



**OBTC 2017 at Providence College  
June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## **Submission Template for the 2017 OBTC Teaching Conference for Management Educators**

### 1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

**Title: Gamification: Introducing Badges, Points, and Leaderboards to Management Education**

**Abstract:** Technology now makes it easier and beneficial to incorporate basic elements of games such as competition, feedback, and points into learning for all ages. This session will introduce techniques to incorporate gamification into the classroom, demonstrate elements of gaming, and discuss some of the advantages and disadvantages of using gamification in management education. We will provide an overview of how gamification is being used in the business world and how some of these elements can be transferred to engage students and help prepare them for a gamified world of work.

**Keywords:** Gamification, Motivation, Training, Feedback

### 2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

**Theoretical Foundations and Contribution to Management Pedagogy/Andragogy:**

Management education is continuously evolving, searching for ways to capture and maintain the attention of learners who are easily distracted and accustomed to interaction and multitasking on the go (Reeves & Read, 2009; Reeves & Wittenburg, 2015). Gamification is a relatively new hands-on approach to learning and work experiences that incorporates competition, feedback, and learning from mistakes (Deterding, Dixon, & Khaled, 2011). The theoretical motivation for gamification comes from literature on intrinsic motivation and engagement. Game attributes like continuous feedback, teamwork, and problem solving provide intrinsic motivation to keep learning challenging and interesting (Reeves & Reed, 2009). They provide autonomy, meaning, and relatedness, key factors of intrinsic motivation (Glynn, 1994). In addition, organizations are now incorporating gamification in performance management, training

and development, marketing, and more. As such, students that are able to experience gamification in the classroom are more likely to be able to transfer that learning to the business world.

Recent research in this area indicates that in order for gamification to be successful, it requires consent from participants (Mollick & Rothbard, 2014). Consent includes participants agreeing to the game and acting cooperating in playing the game. In gamifying the educational process, some tips for implementation are clearly explaining the rules of the game, making sure the game is fair, and building engagement in the game. Individuals with outside game experience and who can control some elements of the gamified process are more likely to enjoy and learn from a gamification experience (Mollick & Rothbard, 2014). Thus, we will not only demonstrate aspects of gamification that can be used in the management classroom but will also discuss recommendations for implementing gamification in the classroom to lead to more positive outcomes.

#### Learning Objectives:

1. Demonstrate easy to implement approaches to incorporate gamification into management education.
2. Build understanding of the advantages and disadvantages of management education.
3. Connect gamification to important management concepts including motivation, feedback, and training and development

#### Management Teaching Topics:

In addition to demonstrating how gamification can be used by instructors in face-to-face or online classes, we will also discuss how gamification is used in the business world and relates to topics in human resources, managing people, and organizational behavior. We will show examples of using gamification in HR areas of selection and training as well as management and organizational behavior areas of motivation and performance management. We will provide resources for badges, certificates, and leaderboards that can be incorporated into just about any class to 'gamify' it.

### 3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well *the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

The session will incorporate demonstrations and small group activities to engage participants and actively facilitate an interactive session. Specifically, the timeline for the session will be as follows:

1. Introduce presenters and topic (5 minutes).
2. Demonstrate basic elements of gamification (10 minutes).
  - a. Badges
  - b. Points
  - c. Leader Boards
3. Discuss how these elements can be used in the management classroom (15 minutes)
  - a. Human Resource classes:
    - i. Selection exercises
    - ii. Training demonstrations
  - b. Managing People/ Organizational Behavior Classes
    - i. Motivation
    - ii. Performance Management
4. Small Group Activity – Gamify this! (20 minutes)
  - a. Participants will be given a scenario and asked to get into small groups and 'gamify' it for the management classroom given the information previously provided
5. Presentation Discussion and Conclusion (10 minutes)
  - a. Each group will briefly present their gamified activities and we will discuss the advantages and disadvantages of using gamification in the classroom.

#### 4) Application to Conference theme:

How does your session fit with the overall OBTC theme of Navigating the Changing Currents?

Today's business environment is complex and dynamic (Bersin, 2016), requiring new strategies for learning. Gamification reflects changing currents in education by providing an interactive activity that better meets the needs of busy schedules and declining attention spans of students. Gamification reflects a cost-effective approach to incorporating more realistic and hands-on experience for learners that is intrinsically motivating and enjoyable. It utilizes concepts such as feedback, competition, and interaction to help students become more engaged in the learning process.

#### 5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

The work in this proposal is not under review anywhere else and has not previously been presented.

## References

Bersin, J. (2016). The future of work: It's already here – and not as scary as you think. *Forbes*.

Deterding, S., Dixon, D., & Khaled, R. (2011). Gamification: Toward a Definition. *Chi* 2011, 12–15.

Glynn, M.A. 1994. Effects of work task cues and play task cues on information processing, judgment, and motivation. *The Journal of Applied Psychology*, 79(1): 34–45.

Mollick, E.R. & Rothbard, N.P. (2014). Mandatory Fun: Consent, Gamification, and the Impact of Games at Work. *Social Science Research Network*.

Reeves, B., & Read, J.L. (2009). *Total Engagement: Using Games and Virtual Worlds to Change the Way People Work and Businesses Compete*. Boston, Massachusetts: Harvard Business Press.

Reeves, M. & Wittenburg, G. (2015) Games can make you a better strategist. *Harvard Business Review*, September