INTRODUCTION

The importance of the review and debriefing session for simulations is regularly emphasized and discussed. Yet, unless the earlier, simulation phase has been successful this is a matter of “shutting the stable door after the horse is gone”!

This workshop is designed to explore the tutor’s role during the simulation phase. From this a list of tasks and needs will be derived. It provides an opportunity for experienced users of simulations to share experiences, for less experienced users to learn and for designers of simulations to determine how future simulations should address these needs.

TOPICS

The Tutor’s Role

Non-interventionist administrator?
Reactive Facilitator?
Proactive Guide?

The Tasks

What must be done?
What was done by the tutor?
What is done by the computer?
What must be done by the tutor?
What can be done by the computer?

The Tutoring Process

Process Dynamics
Assessing Learning
Success & Competition
Measuring Mistakes

Simulator Architecture

Tutor Support Systems
Fuzzy Feedback

THE WORKSHOP LEADER

Jeremy J. S. B. Hall, Churchill Fellow of 1995

Jeremy is a full time designer, supplier and user of computerised business simulations. Over the last twenty-five years, he has run simulations with executives on more than two thousand occasions. Also, he has developed some four dozen simulations lasting between two minutes! and two and a half days.

In 1995, the year he celebrated his twenty-fifth year designing and running simulations, Jeremy was awarded a Churchill Fellowship to study the use of simulations in the USA. Jeremy’s research interests are the andragogic use of simulations, the learning process and its management, and tutor support systems.

Jeremy can be contacted at:

Hall Marketing,
Studio 11,
Colman’s Wharf,
45 Morris Road,
London, E14 6PA
ENGLAND

Phone & Fax +44 (0)171 537 2982

HALL MARKETING

Jeremy’s firm - Hall Marketing - was founded in 1976. Its current produce range consists of thirty-two simulations divided into the Challenge Series (basic appreciation level simulations); Extended Challenges; The Strategy Series (covering strategic general management); The Tactics Series (covering tactical management issues); The Functional Series (covering differing functional areas); The Concepts Series (short. two to three hour simulations that explore a single business concept); Planning Exercises (experiential exercises that involve the preparation and justification of a plan or budget); Analysis Exercises (experiential exercises involving the statistical analysis and information processing) and Computer Enhanced Negotiations!