

# Improving students' self-esteem and capabilities in business simulations

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## Abstract

*The purpose of this study was to investigate whether there are better ways to structure the processes associated with the use of business simulations in order to improve simulation self-esteem. A 49-item survey instrument was used to sample undergraduate business students from a university in southeast Texas. The subjects were all competing in the BUSINESS STRATEGY GAME (Thompson & Stappenbeck, 2002) as part of their capstone course. The simulation is one tool used in the class for demonstrating the ability to integrate prior learning from their core business administration classes.*

*The study suggests that simulation self-esteem is enhanced when students learn the simulation from hands-on use. Our research suggests that the explorations on the part of the student when learning a new topic can be profitable in terms of generating feelings of capability. Another finding in the study is that students who perceived that their decisions were made democratically rather than autocratically had higher perceived simulation self-esteem.*

*Additionally, students who had expectations of a higher course grade reported higher simulation self-esteem. Thus, students who believed they were making an A in the course reported higher simulation self-esteem than those who expected a C in the course. Finally those students who perceived being more involved in strategic decisions as well as financial decisions had higher simulation self-esteem. The levels of involvement in the various functional areas (production, marketing, human resources) were not significantly related to simulation self-esteem.*

Key Words: business simulations, self-esteem, simulation self-esteem