**Applying Reality TV-style Competition to an Introductory Management Course**

**Abstract**

Gamification is the use of game design elements in non-game contexts. This roundtable focuses on the use of a Reality TV show as a framework to introduce gamification into an introductory management course. The insertion of game elements into the classroom enhances engagement, learning and creates enthusiasm for the subject matter. In this session, the presenter will share an example of how they married popular media with game elements to bring a new level of excitement to the classroom. Session attendees will then participate in a discussion on how to adapt reality TV competition shows for use in a gamified classroom.

**Introduction**

In this session, we will discuss the use of the popular Reality TV show “The Apprentice” as a model to teach core management principles by creating a semester long game in which students compete to be named “the Apprentice.” The instructor divided the 20 undergraduates into competing “companies” and, over the semester, those companies competed in six project challenges related to units in the text, attended boardrooms where members were “fired” and wrote reflection pieces about their experiences. This roundtable will introduce participants to the use of Reality TV as a model for gamification of a course, project ideas and discussion of other TV shows that could be utilized in gamifying the classroom.

**Keywords**: Management, Reality TV, Gamification, Competition

**Theoretical Foundation/Teaching Implications**

Deterding et al. (2011) defined gamification as “the use of game design elements in non-game contexts.” Gamification has become a valuable method for instruction (Sailer & Homner, 2020). The addition of game elements can enhance engagement, learning, and create enthusiasm (Muntean, 2011). Further, gamification is more than just scoring points, it includes challenges, feedback, and elements of story (Kapp, 2014). Gamification focuses on the utilization of an existing learning process and adds game-like elements to accentuate learning processes (Deterding et al, 2011; Landers et al, 2018). Gamification also applies elements of self-determination theory (Mekler et al, 2017; Sailer et al, 2017). The satisfaction of psychological needs for competence, autonomy, and social relatedness are central to the achievement of learning (Ryan & Deci, 2000; Sailer & Homner, 2020). Providing feedback of gamified elements serves as a critical piece to learning (Werbach & Hunter, 2012). According to Sailer & Homner (2020), gamification tends to have a positive impact on learning outcomes.

**Session Description**

This session will offer a presentation of the creation and implementation of “The Management Apprentice” followed by a facilitated discussion. I will begin the session by introducing myself and having the attendees introduce themselves. As part of the introductions, I will ask participants to tell everyone what experience they have in utilizing gamification in their courses. Following introductions, we will provide an overview of the of the course long use of “The Apprentice,” project details, the use of the boardroom, and the use of feedback and reflection. I will then open the session to answer questions and discuss different reality shows that could be adapted to a semester long game.

**Session Timeline**

1. (5 min) Introduction of facilitator and attendees.
2. (30 min) Presentation of “The Apprentice” format and discussion of projects
3. (25 min) Open discussion of ideas for implementing different reality show competitions into a semester long gamified classroom

**Time Requested**

60 Minutes

**Resource Needs**

Laptop, projector

References

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