

# IF THE GAMES WORK, WHY AREN'T MORE FACULTY WILLING TO PLAY?

Spence Tower  
Ferris State University  
Towers@Ferris.edu

## ABSTRACT

*If you are an academic-type that likes to see theories that truly help solve real problems, this workshop is for you. We will initially use several motivation theories to clarify why our colleagues are resistant to using business games and simulations. Second, we will brainstorm numerous tactics to overcome the many barriers identified; finally, from these various tactics, you will develop a set of activities and an action plan tailored to your situation.*

## THE OBJECTIVE(S) OF THE SESSION

1. Share overview of theory-based diagnostic model of work motivation that simplifies issues affecting desire, effort, performance, and satisfaction
2. Create a group-based, interactive forum where participants:
  - Convert common employee barriers into related faculty barriers
  - Identify numerous common barriers that keep faculty from participating in business simulations
  - Understand why various past efforts to gain faculty involvement have been ineffective
  - Share techniques that worked—and understand why
3. Construct a simple, yet wide-ranging map of suggestions participants can easily apply to boost their faculty members' interest, effort, and course success

## TARGET AUDIENCE

Faculty or administrators that want to . . .

- understand why other faculty may not be participating
- identify strategies to boost faculty involvement

## THEORETICAL FRAMEWORK AND/OR RELEVANT CONSTRUCTS

This workshop focuses on four widely respected theories (and one lesser known) that each contribute to understanding human motivation. These theories include:

- Expectancy theory - Mitchell, T. R. (1983). Expectancy-value models in organizational psychology. In N. Feather (Ed.), Expectancy, incentive, and action

(pp. 293-314). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Self-efficacy theory - Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W. H. Freeman
- Equity theory - Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 2, pp. 267-299). New York: Academic Press.
- Goal Setting theory - Locke, E. A., & Latham, G. P. (1990). A theory of goal setting and task performance. Englewood Cliffs, NJ: Prentice Hall.
- Resource Allocation theory – Kanfer, R. & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. Journal of Applied Psychology, 74(4), 657-690.

## PEDAGOGICAL IMPLICATIONS AND/OR OUTCOMES OF THE ACTIVITY

For each participant, the outcomes of this activity include a greater understanding of reasons why more faculty aren't using business simulations as well as a list of theoretically based action plans that participants can take back to their schools to boost participation.