DESIGN AND DEVELOPMENT OF CORPORATE GAMIFICATION IN TRAINING FRAMEWORK FOR SUSTAINED ENGAGEMENT IN MALAYSIAN CUSTOMER SERVICE INDUSTRIES

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ABSTRACT

The purpose of this research was to propose a guideline under a gamification framework for corporate training that would help instructional designers or corporate trainers to improve instructional designs through a systematic approach when gamifying a training programme.

The traditional methods used in corporate sector training were not engaging and interactive, as well as ineffective. Hence, gamification methods are used in the corporate world to improve training. Effective gamification could bring in savings and profit returns, resulting in the use of gamification in many businesses. However, there were no clear guidelines for effective gamification design. This study investigated the usage of a design-based research (DBR) approach on gamification in corporate training.

This research used a mixed method research design for data collection and analysis. For the training design in this research, the DBR approach was used to ensure the successful implementation of a gamification framework for corporate training. Methodological triangulation was conducted to enhance reliability and validity through cross-checking data from multiple sources such as interviews, surveys and observations. Authorisation from the corporate company researched was obtained to avoid any ethical breach. The training was implemented in a real-world setting, hence, the data gathered was based on a real training implementation. A total of 702 participants from the corporate sector were involved in the training. There were eight trainers or practitioners of this programme and they were evaluated by a classroom
auditor or observer. Three pilot classes were conducted with 62 participants. The remaining 640 participants were divided into 31 classes.

The Gamification Training Solutions Framework (GTSF) was a guideline proposed for instructional designers to include games as an important factor in designing instruction. Based on this study, 98% of 640 participants agreed that the overall course was effective. Feedback from participants showed that 97% agreed that the GTSF used had effective course content and design. Ninety-seven percent (97%) of the 640 participants recommended the course to others. In conclusion, future corporate training could use the GTSF as a quick guideline for instructional designers to implement training using gamification.
I certify that I have supervised /read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, as a thesis for the fulfilment of the requirements for the degree of Doctor of Philosophy.

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DECLARATION

I hereby declare that the thesis submitted in fulfilment of the PhD degree is my own work and that all contributions from any other persons or sources are properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for a degree at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the programme and/or exclusion from the award of the degree.

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Lastly and most importantly, I would like to thank my family: my parents, family members and especially my beloved wife for providing moral support and inspiration to me throughout the period of writing this thesis and my life.
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<td>ADDIE</td>
<td>Analysis, Design, Development, Implementation and Evaluation</td>
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<td>CDT</td>
<td>Component Display Theory</td>
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<td>CQU</td>
<td>Central Queensland University</td>
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<td>DBR</td>
<td>Designed-Based Research</td>
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<td>EBSCO</td>
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<td>IPDM</td>
<td>Iowa Professional Development Model</td>
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<td>ISTE</td>
<td>International Society for Technology in Education</td>
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<td>MDA</td>
<td>Mechanics, Dynamics and Aesthetics</td>
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<td>MDeC</td>
<td>Multimedia Development Corporation</td>
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<td>OEM</td>
<td>Organizational Elements Model</td>
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<td>PAT</td>
<td>Person-Artifact-Task</td>
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<td>SAM</td>
<td>Successive Approximation Model</td>
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<td>SAP</td>
<td>Systems, Applications and Products</td>
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<td>SG</td>
<td>Serious Games</td>
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<td>UAT</td>
<td>User Acceptance Test</td>
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<td>UCLA</td>
<td>University of California at Los Angeles</td>
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<td>VARK</td>
<td>Visual, Aural, Read/Write and Kinesthetic</td>
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<td>WoW</td>
<td>World of Warcraft (Games)</td>
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<td>ZPD</td>
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CHAPTER 1: INTRODUCTION

In this chapter, the usage of a design-based research (DBR) approach on gamification in corporate training was explored, covering the introduction, rationale for this study, the background of this research, problem statement, research objectives, research questions, conceptual framework, research significance, scope and limitation, summary and definition of terms.

DBR is a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation. It is based on collaborations among researchers and practitioners in real-world settings, leading to contextually-sensitive design principles and theories (Wang & Hannafin, 2005).

1.1 Introduction

Three major concerns led to this research. Firstly, there has been a workforce engagement crisis going on globally. Secondly, those who wanted to engage the workforce had challenges in the instructional design. Thirdly, competition in the corporate world is driving the urgent need to explore new ways in engaging people to increase productivity and profit.

Worldwide findings from Gallup (2013) on the State of the Global Workforce showed that 13% of employees were engaged in their jobs, while 63% were not engaged and 24% were actively disengaged. Gallup (2013) also noted that Thailand, Malaysia, Indonesia and Singapore had among the highest proportions of “not engaged”