Although live simulations play an increasingly important role in training; ways to improve them are not well understood or documented. In order to improve the efficacy of live simulation and maximize training funds, this research examined the relationship between participants' affective variables and their performance in a live simulation.

Analysis of the data revealed significant positive correlations between the trainees' locus of control and their self-reported performance and their performance in the simulation as reported by the expert observers. The correlation between their immersion tendency scores and their performance in the live simulation while not statistically significant did reveal some positive correlation.

Understanding these relationships could lead to better assignments of roles or activities within live simulation and improve the transfer of experience from live simulation training to on the job performance. Additional research needs to be conducted to determine the most sensitive variable for predicting transfer of the simulated experience to the "real" world and who would most benefit from live simulations.

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The public is welcome to attend.