The five members of the symposium will present comparative data and findings concerned with two simulation technologies/methodologies. The data, findings, and subsequent discussions will center on comparing the degree of reality that each technology/methodology generates and simulates while it is being used in an interactive way with students in a classroom or learning module situation.

The eight-(8) technologies/methodologies to be addressed by this symposium are: cases, games, exercises, role-plays, critical incidents, assessment centers, cooperative/internship programs and the real job. The advantages and disadvantages with regard to use of each of these technologies/methodologies will be enumerated and discussed by the symposium participants.

THE REALISM OF CASES AND EXPERIENTIAL EXERCISES
(by Eugene G. Gomolka)

The educational objectives for management courses vary by the level of the course, and the complexity of the material to be taught. Cases and experiential exercises are often used by instructors as a means to achieve these educational objectives, including knowledge, comprehension, application, analysis, synthesis, and evaluation. The effectiveness of cases and experiential exercises is the tradeoff inherent in more complex technologies/methodologies, as well as other teaching methods, is somewhat influenced by the perceived realism which students attach to the teaching method.

Experiential exercises often suffer from a perceived lack of realism by students, limiting their effectiveness. Exercises, which are simple and straightforward need to be well set up by the instructor, and extensively debriefed, to make sure that the relation of the exercise to real business administration situations is clearly identified. Otherwise, students will feel that the simple classics such as the NASA exercise, building paper airplanes, etc., are a waste of their time. More complex experiential exercises, particularly those with business settings, generally score better on perceived reality. The tradeoff inherent in more complex experiential exercises is the lengthy staging time necessary to make them work. Exercises, which are multi-staged, or contain a number of parts, which can be spread out over several class sessions, are effective in addressing this problem. The question of realism for experiential exercises seems to be of sore importance in graduate level and executive training courses. Exercises at these levels need to be more realistic to meet more focused expectations.

ROLE PLAYING AND SIMULATION GAMES
(by James B. Thurman)

Role-playing requires trainees to actually respond to specific problems, making it possible to “learn by doing.” Adaptable to a wide range of problem situations. They are used for teaching such behavioral skills as interviewing, grievance handling,

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