Training Young Professionals Using the Business Simulation-Based Learning

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Abstract
The present study attempts to establish is the relationship between critical thinking disposition, problem solving, self-efficacy, and personal initiative among young professionals while utilizing business-based simulation as experiential learning at two University, one in U.S. and the second one in Peru. The aim of this study is to inform scholars the advantages of the incorporation of business games in learning. Research suggests that simulation-based learning is a successful tool for learning and teaching. The study also examines the incorporation of simulations as a learning method in sample of young professionals and investigates how young professionals with limited work experience evaluate the effectiveness of simulations when grasping a business topic. Current research suggest that the use of simulation-based teaching and learning helps young professionals to apply upper-division business topics, closing the gap between theoretical concepts and practical applications. This research also suggests that such simulations help to advance levels of critical thinking, problem solving, organizations, and self-efficacy. Even when the literature suggests the significant importance of simulations as a learning-teaching tool, few studies have presented empirical results of the significance of simulations during training and learning processes. The present research proposes a theory-based model to explain the advantages and benefits of using business simulations. This study expects that the use of business simulations will positively affect personal initiative, problem solving, and critical thinking among young professionals. The implications for practice and theory are several. Trainers and educators might consider the incorporation of business simulations as an effective learning and teaching method.

Key Words: game-based learning; critical thinking, learning outcomes, self-efficacy, business simulations, problem solving, organization, personal initiative
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