eVQrdjZQQ2NJdjZtdz09>

12:30 p.m. —1:30 p.m.

Lora Reed & Jordan Levy  
“From Mustard Seeds to an Experiential Learning (R)evolution”

1:30 p.m.—2:00 p.m.            Break

Long Session Link: <https://pittbusiness.zoom.us/j/148764548>

2:00 p.m. —3:00 p.m.

Ken Long  
“Experiential Learning Speed Dating”

3:00 p.m. — 3:15 p.m.            Break

Long, McConnell, Scherpereel & Albert Session Link: : <https://pittbusiness.zoom.us/j/744331173>

3:15 p.m. —4:15 p.m.

Ken Long, Rich McConnell, Chris Scherpereel & Rich Albert  
“Future Research Partnering and What ABSEL Can Do For You”

## Thursday, March 19

Link : <https://zoom.us/j/977334832?pwd=Z0Myd3g3UE4wS2d1QUVyOHhMZCtCUT09>

10:30 a.m. —11:00 a.m.

**WELCOME AND OPENING SESSION**

2020 ABSEL President Ron Magnuson  
2020 Program Chair Debbie Good

11:00 a.m. —12:00 p.m.

**SPECIAL SESSION**

“So You Have to Move Your Class to  
Remote Delivery: An ABSEL Exchange  
Of Ideas and Exchanges

**BREAK**

**12:00 p.m.—12:30 p.m.**

**Thursday, March 19**

**SIMULATIONS**

**12:30 p.m. — 1:50 p.m.**

**Thursday, March 19**

**BOLD** text indicates Best Paper nominations

Session Link:

<https://pittbusiness.zoom.us/j/340922936>

12:30—1:50 p.m.

*Moderator: Kiersten Maryott*

- Science Mapping the Knowledge Base on Simulations and Serious Games in Management Education, 1960-2018 (*Philip Hallinger, Ray Wang, Uyen-Phong Nguyen*)
- Content Analysis of CEO Letters to Shareholders Authored by Business Simulation Participants (*Annette Halpin*)
- Replicating the Functions of a Corporate CEO: Authenticity and the Grading of Performance (*Precha Thavikulwat, Bosco Yu*)

1:50 p.m. —2:20 p.m.

- Break

## INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

12:30 p.m.—1:50 p.m.

Thursday, March 19

**BOLD** text indicates Best Paper nominations

Session Link:

<https://zoom.us/j/235728538?pwd=M0VoYWt2MWVsTXBYTEYzUWcyRGZKQT09>

12:30—1:50 p.m.

*Moderator: Linda Rodriguez*

- Integration of Professional Certifications in Business Curricula (*Khushwant K. S. Pittenger, Raymond Jacobs, Jacob Moss*)
- Developing an Early Internship Program & Assessment Model: The Emerging Ethical Leaders Internship Program** (*Deborah Good, Jennifer Petrie-Wyman, Ray Jones, Joe Beaman and Gloria Onosu*)
- International MBA Students – Towering Through Business Experience (*Elham Tashakor, Khushwant K.S. Pittenger and Karen Hagans*)
- 

1:50 p.m.—2:20 p.m.

- Break

## EXPERIENTIAL

12:30 p.m.—1:50 p.m.

Thursday, March 19

**BOLD** text indicates Best Paper nominations

Session Link: <https://zoom.us/j/627456177?pwd=ZHIQS3F5WW4wbnNDZUw3aVFfaSnY2Zz09>

12:30—1:50 p.m

*Moderator: Ron Magnuson*

- A Case Study: To the Letter (*James Tolliver, Céleste Grimard*)
- Working on a Not-for-Profit's End of Year Review and Tax Return as a Form of EBL (*Karen Shastri*)



An Experiential Approach to Accounting 101 (*Kenneth Goosen*)

1:50 p.m.—2:20 p.m.

Break

## GAMES READY TO PLAY/SIMULATIONS

2:20 p.m.—3:30 p.m.

Thursday, March 19

Session Link: <https://pittbusiness.zoom.us/j/204461025>

2:20—3:30 p.m.

*Moderator: Tom Davis*

- Carbon Literacy Exercise: A Serious Play Card Game for Our Ecological Future (*Jennifer Leigh, Petra Molthan-Hill, Rachel Welton, Dan Jackson*)
- Designing and Using Games to Teach Business Skills to Children (*Georgi Tsvetanov*)
- Arcs Model Applied in High School Business Gaming: Implementation and Analysis (*Luiz Barçante, Rafael Araujo, Mauricio Barçante and Sorelle Barçante*)

## EXPERIENTIAL

2:20 p.m.—3:30 p.m.

Thursday, March 19

Session Link: <https://pittbusiness.zoom.us/j/103631305>

2:20—3:30 p.m.

*Moderator: Jennifer Petrie-Wyman*

- Embedding Experiential Learning in the Curriculum: Tutor and International Student Contributions and Reflections in an Action Research Project (*Clive Kerridge, Colin Simpson*)
- The Value of Paid Experiential Based Learning Opportunities for International Students: Lessons Learned from a Collaborative Internship and Fellowship Program Model (*Jennifer Petrie-Wyman, Blair Pomeroy, Ray Jones*)
- A Teaching Exercise for the Competitive Profile Matrix (*Christopher Cassidy, Renée Gravois and Charles Capps*)

## Friday, March 20

### SIMULATIONS

11:30 —12:45 p.m.

Friday, March 20

Session Link: <https://zoom.us/j/155232071?pwd=NvJ1Y2V3L0ZqS29tMEZsREpLRGlUUT09>

**BOLD** text indicates Best Paper nominations

11:30—12:45 p.m.

*Moderator: Kristie Abston*

- AI and its Uses in Simulations (*Larry Chasteen*)
- A Simulation, Persistence, Engagement and Feedback Impact Performance in a Computer Networking Course (*Richard Fulton, Diane Fulton*)
- Does Glo-Bus Strategy Simulation Demonstrate Novak's Learning Theory?** (*Rebecca Schmeller*)
- MTABS Analyses of Chi-Square Cross-Tabulations at ABSEL (*John Dickinson*)

12:45-1:15 p.m.

- Break

### EXPERIENTIAL

11:30 —12:45 p.m.

Friday, March 20

Session Link: <https://zoom.us/j/938814180?pwd=YkZmN0xiMUFMdXdwbn0NhMDZZTEdkZz09>

**BOLD** text indicates Best Paper nominations

11:30 a.m.—12:45 p.m.

*Moderator: Lora Reed*

- From the Horse's Mouth: Effectiveness of Flipped Classroom as seen by Students (*Sean Hamilton, Vaibhavi Patel, Whitney Wilber and Raghu Kurthakoti*)
- From Mustard Seeds to an Experiential (R)Evolution (*Lora Reed and Jordan Levy*)
- Individualizing Experiential Learning: A Theoretical Perspective** (*Hugh Cannon, James Cannon, Bryon Geddes and Alexander Smith*)
- Enhancing Experiential Learning Via Sustained Student Engagement** (*Aspy Palia*)

12:45—1:15 p.m.

- Break

## EXPERIENTIAL

1:15 —2:35 p.m.

Friday, March 20

Session Link: <https://pittbusiness.zoom.us/j/757321274>

1:15 p.m.—2:35 p.m.

Moderator: Jennifer Petrie-Wyman

- Introducing HRM through Problem-Based Learning (*Céleste Grimard and Michel Cossette*)
- Designing Business Case Writing as an Experiential Learning Project (*Audrey Murrell, Gloria Onosu, Jennifer Petrie-Wyman, Lauren Bichsel and Myles Cooper*)
- Developing a Global Experiential Learning Model for Business Students: The Relevancy of the Experiential Learning Process & Assessment (*Jennifer Petrie-Wyman, Gloria Onosu, Bryan Schultz*)

## INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

1:15 p.m.—2:35 p.m.

Friday, March 20

Session Link: <https://pittbusiness.zoom.us/j/896462700>

1:15—2:35 p.m.

Moderator: Tom Davis

- The Future of Design thinking for Management Education. Project-based and Game-oriented Methods are Critical Ingredients of Success (*Victor Taratukhin, Natalia Pulyavina, Joerg Becker*)
- A Professionalism Conundrum: Development of Business Students' Career Readiness (*Kristie Abston and Helen Soter*)
- Extending the Experience: Bringing Boards of Directors to Bear on a Business Simulation** (*Tom Davis and Ron Magnuson*)
- The Efficacy of Simulation Learning Assurance Data in Program Outcomes Assessment (*Mick Fekula, Linda Rodriguez*)

## 47<sup>th</sup> ABSEL CONFERENCE CLOSING SESSION

2:35 p.m.—3:00 p.m.

Friday, March 20

Session Link: <https://zoom.us/j/760100575?pwd=TVJzUnpKR3NCZktoeVpBNjdTMFVSQT09>

2:35—3:00 p.m.

- President Ron Magnuson
- ABSEL Dean of Fellows Chris Scherpereel
- Treasurer/Local Arrangements Coordinator Kiersten Maryott

# **ABSEL 2020 Program Session Abstracts (Wednesday, March 18<sup>th</sup>)**

## **PROFESSIONAL DEVELOPMENT TRACK PRE-CONFERENCE WORKSHOP**

**11:00 a.m.—4:15 p.m.**

**Wednesday, March 18**

### **Service Learning as an Experiential Pedagogy to Enhance Student Engagement**

**(led by Dr. Annette Halpin and Students)**

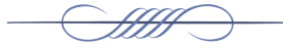
In this workshop, my students and I will present a service learning project, Painting for People, introduced in my International Business & Culture class. The course is an introductory class and is a survey of the fundamentals of global business management, looking at both the internal and external factors that influence organizational decisions. Students examine the role of decision-makers (managers) operating in the global marketplace through the examination of course materials as well as participation in a service learning project.



### **From Mustard Seeds to an Experiential Learning (R)Evolution**

**(led by Dr. Lora Reed & Jordan Levy)**

This highly interactive workshop explores the ‘nuts and bolts’ of experiential learning as it has evolved over the last decade. The goal is to share ideas, as well as to consider overcoming critical processes and institutional challenges related to designing and delivering experiential learning engagements. Be ready to engage with ideas and colleagues and to have fun focusing on the past, the present, and the future of experiential learning in higher education.



## **Future Research Partnering and What ABSEL Can Do For you**

**(led by Dr. Ken Long, Dr. Rich McConnell, Dr. Chris Scherpereel, and Dr. Rich Albert)**

A 1-hour design-thinking session for collaborations among ABSEL members for research and writing projects for presentation at ABSEL 2021. New members will see how to leverage ABSEL for professional development and collaboration. Experienced members will help apply ABSEL best practices to emerging research interests and continue to grow the professional body of knowledge. Examples of ABSEL success stories will be summarized, and opportunities will be brainstormed and explored.



## **Experiential Learning Speed Dating**

**(led by Dr. Ken Long)**

Learn 5 experiential learning techniques from the U.S. Army Command and General Staff College that have been used effectively over the past 5 years. The goal of this session is to increase your exposure to best practices in EBL.



# ABSEL 2020 Program Session Abstracts (Thursday, March 19<sup>th</sup>)

## SIMULATIONS

12:30 p.m.—1:50 p.m.

Thursday, March 19

Moderator: Kiersten Maryott



### Content Analysis of CEO Letters to Shareholders Authored by Business Simulation Participants

Annette L. Halpin  
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*The author applies DICTION software to conduct a content analysis of CEO letters to shareholders written by senior undergraduate students participating in a total enterprise simulation exercise. DICTION, a text analysis program, provides feedback on the tone of the language in these documents. Levels of three attributes of language –Optimism, Certainty, and Realism – are related to firm performance over three periods.*



### Replicating the Functions of a Corporate CEO: Authenticity and the Grading of Performance

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*We replicated the functions of a corporate CEO in a game of 160 episodes and five rounds where every participant has an opportunity to be CEO of a new investment company for at least one round. We explain the incentive system of the game, the roles available to participants, the privileges and duties of the game's CEOs, and the basic, progressive, and log methods of linking performance outcomes to points towards grades. Data from a one-semester administration of the game to a population of 32 undergraduate students show that the frequency distributions of performance scores are as expected, and that the three performance measures of the game, namely lifespan extension, relative shares sold, and logged relative profit, are correlated with each other. The results suggest*



*that the game is authentic in replicating the functions of a corporate CEO, thereby allowing participants to practice formulating corporate strategies, making presentations to investors, executing strategies by acquiring and disposing of business operations, and employing executives to manage subsidiaries.*



## **Science Mapping the Knowledge Base on Simulations and Serious Games in Management Education, 1960-2018**

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*This review of the research used science mapping to analyze the knowledge base on the use of simulations and serious games in management education from 1960 to 2018. The authors used bibliometric tools to analyze 1,156 Scopus-indexed documents that describe simulation- and game-based learning in management education. This quantitative review of the literature revealed a rapidly growing publication trajectory with 80% of the documents published since 2000 and 55% since 2010. The review empirically affirms the broad, long-term use of simulations and serious games in management education and highlights connections between this literature and related literature in education, psychology and other professions. Citation analyses highlighted the role of the journal, *Simulation & Gaming* as the single most influential journal in this literature. Empirical analysis of publications led to the identification of Joseph Wolfe, Albert Faria, and Eduardo Salas as ‘canonical’ authors whose scholarship has shaped discourse in this field of inquiry. While this is a global literature, scholars located in Anglo-American-European societies contributed for 85% of the relevant documents. This finding suggests a need for programmatic research that examines both the design and instructional use of simulations across different cultural contexts. In a global management education context, greater attention needs to be given to the ‘portability’ of the underlying theories and decision rules that underlie simulations.*



12:30 p.m.—1:50 p.m.

Thursday, March 19

Session Chair: Linda Rodriguez



## **Integration of Professional Certifications in Business Curricula**

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*The purpose of the paper is to showcase integration of professional certifications into business school curricula. The reasons for such integration and logistics of doing so are discussed based on the experience of a business school in a comprehensive liberal arts university in the Midwest. While the use of certifications in limited number of disciplines such as accounting is well accepted and established, this paper highlights and advocates systematic use of such certifications across the entire business curricula. The case for the use of certifications by business schools is presented from multiple stakeholders' perspectives.*



## **Developing an Early Internship Program & Assessment Model: The Emerging Ethical Leaders Internship Program**

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*This paper discusses the importance of providing early internship experiences to undergraduate business students to enable more effective practical skill growth prior to graduation. The authors describe the Emerging Ethical Leaders program at the University of Pittsburgh's David Berg Center for Ethics and Leadership, which provides sophomore and junior business students an early exposure internship opportunity. This early exposure internship pairs business students with local businesses and organizations that have established partnerships with the University of Pittsburgh and David Berg Center for Ethics and Leadership. The internship opportunities often involve non-profits and small businesses, allowing business students the opportunity to apply their*

*business acumen to organizations that may not have the staff or the time to complete certain business-focused projects. By working with non-profit organizations and small businesses, students gain exposure to organizations with a socially responsible mission and gain important ethical leadership skills. The goal of internship program is to provide students a way to engage with diverse sectors and become more prepared for competitive internships in the summer following their junior year. When applying for jobs, students are able to report on two effective and diverse internship experiences, enabling them to be a stronger job candidate. This paper describes the Emerging Ethical Leadership model and provides a case-study example of effective early internship experiences. The authors also build an assessment model that captures the impact of the early internship experience from the employer's perspective. This assessment model is based off of findings from an analysis of internship experiences indicating a need to integrate employer feedback into the design of internship programs at the University of Pittsburgh.*



## **International MBA Students – Towering Through Business Experience**

Elham Tashakor, MBA Student  
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Karen Hagans, Career Coach  
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*This paper focuses on ways to enrich the educational experiences of international students in the USA. Challenges facing international students are identified. Through the perspective of an international student at Ashland University, a small liberal arts university in the Midwest, various innovative techniques for providing professional experiences to international business students are presented. These techniques were used by the student to add an experiential element to her MBA studies in the USA. The goal of the paper is to encourage similar creativity on other campuses to enhance the educational experiences of all international students.*



## EXPERIENTIAL

12:30 p.m.—1:50 p.m.

Thursday, March 19

Session Chair: Ron Magnuson

### A Case Study: To the Letter

James Tolliver  
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*As he is about to retire, professor Ian Finagle reviews some letters that his dissertation advisor, Maggie, sent him over the years. As a PhD student, Ian is especially anxious about 'having it made' so that he can let his guard down and enjoy life. Essentially, he wants to know what it takes to be successful as an academic, especially since it seems to be a moving target. Once a milestone is reached, another one appears in the distance. In her letters, Maggie tells Ian to be his own judge of when he has 'arrived.' She offers advice concerning the dissertation process, how research is done, tenure, and the definition of career success. Our case study encourages Ph.D. students to evaluate this advice based on their current experience, career objectives, and the values that they have been taught in their Ph.D. program. They are also challenged to evaluate their implicit beliefs and values concerning the dissertation process, research, definitions of career success, and the rewards available to academics.*



### Working on a Not-for-Profit's End of Year Review and Tax Return as a Form of EBL

Karen Shastri  
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*Recently, I have begun to provide MS in Accounting students with the opportunity to engage in the process and steps taken to provide a not-for-profit with their year-end review. Students are able to experience this real-life work on a one on one basis with me. Given this is a new program, students participate through an independent study. Because it is often the student's first exposure to any type of assurance work, it provides them with an excellent learning experience of what they would confront in an accounting firm and possibly the only experience similar to an internship if they happen to be an international student.*



### An Experiential Approach to Accounting 101

Kenneth Goosen  
Professor Emeritus, University of Arkansas, Little Rock  
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*The first course in accounting has always been to some extent an experiential learning experience but often one not enjoyable by all students. Besides lectures students have been required to work out solutions to problems that are very close to the type of work many real world accountants do. While solving problems was a good experience, feedback was often lacking or delayed by several weeks. Homework was required to be handed in but not always graded or reviewed for accuracy. For this reason and other reasons, I have developed a computer based experiential learning program that helps the student work through the accounting cycle steps but does not require the student to manually post journal entries nor require computing account balances. For students who are struggling to understand basic accounting fundamentals, this program can serve as a tutor*



## **GAMES READY TO PLAY/SIMULATIONS**

**2:20 p.m.—3:30 p.m.**

**Thursday, March 19**

**Moderator: Tom Davis**

### **Carbon Literacy Exercise: A Serious Play Card Game for Our Ecological Future**

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Dan Jackson  
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*In this interactive exercise session, we will explore the use of an interactive carbon literacy training activity that uses large cards to facilitate small and large group dialog on climate change futures—both positive and negative. The ‘card game’ was inspired by the training delivered as part of the UK-based Carbon Literacy Project ([www.carbonliteracy.com](http://www.carbonliteracy.com)), a charitable project, which enables a days-worth of action-based climate change learning in many settings. This experiential method is suitable for higher education (undergraduate, graduate, executive & Ph.D.) and workplace training, and draws upon futuring methods, coaching practices, and the sustainable development goals. In the session, we will run an abbreviated version of the whole exercise, debrief and provide some theoretical background, and discuss potential applications in business ethics, business and society, and sustainability courses.*



## **Designing and Using Games to Teach Business Skills to Children**

Georgi Tsvetanov  
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*In this paper, we describe the value of fostering business skills in children and draw focus to how games and simulations can be used for that purpose. The author and his colleagues designed the game described herein and tested it in 2019 (over a 1-month period) with more than 60 children aged 9-12 in North America. We also conducted a survey at baseline and following the use of the game to understand whether children in the sample intended to become entrepreneurs and whether and how this intent changed after a month of business education tailored to their learning needs.*



## **Arcs Model Applied in High School Business Gaming: Implementation and Analysis**

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*It presents the development, implementation and results of a Brazilian high school business tournament (TEIAR) applied in middle schools in public and private schools in the city of Rio de Janeiro according to Keller's ARCS Model. The market is made up of students playing the role of Suppliers, Manufacturers, and Retailers, competing among themselves in the same industries (either jewels or toys). The Companies are evaluating by themselves and an Audit Committee formed by one teacher at most. The number of participants at TEIAR can vary from 20 up to 30 students. Companies have their performance duly assessed according to an Assessment Form. Each item, 23 in total, evaluated is graded (1 to 5), which should be filled out by the Auditors Committee as well as the companies related to the respective items under their responsibilities. These assessments are based on the eight Brazilian Business Excellence Model. A correlation matrix is presented in order to analyze the intersection of TEIAR four meetings with the ARCS Model, which indicate positive correlations (+) and negative ones (-).*



**EXPERIENTIAL**

**2:20 p.m.—3:30 p.m.**

**Thursday, March 19**

**Session Chair: Jennifer Petrie-Wyman**



## **Embedding Experiential Learning in the Curriculum: Tutor and International Student Contributions and Reflections in an Action Research Project**

Clive Kerridge  
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Colin Simpson  
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*This article presents part of a five-year participatory Action Research project at a UK university, addressing curriculum re-design and development by evaluating the views of key participants: support and specialist tutors as well as students. Three main themes addressed are: student performance; interaction between international and domestic students; and academic engagement. Juxtaposition of interview comments, from tutors and international students, highlights the validity of differing views from each stakeholder group. Findings confirm the benefits of integrating academic and language support into the formal curriculum, higher levels of student engagement when embedding a large-scale business simulation, and the effectiveness of experiential learning pedagogies in mixed-nationality classrooms.*



# The Value of Paid Experiential Based Learning Opportunities for International Students: Lessons Learned from a Collaborative Internship and Fellowship Program Model

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*International students frequently miss out on opportunities to participate in paid internships and consulting projects in undergraduate and graduate schools due to employment restrictions on student visas (Durrani, 2019). Engaging international business students in professional real world experiences is further challenging because certain student visas require special authorization to participate in unpaid internship (Durrani, 2019). Despite the benefits to student learning outcomes, participating in internship experiences, paid or unpaid, for international students has been a challenge in the United States even as international student enrollment increases (Sherry, Thomas, & Chui, 2010). To help address this challenge, the University of Pittsburgh's David Berg Center for Ethics and Leadership has created a collaborative internship and fellowship program to help facilitate paid professional experiences for international students that are permissible under student visa regulation. This paper presents the collaborative internship & fellowship model for international students and provides five program case studies to illustrate the process of creating and implementing paid internships and fellowships for international students.*



## A Teaching Exercise for the Competitive Profile Matrix

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*The Competitive Profile Matrix (CPM) is a tool for analyzing the relative performance of rivals operating in an industry. This paper provides guidance and recommendations to instructors teaching the CPM. Learning this tool gives the manager a better understanding of the competitive landscape. Applying the CPM gives managers a quantitative assessment of rivals which is easily converted into a visual comparison. This visualization of the competition facilitates critical thinking and problem solving about company strategy.*





# ABSEL 2020 Program Session Abstracts (Friday, March 20<sup>th</sup>)

## SIMULATIONS

11:30 —12:45 p.m.

Friday, March 20

Moderator: Kristie Abston



### AI and its Uses in Simulations

Larry Chasteen  
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*Intelligent reasoning by computers has been a goal of computer scientists ever since computers were first invented in the 1950s. This task became known as artificial intelligence (AI). AI has experienced several waves of optimism, followed by disappointment and the loss of funding, followed by new approaches, success and renewed funding. The use of AI in simulations has followed a similar path of ups and downs. There were many papers in the 1980's, followed by fewer papers in the 1990's, then followed by more papers in the 2000's. As computers have become more powerful and AI is becoming more commonplace in other fields, AI is expected to have a bigger impact in simulations. Since simulations are an important part of business education, students should soon see the uses and power of AI.*



### A Simulation, Persistence, Engagement and Feedback Impact Performance in a Computer Networking Course

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Diane Fulton  
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*Information and Communication Technology tools are being rapidly adopted in the online learning environment for their learning effectiveness based upon theories of higher-order skill learning styles, problem-based learning, engagement, frequent feedback and persistence (element in motivation). In this study, 133 students used the tools of an online computer simulation, online*

*discussion forum, and frequent quizzing in a networking computer science course. Students who persisted (at least 10 hours spent in the lab) and successfully developed higher order skills in the simulation (lab scores), fully engaged in the online discussion forum (discussion grades) and received frequent positive feedback (mean quizzes score) were examined for their results on the performance measures in the course (midterm exam, final exam, final grade). Significant results were found in the t-test, correlation and regression analysis between persistence (time spent in lab) and skill achievement in the computer lab simulation (lab scores). In addition, simulation skill achievement, discussion board engagement, and frequent feedback through quizzing impacted certain specific exams and overall performance, in general.*



## **Does Glo-Bus Strategy Simulation Demonstrate Novak's Learning Theory?**

Rebecca Schmeller  
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*Strategy simulations are standard in both undergraduate and graduate business capstone courses (Gove, 2012). In the literature, there has been a call for more focus on teaching methods to assure strategy simulations are maximally effective (Clapper 2015). This analysis takes a look at foundational learning theories, particularly Novak's Meaningful Learning, in attempt to explain which elements of strategy simulation (especially Glo-Bus©) correspond to the elements identified for meaningful learning. This analysis will help business capstone professors to include in their teaching the aspects of strategy simulation that are most contributive to deep learning.*



## **MTABS Analyses of Chi-Square Cross-Tabulations at ABSEL**

John Dickinson  
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*Cross-tabulation with its accompanying chi-square statistical hypothesis test of independence is among the most commonly applied types of analysis. This popularity holds for research published in the conference proceedings of the Association for Business Simulation and Experiential Learning (ABSEL), *Developments in Business Simulation and Experiential Learning* (aka Bernie Keys Library, BKL). Recently, Dickinson (2019, 2017, 2016) has developed a procedure—*Moves To And Beyond Significance (MTABS)*—for measuring the reliability of that statistical test. In light of their popularity at ABSEL, the present study MTABS analyzes several ABSEL cross-tabulations, illustrating a spectrum of results.*



## EXPERIENTIAL

11:30 —12:45 p.m.

Friday, March 20

Moderator: Lora Reed

### **From the Horse's Mouth: Effectiveness of Flipped Classroom as Seen by Students**

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Arcadia University

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*Flipped classroom is an experiential learning based pedagogical technique. In this paper, the authors discuss the theoretical foundations of a flipped classroom approach called Student Centric Flipped Classroom. In this approach, students act as co-creators and develop flipped activities for class to enhance student learning. The paper discusses the usefulness and learning from the approach as seen by students by linking student perceptions to learning styles and learning theories. A Multimethod research design was used whereby data was gathered using both qualitative and quantitative approaches. Data was critically analyzed to understand student perceptions of the approach. Results indicate that students have a mixed feeling about the approach immediately after going through the approach. However, over time, they realize the higher order benefits of the approach in making the concepts more relatable and applicable. It is recommended that future iterations of the approach use both lectures and flip in a balanced way with lectures being used to introduce terminology, and concepts of the course.*



### **From Mustard Seeds to an Experiential Learning (R)Evolution**

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Jordan Levy  
Capsource Education

*Ten years ago, 'Mustard Seeds' won Best Paper Experiential Learning at ABSEL (Reed, 2010). Experiential learning, like ABSEL and most everything, has continued to evolve in the past decade. For example, accreditation entities, such as American Association of Colleges & Schools of Business (AACSB), officially recognizing experiential learning as a pedagogy that adds value to business education. Business education has continued to change too; online education has become widely accepted in colleges and universities throughout the world. Higher education continues to*

*reinvent programs, curriculum, and student services focusing on the changing needs of society and students who enter both these institutions and a quickly changing economic environment. This paper explores how experiential learning has changed since Mustard Seed as a “means for creative problem solving, ethical decision-making, stakeholder alliance, [and] leader development through experiential learning in management education” (Reed, 2010). The paper offers directions for future research on the [r]evolution of experiential learning and new key stakeholders like CapSource that are at the helm of that change.*



## **Individualizing Experiential Learning: A Theoretical Perspective**

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*Experiential learning is inherently individual in nature, ultimately taking place in the minds of individual students. However, most experiential learning research focuses on applications in group situations. This focus on group settings makes sense when the educational objectives address group dynamics, where student interactions provide the data from which the students learn experientially. Even when student interactions do not provide data, group experiential learning designs tend to be driven by the exigencies of tight educational budgets and economies of scale provided by group versus individual instruction. Drawing on Christensen’s (Christensen, 2005; Christensen, Horn, & Johnson, 2011) theory of disruptive innovations, this paper discusses how experiential education might be individualized within a set of constrained resources.*



## **Enhancing Experiential Learning via Sustained Student Engagement**

Aspy Palia  
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*Based on learning and engagement theory, this paper provides evidence of sustained (a) observed in-class participation / interaction skills (cognitive), emotional (affective), and performance physical (behavioral) engagement among competing simulation team members. In-class engagement measures monitored include observed levels of increased attendance, in-class focus and energy, relevant questions raised, discussion quality, decision support package usage, end-of-period scaffolding, initial, intermediate, and final debriefing. Out-of-class engagement measures include two-way communication, bi-weekly online decision entry, results retrieval, and graphics package usage, weekly writing assignments, individual report, team presentation, server log statistics of daily, weekly, and semester team activity, website tracking, and online survey responses.*



## INNOVATIONS AND FUTURE DIRECTIONS IN EDUCATION

1:15 p.m.—2:35 p.m.

Friday, March 20

### **The Future of Design thinking for Management Education. Project-based and Game-oriented Methods are Critical Ingredients of Success**

Victor Taratukhin

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Joerg Becker

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*In this research, the authors will share the experience of bringing Design thinking methodology to Management Education. This paper explores the current developments in the field of Design Thinking, provides a foundation for the Future Design thinking approach. Finally, we will review a successful case study on how universities plan to implement Design thinking strategies to support project-based education of graduate students, will provide the analysis of Academia - Industry-sponsored Design thinking projects.*



### **A Professionalism Conundrum: Development of Business Students' Career Readiness**

Kristie A. Abston

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Helen Soter

University of West Florida  
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*In this paper, we explore how two colleges of business at public, teaching-focused universities in the southeast are addressing what we call a professionalism conundrum – the lack of key skills*

*that employers expect business students to have upon graduation in addition to the discipline-specific or technical knowledge and skills they have developed. We include highlights from current research literature on this topic followed by our own examples of how our universities are addressing this challenge. We hope to facilitate a dialogue among conference attendees who have their own experiences with this conundrum and perhaps some insights to share.*



## **Extending the Experience: Bringing Boards of Directors to Bear on a Business Simulation**

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*As part of its implementation of a required capstone course for all MBA candidates, the University of Pittsburgh's Joseph M. Katz Graduate School of Business has stretched the boundaries of the traditional experience-based learning (EBL) modality of an online business simulation to incorporate oversight of student executive teams by boards of directors while the students run their simulated companies. This model grew out of the school's desire to extend the learning beyond the online simulation to include interaction with a real life board of directors that provides corporate governance, models experiences that students will have with boards in their future careers, and requires students to develop and demonstrate proficiency in communicating effectively and influencing stakeholders. The boards in turn provide an invaluable real world component to the simulation while creating a permeable boundary between the classroom and the business world that is mutually beneficial to the university's outreach and to alumni engagement.*



## **The Efficacy of Simulation Learning Assurance Data in Program Outcomes Assessment**

Mick Fekula  
University of South Carolina Aiken

Linda Rodriguez  
University of South Carolina Aiken

*This paper presents an exploratory study of the relationship between simulation game assurance of learning data, game performance outcomes, and business knowledge as measured by the Educational Testing Service (ETS) Major Field Test (MFT) in business. These measures are evaluated relative to their abilities to assess the achievement of learning goals in communication, technology, global perspectives, business knowledge, and ethics and social responsibility. The simulation purports to provide assurance of learning data in the following areas: Leadership Skills, Operations Management, Human Resources Management, Collaboration & Teamwork, Financial Management, Strategic Planning & Analysis, Analytical Skills, Marketing*

*Management, and Corporate Social Responsibility. Further, the simulation claims to assess a student's ability to interpret, analyze, evaluate, and identify data and strategic actions. The authors analyze a business school's program learning goal assessment findings to determine whether the learning assurance data from the simulation game is a reliable indicator of the achievement of learning goal program outcomes relative to the MFT results.*

**EXPERIENTIAL**

**1:15 p.m.—2:35 p.m.**

**Friday, March 20**

**Moderator: Jennifer Petrie-Wyman**



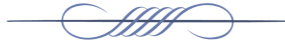
## **Introducing HRM through Problem-Based Learning**

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*In this paper, we describe how problem-based learning (PBL) can help students understand the fundamentals of human resource management (HRM). In PBL, students are presented with problems and must find a solution to them. In the process of doing so, they develop the knowledge of the theoretical underpinnings of the problems and develop other skills for problem-solving, finding solutions when all information is not known, and working in a team setting. After introducing problem-based learning, we present two versions of a semester-long exercise that instructors can quickly adapt. In version 1, we provide students with problems to be resolved that address the various functions of HRM. In version 2, students create problems or mini-cases that they then go on to resolve. In the process of solving these problems, students develop critical thinking skills and “content knowledge” related to HRM functions.*





## **Designing Business Case Writing As An Experiential Learning Project**

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*The use of experiential learning approaches such as capstone seminars, simulations, case competitions, internships, service learning, and collaborative projects are all practices that are desirable and well documented in the teaching of business courses. Despite research that shows that business case writing can provide students with experiential learning that fosters the understanding of business challenges, ethical situations, and real-world decision-making processes, this pedagogical tool has gained little attention in the experiential learning curriculum (Vega, 2010). To demonstrate the effectiveness of business case writing as an experiential learning tool, we discuss the case writing experience and the learning outcomes for two undergraduate business students who participated in a summer case project at the David Berg Center of Ethics. This paper provides a model for integrating business case writing assignments into business experiential learning courses.*



## **Developing a Global Experiential Learning Model for Business Students: The Relevancy of the Experiential Learning Process & Assessment**

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*Global experiences are increasingly becoming a popular learning opportunity for undergraduate business students (Desmond, Stahl, & Graham, 2011; Pless, Maak, & Stahl, 2011). Global experience may involve study abroad, global service learning, global internships, and also*



*access to global experiences within the home country of students. While access to global experience is on the rise, limited data-driven models exist to assist educators in the development of effective learning models and opportunities specific to the needs of business students. (Pless & Borecká, 2014). There is narrow discussion on the ways global experience impacts business students' knowledge of the business discipline, global competency, career-integration, and ethics. This paper describes the creation of the Pitt Business Global Competency Education Model based on a longitudinal mixed methods research study. The model emphasizes the importance of business-centered global competency, experience based learning, career integration, and ethics in providing effective global experience to business students relevant to the demands of the workforce. This paper also presents recommendations for future program development and research.*

# Best Paper Awards

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

- 2000 Best Simulation Paper:** *“Visual Modeling of Business Simulations”* by T. Pray and V. Perotti
- 2001 Best Simulation Paper:** *“Fidelity, Verifiability, and Validity of Simulation Constructs for Evaluation”* by A.H. Feinstein and H.M. Cannon
- 2002 Best Simulation Paper:** *“Incorporating Cosmopolitan-Related Focus-Group Research into Global Advertising Simulations”* by H.M. Cannon, A. Yaprak and S. Sasser
- 2003 Best Simulation Paper:** *“The Tobin Q As a Company Performance Indicator”* by J.A. Wolfe and A.C.A. Sauaia  
**Best Experiential Paper:** *“Experiential Learning: Introducing Faculty and Staff to A Leadership Development Program”* by M.J. Hornyak and D. Page
- 2004 Best Simulation Paper:** *“Accounting for Company Reputation Variation on the Gold Standard”* by H.M. Cannon and M. Schwaiger  
**Best Experiential Paper:** *“Integrating The Business Curriculum with a Comprehensive Case Study: A Prototype”* by P.M. Markulis, D.R. Strang and H. Howe  
**Best Online Education Paper:** *“Designing a Globalization Simulation to Teach Corporate Social Responsibility”* by N.S. Shami, N. Bos, T. Fort and M. Gordon
- 2005 Best Simulation Paper:** *“Computer Business Simulaton Design”* by J.S.B. Hall  
**Best Experiential Paper:** *“The Internet to Enhance Course Presentation: A Help or Hindrance to Student Learning”* by W. Wellington, D. Hutchinson and A.J. Faria
- 2006 Best Experiential Paper:** *“Is Pay Inversion Ethical? A Three-Part Exercise”* by M. Boscia, B. McAfee and M. Glassman
- 2007 Best Simulation Paper:** *“Simulation Performance and its Effectiveness as a PBL Problem: A Follow-up Study”* by P. Anderson
- 2008 Best Simulation Paper:** *“Modeling Strategic Opportunities in Product-Mix Strategy: A Customer Versus Product-Oriented Perspective”* by J.N. Cannon and H.M. Cannon  
**Best Experiential Paper:** *“Implementation of Effective Experiential Learning Environments”* by A. McManus and A. Feinstein  
**Best Student Paper:** *“Internships and Occupational Socialization: What are Students Learning?”* by A. McManus and A. Feinstein
- 2009 Best Simulation Paper:** *“Beyond the Profitable-Product Death Spiral: Managing the Product Mix in an Environment of Constrained Resources”* by H.M. Cannon and J.N. Cannon  
**Best Experiential Paper:** *“The Simplicity Paradox: Another Look at Complexity in Simulation Design”* by H.M. Cannon, D. Friesen, S. Lawrence and A. Feinstein  
**Best Student Paper:** *“In Search of the Ethnocentric Consumer: Experiencing ‘Laddering’ Research in International Advertising”* by T.M. Ho, H.M. Cannon and A. Yaprak
- 2010 Best Simulation Paper:** *“Another Look at the Use of Forecasting Accuracy on the Assessment of Management Performance in Business Simulation Games”* by M.P. de Souza, R.S.S. Bernard and H.M. Cannon  
**Best Experiential Paper:** *“Mustard Seeds as a Means for Creative Problem Solving, Ethical Decision Making, Stakholder 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
- 2017 Best Simulation Paper:** *“Time and Meta-Compositional Elements of Business Simulations”* Jeremy J.S.B. Hall
- Best Experiential Paper:** *“Conceptualizing Co-Creative Strategies in Experiential Education: Individual versus Group Approaches”* Bryon C. Geddes, Hugh M. Cannon, James N. Cannon
- Best Innovations Paper:** *“The Effects of Supplemental Instruction on Student Grades in a Blended Learning Context”* Richard J. Szal, Kyle R. Kennelly
- Best Student Paper:** *“Using Experienced-Based Learning to Enhance Student Success: Step 1 – Exploratory Research to Identify Discipline-Specific Competencies”* Kaylee M. Philbrick, Kiersten M. Maryott, Ronald A. Magnuson
- 2018 Best Simulation Paper:** *“Why is learning so difficult to measure when “playing” simulations”* Richard Teach
- Best Experiential Paper:** *“Guide to Developing a Required Business Internship Program”* Khushwant K.S. Pittenger -AND- *“Experiential Learning with Capacity Building Management Projects”* Cheryl Ann Tokke
- Best Innovations Paper:** *“Addressing the Crisis in Higher Education: An Experiential Analysis”* Byron C. Geddes, Hugh M. Cannon, James N. Cannon
- Best Student Paper:** *“Pre-Conceptual Schemas: Ten Years of Lessons Learned about Software Engineering Teaching”* Juan Sebastián Zapata-Tamayo, Carlos Mario Zapata-Jaramillo

- 2019** **Best Simulation Paper:** *“Learning Transfer From a Business Simulation: How are you Situated?”*  
Christopher M. Scherpereel, Susan K. Williams, Scott E. Hoefle, Northern Arizona University
- Best Experiential Paper:** *“Lego® Mansion An Experiential Exercise for Understanding Leadership Styles”* Céleste Grimard, Université Du Québec À Montréal
- Best Games Paper:** *“Development of Base Life Planning Game to Learn the Balance of Cost and Happiness”* Ryoju Hamada (Thammasat University), Takashi Yokouchi (Tohoku University), Tomomi Kaneko (Hokkaido University of Science), Masahiro Hiji (Tohoku University)