

Vilma Vaaheranta

GAMIFICATION OF CRUCIAL SUBORDINATE SKILLS
TRAINING IN WORKING LIFE

Degree Programme in International Business
2018

GAMIFICATION OF CRUCIAL SUBORDINATE SKILLS IN WORKING LIFE

Vaaheranta, Vilma

Satakunnan ammattikorkeakoulu, Satakunta University of Applied Sciences

Degree Programme in International Business

June 2018

Number of pages: 55

Appendices: 13

Keywords: gamification, subordinate skills, training, work wellbeing

The purpose of this thesis was to explain how gamification can be utilized when learning crucial subordinate skills. The term gamification, its advantages and challenges are determined in this paper. Furthermore, subordinate skills are discussed together with the responsibilities and rights of employee. Finally, factors influencing on work wellbeing are described.

The above-mentioned subjects were covered to be able to create content for game-like working place training. The project was done in cooperation with company called Varamiespalvelu. The results of the project made by the author can be found as attachments. The created content includes subordinate skills, different sectors of work wellbeing such as rest, nutrition, exercise and work environment. Tasks in training encompass also improvement ideas for work wellbeing. The thesis was made about this specific topic because usage of gamification is increasing, and work wellbeing gain more and more attention all the time.

Relevant theory was searched from many different sources, books, webpages, videos, articles and blog posts. Both English and Finnish sources were used. Main phases of the thesis were theory collection, creating content for the training and analyzing the experiences of first users. The training experiences of the first users were collected by questionnaires.

When it comes to research methods, a qualitative approach was chosen to be most suitable for study. Five university students tested the training and answered to the questionnaire about their experiences of the training. The purpose was to figure out the general user experience, what was good, was the training useful, if there was something missing, what were the advantages the training was implemented by using gamification and to gain development ideas.

Questionnaire results confirmed gamification is interesting and meaningful way to learn subordinate skills. One of the best sides of it was it can be played in own speed and continued whenever it is suitable for an employee. Many testers reported that in comparison to lectures, gamification was more interesting since it required own activity. There occurred several development ideas. Ideas concerned to both content and user interface.

CONTENTS

1	INTRODUCTION.....	4
2	PURPOSE, CONCEPTUAL FRAMEWORK AND KEYWORDS.....	6
2.1	Conceptual framework.....	7
2.2	Keywords of the research.....	8
3	CASE COMPANY.....	9
3.1	Values.....	9
3.2	Training platform.....	10
4	SUBORDINATE SKILLS.....	11
4.1	Expectations for employees.....	13
4.2	Communication.....	13
4.3	Interaction with manager.....	14
4.4	Development of subordinate skills.....	16
4.5	Responsibilities of employee.....	17
4.6	Rights of employee.....	19
5	WORK WELLBEING.....	21
5.1	Exercise.....	23
5.2	Sleep.....	24
5.3	Nutrition.....	25
5.4	Work wellbeing in VMP.....	26
6	GAMIFICATION.....	27
6.1	Gamification in working life.....	29
6.2	Advantages of gamification.....	31
6.3	Challenges in gamification.....	34
7	IMPLEMENTATION OF THE PROJECT AND QUESTIONNAIRE RESULTS	38
7.1	The created content for the training.....	40
7.2	Results based on questionnaires.....	41
8	EVALUATION OF THE PROJECT AND IDEAS FOR FUTURE DEVELOPMENT.....	45
9	CONCLUSION.....	48
	REFERENCES.....	51
	APPENDICES	

1 INTRODUCTION

The main objective of the thesis is to show how companies could use gamification when improving working life skills, especially subordinate skills. This paper will provide an explanation for why it is worth to train those skills with gamification. One objective is to determine crucial subordinate skills, what kind of abilities are required from employees. Responsibilities and rights of employees are described. Work well-being is closely related to subordinate skills, and therefore it is also included. Healthy employees are the most significant resource of company. Since gamification, games and all kind of technical devices and -services are becoming more common, term gamification is defined. Also, its advantages and challenges are discussed. A lot of the theory concerning to gamification is searched from web sources since gamification is such a new term and there is not that much literature available. In addition, this thesis will outline aspects need to be considered when using gamification in working life.

The result of the thesis will be a part of game-like training, which objective is to improve general working life skills. The training includes also managerial skills, but the content made by author will cover only subordinate skills. The project was done in cooperation with a company called Varamiespalvelu (hereinafter VMP). The company is operating in personnel service field. When the training is ready, it is very useful for the whole company, for management as well as for all the employees. Later, the training can also be applied in other context and be helpful for different types of companies. It can be modified according to the needs of other companies operating in different industries.

My role was to create content concerning on subordinate skills for the training. Other parties of the project were four VMP employees, representative of the training platform Seppo and the university students who tested the training and answered the questionnaire.

We decided I am responsible for creating content about subordinate skills, because that is the part that I have experience, I am interested and have knowledge and ideas. This

meant I was supposed to create couple of “tasks” for the training. The content I created for the training can be found in appendices 2-13. The company was already decided the topics which need be included into the training. In the beginning, I was supposed to do my thesis and the training content about both manager- and subordinate skills. After talking with the supervisor, we decided it would be better to focus only other one. I chose subordinate skills since I have worked in many places and have a better understanding and knowledge about subordinate-related matters.

The company provided me several topics to choose from. There were alternatives such as co-workers, achievement of goals, list of subordinate skills, impression skills, work wellbeing, interaction ways, different roles and strengths in a team, connections, time-management and successful workplace. For me, the most interesting ones were work wellbeing and subordinate skills so those were my main topics to concentrate on when creating content for the training. More exactly my duty was to determine subordinate skills and work wellbeing including sleep, exercise, nutrition, working environment and social media. In my opinion we determined good guidelines so that it was clear what I was supposed to do. Still the guidelines were not too tight. I had a possibility to influence what kind of the content was going to be like. Even if my task was to focus only subordinate skills, I borrowed books which included also manager skills and shared ideas from them to the other training creators.

The research process included multiple steps. At first, I collected theory from books, web pages, articles, videos and material received from VMP. Since gamification is pretty new phenomenon, there were not that many good books available. Therefore, I also used many web pages. By utilizing the collected theory base, I started to create content for the training. I communicated with VMP employees and visited their office in Turku.

2 PURPOSE, CONCEPTUAL FRAMEWORK AND KEYWORDS

The purpose of this paper is to develop a general working life skill- training. The purpose of this thesis is to create content for the training, explain how subordinate skills can be improved by using gamification. The aim of the whole training is to improve working place-, managerial- and subordinate skills, to make learning fun, the boundaries between manager and subordinate would “become more indistinct” and individual would become part of the organization. When the training is ready, it will be very useful for the whole company, not only for management but also for all the employees.

Employees and managers will learn new skills for example what they can do to improve own wellbeing, what kind of roles can be among employees and different communication ways. Work atmosphere and communication become better and everyone will know what is expected from them. Everybody needs to consider their strengths, what they would like to improve and how it could happen. After accomplishing the training, employees and supervisors should know their own and other’s responsibilities and rights. When everyone knows their own place and role in the organization, they will understand better their role in the implementation of company’s strategy and be able to develop themselves within the company. In addition, both employees and supervisors will understand how their actions impact others within the organization. First, the training is created for VMP. Later it will be modified and sold to other companies and they can find it helpful.

The aim is also to modify some working and learning methods that those will become updated and reflect more for present-day. This refers to the fact that nowadays social media and the use of technology is increasing all the time. Also, VPM has many young employees. They want to develop their operations to respond more the ongoing trend. Barely working life skills are taught at all in schools or anywhere else but those are very important. Even if people have lots of working experience, every company differs from another and there is always place for improvement. Therefore, the training will be very important and useful for improving various organization and their practices.

Main research question is:

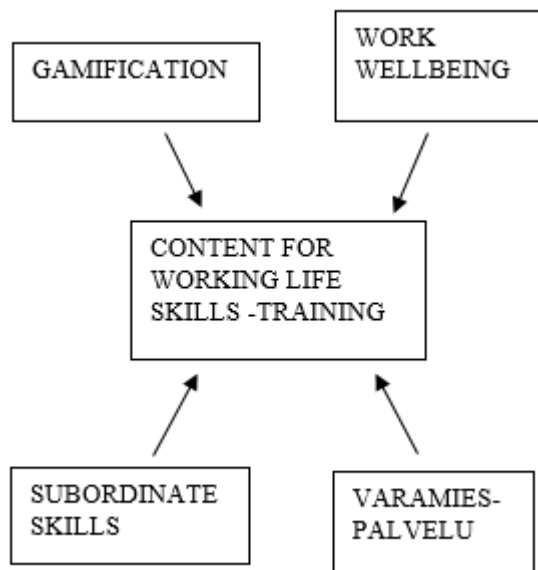
- How subordinate skills should be taught by using gamification?

Other research questions are:

- What are the advantages of gamification?
- How the training could be developed?

2.1 Conceptual framework

The conceptual framework combines the main theoretical concepts used in this study. Subordinate skills, work wellbeing and gamification will be discussed in detail in chapters four, five and six. Those will be defined and explained in the context of why to use gamification in working life and what are the responsibilities and rights of an employee. The case company Varamiespalvelu will also be introduced shortly since it has a big and meaningful role in the project. Only subordinate skills are covered even if those are closely related to managerial skills. The expected outcome will be seen in the middle and it will be found in the end of the thesis in appendices 3-11.



Picture 1. Conceptual Framework

2.2 Keywords of the research

- Gamification

Gamification refers bringing dynamics and mechanics familiar from games to our everyday life. Its objective is to motivate people in sensible way and encourage towards desired results. (Kiiski 2016.)

- Subordinate skills

Subordinate skills refer the willingness and ability of employee to act in workplace in constructive way, supporting manager and colleagues and promoting basic task. Subordinate skills are necessary for the organization because the organizational goals are achieved with them. (Rehnbäck & Keskinen 2006.)

- Work wellbeing

Work wellbeing is entity which consist of work and its meaningfulness, wellbeing, safety and health. The atmosphere in work community and motivating management can increase work wellbeing. Leaders and employees are both responsible for improving it. (Website of Sosiaali- ja terveystieteiden ministeriö 2018.)

3 CASE COMPANY

The case company in this project is Varamiespalvelu. It was founded in 1988 and now it is one of the leading companies in personnel service field in Finland. The company offers work and livelihood yearly for over 16 000 people who work for their customer companies. VPM operates with franchising principal in 35 cities in Finland. VMP started as a family enterprise and now it is a part of VMP Group corporation. Its turnover was 154 million euros in 2016. Domestic capital investor Sentica Partners, founder family and acting administration owns it. Sijaishaltija Oy is also part of the company. (Website of Varamiespalvelu 2018.)

VMP has always aimed to employ with responsibility. Valid domestic collective labor agreements are always applied for agency workers. The company collaborates with trade unions, follows laws and collective labor agreements in all its activities. VMP is associated employer and member of Service Sector Employers Palta which is the second largest employer union of Confederation of Finnish industries. It is also member of Suomen Franchising yhdistys Ry. (Website of Varamiespalvelu 2018.)

3.1 Values

VMP has five main values which they follow.

Productivity. Service is the key for success. Company's business is profitable, and it adds value for their customers, employees and for the company itself. Only healthy firm is productive.

Responsibility Work enables the well-being of our workplace and company. VMP carries its social responsibility for its stakeholders.

VMP wants to be a *pioneer*. They are vanguards who have developed the industry already for over quarter century. The company offers straightforward grounds for development of employees and employer in every situation.

Partnership. Base of their success is listening partnership towards their employee- and entrepreneurship clients. They believe in solutions implemented in interaction.

Entrepreneurship. Entrepreneurial can be seen in their service attitude. As motivated experts VMP employees are proud of their work. Professional pride is everyone's basic right. (Website of Varamiespalvelu 2018.)

3.2 Training platform

Training platform is browser-based learning environment called Seppo. It is a platform for creating learning games and it is mainly used in schools as pedagogic tool. It combines game and mobile technology in order to reach its learning objective. Many kinds of content can be used in such as pictures, videos and applications. Game platform enables users to exercise and improve skills such as problem-solving, creativity, team work and know-how sharing. In the optimal situation the game gives strong experiences to participants. (Website of Seppo 2018.)

4 SUBORDINATE SKILLS

Subordinate skills have not been studied before the late 1990s. As phenomenon it has been investigated already for a long time but as a term it has been launched as late as around 2000s in Finland. (Keskinen 2005, 18-19.) In many sources used in this paper, term subordinate skills and organizational citizenship behavior were used with the same meaning. To be as clear as possible, in this thesis, only term subordinate skills is used.

Subordinate skills can be determined in various ways. According to Leila Arvassalo (2006) term subordinate skills refers to the behavior of an employee which does not belong to formal requirements of the job but influences on effective operation of an organization. Deww (2011) argues it describes an employee who “goes the extra mile” or “goes above and beyond” minimum qualifications. It is discretionary. (Deww 2011). According to professor Soile Keskinen (2005, 20) the term means responsibility to take care of comfort in working place, reasonable use of resources, collaboration with co-workers and supervisor, expressing opinion and active participation in advancing matters in working place. It is a wider term than professional know-how. The term refers the willingness and ability to work in a constructive way by supporting supervisors and associates while performing personal tasks well. (Keskinen 2005, 28.) Even if subordinate skills are not officially rewarded, those are still rewarding in many ways. Those for example creates we-spirit and increases the meaningfulness of working. (Kankare 2016.)

Subordinate skills supplement management skills (Silvennoinen & Kauppinen 2007, 7). Subordinate skills are also determined as will and ability of employee to act in a workplace with colleagues in a constructive way. It also includes supporting manager and co-workers and working in a way which promotes one’s basic duty. From the employee’s point of view, subordinate skills are ways and possibilities to influence firstly on management and secondly on implementation of basic tasks. There are supposed to be at least two responsibilities in role of subordinate: to be leaded and to do basic duties. Subordinate skills which employees can recognize by themselves are for example doing own tasks well, interaction with coworkers and manager, sense of community and development of work. (Rehnäck & Keskinen 2006.)

Term “subordinate” is being criticized because it highlights too much employee being lower and subordinate (Silvennoinen & Kauppinen 2007, 7). The term often makes people irritated and may cause negative feelings. Talking about subordinate skills, subordinate refers to opposite role of manager. Employee and employer formulate superior-subordinate relation, where employer executes manager- or leading skills and employee implements subordinate skills. These skills are necessary for organization since organizational objectives are reached with them. (Rehnback & Keskinen 2006.) If subordinate skills mean rather team working skills and constructive communication in working community than being passively leaded, descriptive term could be cooperation skill as well (Silvennoinen & Kauppinen 2007, 7).

Psychological contract is not yet considered a lot in Finnish working life research literature. It is made by employer and employee when they are concluding the employment relation. It means those mutual agreements, expectations and obligations which are not said out loud but are always present when a new employment begins. Many matters, such as is the psychological agreement realistic, valid and attractive, significantly influence whether the employee stays at the working place, is engaged to tasks and how is the quality of the work. Similarly, fulfillment of manager’s expectations or the feeling of disappointment tell about which the expectations have been which manager has silently included into the psychological agreement. Those could have been made partly subconsciously. (Keskinen 2005, 12-13.)

Why companies should invest in subordinate skills? Positive results of paying attention to subordinate skills can be seen for example as higher efficiency, productivity and customer satisfaction. Costs of absenteeism and turnover rates can be decreased. (Podsakoff, Whiting, Podsakoff & Blume 2009.) Wellbeing and performance of employee will be positively impacted (Organ, d. W. 1988). According to Organ (1988) correlation between job satisfaction and subordinate skills is about 0,4 which has statistically meaning. Subordinate skills can retain and attract good employees and chance of becoming redundant will be lower when downsizing during an economic recession (Organ 2006). Effects of subordinate skills can be also seen as gaining more rewards, bonuses, promotions or pay increments (Deww 2011).

4.1 Expectations for employees

There are several expectations towards employees. Employee is required to handle the technical skills, techniques and equipment's. It is necessary to be able to work well under pressure and adapt oneself to quick changes. Time management- skills are also highly needed. Employee need to be willing to maintain and develop skills. (Salminen 2015, 11-14.) They must be able to receive feedback as constructive and learn from it (Lehtonen 2018). Communication skills are important for every employee. Employee is responsible for telling own wishes, objectives and implementation ideas of work to the manager. Employee must help manager to succeed in his/her own role; tell expectation targeted to him/her, give positive and negative feedback and remember to thank. (Näin kohtelet pomoasi oikein 2011)

Cooperation skills are one of the most important ones demanded in working life. Employee should be trustworthy, easy to approach, and everyone should motivate and support each other. Professional interaction including listening to others, appreciating visions, seeing matters from other's point of view, discussing in an appreciative and polite way are crucial skills of employee. Employees are expected to fulfill own role as positive atmosphere builder and consciously develop their interaction skills. (Näin kohtelet pomoasi oikein 2011.) Helping others with upcoming deadlines, shifting rules voluntary and assisting new-comers is expected. (Deww 2011.) Employees are also required to pay attention to their own strengths. They are responsible for maintaining own well-being in the middle of stress and hurry. (Salminen 2015, 14.)

4.2 Communication

Communication enables interaction between manager, co-workers and other people. It includes sharing visions and meanings. Communication matters are made to be mutual with assistance. Communication allows that practical issues can be managed as smoothly as possible. It is usually dynamic and continuing process. It begins already before meeting another person and continues after that. People anticipate and create expectations. Results from communication are both consistent to goals and what we

would not have wanted. In manager-subordinate relationship it is useful to consider communication especially from the recipient point of view. Communication includes three phases: first arise sensory perceptions, secondly, those are changed into interpretation and lastly, we give a meaning to interpretations. Even if every communication- and interaction situation contains ambiguousness everyone's individual factors, previous experiences, context and operational environment effect on it. (Silvenninen & Kauppinen 2007, 46.)

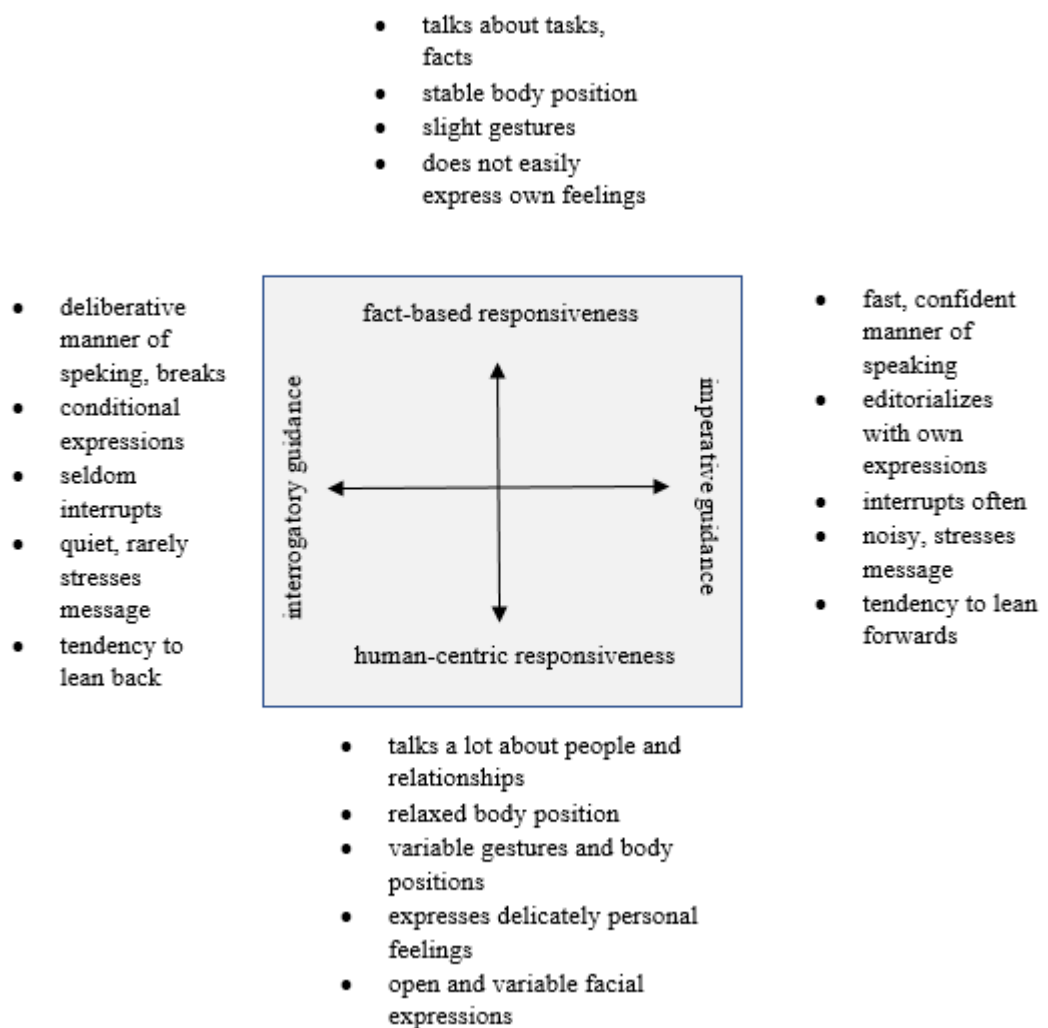
Communication occurs both verbally and nonverbally. Facial expressions, tone of voices and gestures are forms of nonverbal communication. Words have different shades. Different people combines different associations to words. Same word can mean many kinds of matters for different people. Especially culture influences on it. Nonverbal communication demands even bigger accuracy because it is not so easily controllable as verbal communication. If those two are in conflict, nonverbal message is registered more effectively. (Silvenninen & Kauppinen 2007, 46.)

4.3 Interaction with manager

Communication between employee and manager should be open and ongoing. It enables to minimize possible conflicts, professional objectives can be kept clear and the focus can be on the projects. Regular informal and formal discussions about issues and expectations leads to the situation where everyone, managers and employees, have good knowledgeableness of the ongoing situation and work relationship status. (McQuerrey 2018.)

It is not possible to change anyone. Everyone can change only their own behavior. How to change own behavior? One alternative is to increase own flexibility, try to understand another's thinking and behavior until it still feels natural. By doing this people expect another one to be also flexible and try to make the interaction easier. (Silvenninen & Kauppinen 2007, 66.)

In addition to “assertiveness” or “guidance” there is another separate dimension of behavior, responsiveness. Other people are substantial fact-based. They focus on facts, on data. In their opinion, showing personal issues or feelings is not appropriate. Their facial expressions are slight. The other ones show their feelings easily, happiness as well as sadness. They use their hands while explaining and their facial expressions change rapidly. Their typical behavior custom is anthropocentric. From these two dimensions, assertiveness and responsiveness, it is possible to build a fourfold table which can be seen below. It helps to understand own, manager and coworkers’ interaction ways, social style. (Silvennoinen & Kauppinen 2007, 66.)



Picture 2. Different dimensions of social style seen in behavior (Silvennoinen & Kauppinen 2007, 67).

4.4 Development of subordinate skills

Subordinate skills can be developed in many ways. Supervisor is responsible for familiarization for work tasks, -environment, and coworkers. These are the first steps for accumulate good subordinate skills. Continuous clarification of basic task and its objectives, prioritization of duties and providing feedback are essential ways for superior to maintain employee's good subordinate skills. It is also possible to clarify objectives of work and job descriptions. (Rehnbäck & Keskinen 2006.)

The attention of manager to the interaction between manager and employee enable the good usage and development of subordinate skills. Leadership is built in interaction between manager and employee. Grant and engagement of leader to interaction enables the implementation of influence possibilities and production of work wellbeing. Skillful manager or subordinate is not able to create successful leadership or work wellbeing by oneself. Contribution of both parties is needed. (Rehnbäck & Keskinen 2006.)

Subordinate skills are combination of many factors. Individual (personality, skills and motivation) and communal (atmosphere, leadership work) influence on their development. This creates obligation for both leader and employee. It is very difficult to develop and execute subordinate skills if the leader does not support enough. On the other hand, even if a great leader or a colleague have good subordinate skills they cannot teach those skills for employee who is lacking the motivation. (Rehnbäck & Keskinen 2006.)

Sometimes the problem is that employee does not know what should be done. A good example of this appeared in Rehnbäck & Keskinen's research (2006) when one employee answered he is not sure if the leader miss something special or what he is missing to succeed in leading. In situations like this, the conversation about the expectations of both parties could clarify the situation. It is hard to work goal-objectively if the objectives are not clearly informed. (Rehnbäck & Keskinen 2006.)

Working life is in transition. Old habits are being changed, all the time new occupations are being created, and old ones are disappearing. There arise new ways of working and more possibilities for example to work in different places. Also, the working hours become more flexible. People need to find the positive sides and take advantage of them. Nothing is sure and the uncertainty about the preservation of own work position increases. There are lots of temporary work and many people works in the fields and position which do not correspond to their education. Own responsibility for maintain and improve the professional know-how and expertise increases. Usually it is thought it is employer's duty to take care of the maintenance of employment and know-how. In global market economy, the whole responsibility cannot be left for the employer. To be able to survive in the modern world, employee needs to take care of one own development, know-how and career planning. It is easy to hold on old routines and operating modes, but new operators will enter all the time and competition becomes harder. The need for progression and regeneration increases. (Salminen 2015, 11-14.)

If employee does not keep up with development or is unable to update own knowledge, there is very high probability his/her role will diminish. After that one may drift to the situation where there is little usage for his dedication. There are still many work positions where high engagement is not required to be able to operate. It may be enough to follow the instructions but the amount of these kind of tasks is decreasing all the time. (Salminen 2015, 60.) Once acquired expertise is not profitable in long run. It needs to be updated. It is hard to predict which education is useful in the future but it is sure that continuous learning is required. (Salminen 2015, 40.)

4.5 Responsibilities of employee

According to Finnish law employee is required to accomplish work carefully, obey agreed working hours and the instructions given by employer. Employee is not allowed to accept competing actions with employer. Trade- and profession secrets needs to be concealed. If those are gained illegally, the restriction continues after the end of an employment. Employee needs to consider the advantage of employer. Employee is

responsible for announce if there are some defects in devices, machines, structures and work- and protection equipment which may lead to accident or sickness. (Website of Finlex 2001.)

Other responsibilities of an employee are to work actively in interaction with manager and coworkers in order that the work tasks will be performed well. It is employee's duty to maintain own responsible attitude towards work. Leader may assist to form this attitude by giving enough information about possible changes concerning to work tasks for the employees and allow them to participate to decision making. With these ways manager can advance the development of employees' joint responsibility which is crucial part of subordinate skills. Employees need to be willing to cooperate and manager need to have skills to enable cooperation. (Keskinen 2005, 43.)

Employee may have more knowledge about the restricting or advancing matters than manager have. Employee is responsible for telling about the development ideas and leader must catch ideas and consider about the implementation possibilities. Subordinate skills accumulate along with professional experiment but not automatically; it requires clear, active and quality subordinate skills. (Keskinen 2005, 44.)

Usually when thinking about the responsibilities, the focus is on obeying the regulations given by employer, but this is too tight perspective. Even if employee is responsible for employer, every employee is also responsible for coworkers, themselves and for workplace. (Salminen 2015, 13-14.) There are a few things people can do alone from the beginning until the end without investment and support of other people. Unfortunately, this is often forgotten when struggling in the middle of daily routines and hurry. People do not always think about everyone who enables their success with their own action or on the other hand where our own actions influence on. Input of every employee is important; if one does not take care of own tasks, nevertheless someone needs to carry them out. (Salminen 2015, 51.)

In the end, employee is responsible for oneself. To be able to be good employee, everyone need to take care of their own wellbeing and health. Majority (92%) of Finnish people, think it should be either very much or quite much the responsibility of

individual to take care of own wellbeing. (Hirvonen 2018.) More about work wellbeing can be found under the fifth chapter.

Every employee signs contract of employment not for accomplishing the tasks employer determines in exchange for salary but also to be able to achieve own personal objectives. It is usually said people work only for money. Salary is only a fraction of all people reach and expect to gain in work and workplace. Work and the membership of workplace offers several advantages but to be able to reach them, employee needs to fulfill own commitments. Responsibility towards oneself raise from this perspective. Work enables people to satisfy basic tangible and social needs, give them possibilities to develop and proceed. Well-done job brings appreciation and honor, and this strengthen self-esteem and self-respect. The diverse meaning of work emerges usually so far it is lost. (Salminen 2015, 55-56.)

4.6 Rights of employee

In Finland employee has several rights. Employee is eligible to have contract of employment. It is created when employee and employer agrees on implementation of work and the salary, benefits and other terms. It can be made orally, electronically or in a written form. Employee has a right for salary paid to the bank account and pay slip. There is no general minimum wage in Finland but commands of minimum salaries of different industries are determined in collective agreements. (Website of Työsuojelu 2018.)

Labor law and collective agreement determine the responsibilities and rights of employee. Employee- and employer unions negotiate collective agreements for different industries where applied law is agreed more detailed. Minimum wages, holidays, working times, conditions for dismissal and salary for sick leaves are determined in those. Generally applicable collective agreements commit also employers who are not members of employer union. Conditions conflicting determinatives of generally applicable collective agreements are void. (Website of Työsuojelu 2018.)

Employee is eligible to protection given by laws and agreements, association and health and safe working environment. It is employer's responsibility to take care of the safety of employee, evaluate dangers and take the necessary development actions. (Website of Työsuojelu 2018.)

Every employee is entitled to equivalent treatment. Equivalency applies also when applying for jobs. According to Finnish law, discrimination is forbidden based on: age, origin, citizenship, language, religion, belief, opinion, political- or trade union activity, family relationships, health condition, disability or sexual orientation. (Website of Työsuojelu 2018.)

During the employment, annual leave is accumulated for employee. Salary is paid for this time. The number of holidays and salary or compensation paid for holiday time is calculated based on law of annual leave and the collective agreement which bind employer. If annual leave is not accumulated for employee, one may have a right for day-off. Instead of salary, holiday compensation will be paid during this time. Holiday compensation is also paid if there are unspent holidays when employment ends. (Website of Työsuojelu 2018.)

If employee permanently living in Finland is left without job, he/she has a right for unemployment benefit. When baby is born, mother or father can stay at home and take care of the child. Trade unions are normal in Finland and everyone can join for the union of own industry. Meaning of these is to secure the rights of employees. Other rights are occupational health care and pension. (Website of Infopankki 2018.)

5 WORK WELLBEING

Work wellbeing refers to all working life aspects including how employees are feeling about work, climate of the organization and safety and quality of physical- and working environment (Website of International Labour Organization 2018). Good management, experience of controllability of work, ergonomic facilities and possibilities to participate influence on work wellbeing. Above all, human is an entity. Overall wellbeing has an influence on work wellbeing. If people are tired, do not recover enough from work, have worries in personal life, all of these may follow them to work and impact on own and even on the work wellbeing of the whole workplace. (Website of Mehiläinen 2018.)

Work wellbeing consist of many different aspects. It is not reached with a random health campaign. Promoting actions are cross-cutting and demand persevering work. Those are targeted to the work environment, -processes, personnel or management. Work wellbeing is an investment which has an impact on the financial result, reputation and competitiveness. Well-planned investments can repay itself exponentially. According to researches, work wellbeing has a significant positive connection to the result indicators such as customer satisfaction, profit and productivity. It may also lead to decreased amount of sick absences, accidents and lower turnover rate. (Website of Työterveyslaitos 2018.)

When determining the long-term effectiveness of organizations, wellbeing of employees act as a key factor. according to many researches workforce's wellbeing, health and productivity levels are directly linked to each other. Many companies are noticing the wellbeing of employees need to take more seriously. This is done since many advanced organizations are appreciating company's most important resource - their employees. Problems in workplaces are often caused by low commitment of employees. This has increased the addressing of well-being matters in organizations. If the promotion need of wellbeing is ignored, problems such as mental health disorders, bullying, stress, drug- and alcohol abuse or conflicts may appear more often. Workplaces can be made satisfying and proper by communicating, focusing on learning and development. The role of leadership has a vital meaning. (Website of International Labour Organization 2018.) Manager and management have a huge role in work environment,

but every employee is responsible for it. Everyone's behavior and attitude influence on whether it is engaging, positive and supportive or not. (Salminen 2015, 51.)

Few people have a possibility to choose good colleagues or superior. However, people can affect to their own attitudes. If one comes to work in good mood it is easily transmitted to others. On the contrary; if one comes in bad mood, probably the mood of others will be soon decreased. Even if somebody had crappy mood, it may be worth to say it to co-workers. They will probably understand and can assist. This may stop the spreading of bad mood. (Kasurinen 2017.)

Many researches tell that the load caused by work is so big that free-time is not enough for recovering resources, not to mention meanwhile working there would occur enough recovery of strengths. Even bigger challenge is to be capable to determine the objectives to be reachable with work input during the working hours. (Keskinen 2005, 12.)

Unhealthy diet, excessive consumption of alcohol, lack of exercise, mental health problem and smoking weaken the health and performance of working-age people. Those are connected to several national deceases and cause premature deaths. The amelioration of lifestyle and contribution of health need to be improved. Otherwise during the following years there will not be enough working capacity in Finland. (Website of Työterveyslaitos 2018.)

In healthy workplace:

- people are open and trust each other
- work load is reasonable
- people inspire and encourage each other
- everybody works for the common goal.

Healthy employee:

- receive feedback about job
- is admitted utilizing one's strengths and know-how
- is motivated and responsible
- knows the objectives

(Website of Työterveyslaitos 2018)

5.1 Exercise

Exercise has an essential role in prevention and care of the diseases threatening and decrease work ability. Employees becoming ill can be decreased and physical and psychological resources can be strengthened by exercising.

Regular exercising

- reflects less sick absences
- helps to handle stress and to relax
- decreases insomnia and makes sleep to be more refreshing
- affects positively on work performance and improves working ability.

(Website of Työterveyslaitos 2018.)

Physical- psychological- and social ability influence strongly on the working ability. When working in occupations such as fire fighter, in many construction- and installation works as well as in cleaning and care, physical ability is a tool and necessity. In Finland there are hundreds of thousand employees who perform these manually hard jobs.

(Website of Työterveyslaitos 2018.)

Employee can take care of physical working ability by exercising at work and during the free-time as much and versatile as possible. Car can be replaced by bike, elevator by stairs and according to possibilities, work journey can be done by foot. Short exercise moments should be included daily. By generate physical work ability, also social- and psychological abilities can be improved. Those all create good foundation for comprehensive work ability. When people age, the meaning of good form increases, and it is one of the main factors for pleasant retirement years. (Website of Työterveyslaitos 2018.)

In addition to everyday- and incidental activity, ability to act can be improved by other exercise. Walking, swimming and Nordic walking suit for most people. Exercise

should be diverse and include strength training, sport which improves kinematic skills as well as endurance. Examples are dance and ball games. Even if workplace and occupational health care can support exercise, ultimately every employee is responsible for their own form and activity. Good form and work ability cannot be stored, maintenance needs to be done constantly. Already one week in bed decreases brawn and cardiorespiratory even 20 per cent but returning shape demands far more time. (Website of Työterveyslaitos 2018.)

5.2 Sleep

In addition to regular exercise, sleep is essential for human well-being, health and productivity. Impacts will be significant if there is lack of sleep. No matter if it is caused by stress at work, shift work or because of too long working hours. (Website of International Labour Organization 2018.) Too tight daily schedule can be easily turn into permanent style of living. Then there is no enough time for sleep and rest. Sleep and rest influence not only on work efficiency and concentration but also to the general mood. (Website of Mehiläinen 2018.)

Result of poor sleep can be for example overweight, increased risk of cardiovascular disease, decreased emotional resilience and increased grumpiness. Possibility for earlier death is increased with 40 per cent due to too little sleep. Lack of sleep also decrease ability to learn, accuracy and mental alertness and this has negative effect on safety and productivity. Most people know these consequences, but many do not know one sleepless night can impact on performance similarly to blood alcohol level of 0.1%. (Website of International Labour Organization 2018.)

Effect of disrupted sleep habit can be minimized by well-managed shifts. When the shifts are managed well, it is more likely people do not stay awake and worry about work. It is crucial to inform employees about the importance of sleep and how their practices can be developed. Consulting should be done that the workplace activities concerning on quality sleep serve their needs. (Website of International Labour Organization 2018.)

5.3 Nutrition

Good nutrition impacts on productivity and occupational health and safety. Unhealthy foods can cause chronic diseases and overweight. Lack of micro- and macro nutrient may cause malnutrition. Well-equipped and strong employees are harmfully affected in both cases. The food employees eat have an impact on their productivity and health. Therefore, all around the world employers, governments and employees try to improve healthy diet and good nutrition at work. (Website of International Labour Organization 2018.)

It is important to enable employees to have enough time for break and to make it possible for them to choose safe, nutritious and affordable food. They also need to have proper conditions for eating. Those are economically and socially important. Most employees eat one main meal at work. The most direct invention which can be made is to ensure the meal fulfills the nutritional needs. Even if it is everyone's own choice what to eat, anyone cannot escape the influence of the environment. Healthy eating can be combined with some initiatives to motivate people to eat healthier. Those can be health- and safety campaigns or assistance programs. The chances of positive impacts are higher when the offering of proper and appropriate food is connected to possibilities to make some exercise and activities of health education. No matter which the chosen approach is, it is crucial that employees are involved. It is also important to ensure the approach serves them and their needs. Otherwise it is waste of time and money. (Website of International Labour Organization 2018.)

Eating while working day promote and sustain the working ability. Cafeterias in workplaces impacts on preferences of employees and are models of healthy choices. Instead of not eating lunch, eating in workplace cafeteria promote eating according to recommendations and facilitate weight controlling. Alongside with fuel, meeting other people, exhilarating and having a break from work are important reasons for coffee- and lunch breaks. Those may influence on mental ability, atmosphere and job satisfaction. (Laitinen, 2004.)

5.4 Work wellbeing in VMP

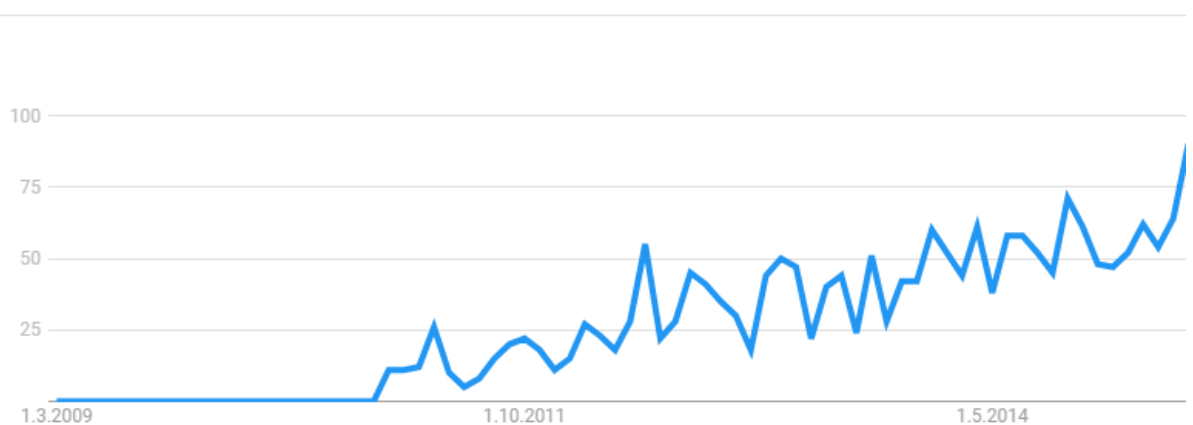
Work wellbeing has a very big role in VMP. It is not something that is done on the side. It is a part of their strategy. One of their slogan is “Älä jaksa. Viihdy” There is no exact translation, but it means “Do not endure, enjoy yourself”. Company won Etera work ability award in year 2017. It is yearly given for organization, company or team which has successfully promoted working ability. (Website of Arjessa 2017.)

In daily life, VMP employees have a possibility to use electric tables, exercise balls and gym. They have a working group which is responsible for arranging events supporting the spirit of organization and exercise. Those may be trips, jogging or testing different sports. In VMP both employees and rental employees use wellbeing application called HeiaHeia. It helps people to set meaningful wellbeing goals and reach them. Goals can be related for example to sleep, exercise, nutrition or steps (Website of HeiaHeia 2018).

6 GAMIFICATION

Gamification has gained lot of publicity and attention during the past years. It might have been exaggerated. The subject is often misunderstood. Many people combine, partly for reason, gamification to game. There are often imaginations gamification means bringing concrete game to specific environment. These misunderstandings should be directly invalidated. It is not about playing, it is about bringing familiar mechanics from games into other environments. Gamification is roughly simplified rewarding system where specific desired action leads to rewarding. Shortly reason for implementation of gamification may be “to get users to do things we want in a way which is profitable for them” (Tallberg 2013). Classic example is Pavlov’s classical conditioning- theory which refers exactly to this. According to the theory, it is possible to achieve a situation where individual react in a way which do not belong to one’s traditional ways of acting. Some stimulus is chosen to be used to gain desired result. (Website of Yle 2008)

Gamification uses elements of games to motivate and engage to learn (Kapp 2014). Gamification is making proper, important and serious work objects more attractive and easier to realize. At the center there is an assumption that points, small rewards and achievements can promote, engage and motive to accomplish a specific task. (Ängeslevä 2014, 52.) Gaming is using game-based mechanics aesthetics and game thinking to engage people, solve problems and promote learning. Parts of games are used in gamification. It is a continuous process and important part is to earn additional points by succeeding. (Kapp 2014.)



Picture 3. Popularity of search “Gamification” in Google Trends. (Website of Google Trends 2018.)

As seen in the picture three, term has not been used for a very long time. It has been appeared since the beginning of the 2000s, but it came more widely used in 2010s. Gamification industry is expected to increase almost 70 percent within five years. In the year 2013 gamification was 421-million-dollar industry, and it is forecasted to be 5,5 billion by the year 2018. (Kapp 2014.)

Technically gamification is not the same as simulation or learning game. Simulation is controlled and realistic environment where specific behaviors can be practiced, and the impacts of the decisions can be seen. Well-known example is a flight simulation. The focus is on realistic experience. Learning game is self-supporting and it has all the needed elements to play and engage for the specific time. It includes clear beginning, middle and end and it uses the actual game to reinforce or teach skill. (Kapp 2014.)

Gamification can be shared into two different types, structural and content. Structural gamification is determined as “application of game-elements to propel a learner through content with no alteration or changes to the content”. The content will not be changed to be game-like, only the structure around the it. (Website of Association for Talent Development 2018.) Common application of structural gamification is to take elements from video games. Elements can be levels, points and achievements and then apply them to educational context. One example is student receiving content to be learned to mobile phone daily for two weeks. Those quizzes can be reserved via app or e-mail. Points are earned when correct answers have been given. If the answer is incorrect, there will be immediately presented short recap to cover the specific subject. Questions are repeated in several variations until the learner masters the topic completely. The duration of the daily process is about one minute, and it can be performed either in the beginning or at the end of the day. The progression and results of each learner can be listed to the same chart so that everyone can see and compare their performance with one another. (Kapp 2014.)

In content gamification, content is changed to be more game-like but still it is not actually changed to be a game. Game mechanics and thinking are used. (Website of

Lynda 2018) Example is when elements from stories, characters, mysteries are added to the content. The objective is to engage learner. Story elements can be added to mathematic calculations or instead of regular objectives, the class can be started with challenge which students need to solve. Role play is also one form of content game. Game can include mystery, avatar, points, chances, digital badges, competition and even co-operation among players. (Kapp 2014.)

6.1 Gamification in working life

We are now in the stage of evolution. Games are everywhere. Those are available and accessible with all the digital devices. Games are played as a hobby and entertainment but those are also used as teaching- and information sharing tools. Even if playing is comprehensive and widespread cultural phenomena, its meaning is still underestimated. Operation modes familiar with young people are still transmitted to working-age population operating modes. Feedback provided by different devices is seen in daily life. The change to working life brought by young people and even more networked operation field hasten the transition pressures of working culture. (Ängeslevä 2014, 39-41.)

The popularity of entertainment games has increased. Playing has become more common and opened doors for serious games and gamification. Playing has changed to be more natural and acceptable. The possibilities those provide are increasingly utilized also within education. It is still not simply, because successful implementations require that serious games and gamification are fitted into wider context in a meaningful way. (Ojala 2017.)

As well as learning, game-like process brings untraditional rhythm, structuring of new wholeness's and flow-feeling. Instead of fitting new employees into the old practices of company, companies should act as more flexible platforms. The success of companies is affected by prepared perseverance, appreciation of exiting know-how and agility to give space for future playing employees. (Ängeslevä 2014, 44.)

Games have infiltrated part of working life through internet and mobile phones. Typically, hardly any similarities between working and playing are seen. In fact, those are seen so far from each other that those should be not even mentioned in the same sentence. Nevertheless, similarities can be found already when different levels intertwine. In addition, playing and working are both continuous learning and adapting to different situations. (Ängeslevä 2014, 18-19.) Game-like methods are considered even more in all kind of planning concerning to human behavior. Gamification engage, encourage and support learning and problem-solving. (Pietikäinen 2017.)

Roughly there are several similar elements in games and work. In work tasks there are certain repetitions and conflicts, tasks are done according to agreed rules and inside the existing boundaries with the aim to reach targeted goals. Objectives are set with long- and short-time period and with successful accomplishment, extra rewards or at least feedback can be earned. Work tasks are approached from specific role. Game can be determined similarly. Although it is voluntary, it requires lot of actions. As well as in working life, also in games it is important to invent alternative solutions and be prepared whatever is coming. Several functionalities from games can be brought into working life. Those can be for example workplace activities, instant feedback, roles and ownership, reaching goals with own solutions and feelings of success. In both games and working life, people are influencing to the result with own behavior and actions. (Ängeslevä 2014, 61-62.)

Ängeslevä (2014, 197) argues game-like mechanics and rewarding of playing can be seen all around in daily life. Before services applied gamification, there were point systems of airlines and happy hour deals. Cheaper drink or status given by black memberships card motivates. In membership programs people process similarly as in games, although according to scale determined by flight- or other company. Members gain different rewards based on their execution, in this case spending money. Bonus points and instant feedback are familiar interaction modes from games. (Ängeslevä 2014, 53.) When people have worked hard, they often reward themselves for example with vacations. Another example is people searching motivation for sport performances with wristbands. These kind of new non-traditional incentives and rewards are yearned in business field too. (Kiiski 2016.) One example is choosing “the worker of the week”. This refers to workplace practices where employee of the week or month

is chosen, and rewarded based on good performance, as well as in games. Purpose of all these is to motivate. These are new ways to communicate and understand the needs of consumers. (Ängeslevä 2014, 197.)

6.2 Advantages of gamification

Game platforms are ideal and sensible field for attempt and learning environment. There is a built-in permission to fail, retry, think courageously or to make totally opposite choice. (Ängeslevä 2014, 38.) In games, failures are safe and normal, those encourage to try with different strategies. Making mistakes belongs to success. No matter if it is about individual performance or leading own game team to death by mistake. Accepting mistakes makes it possible to see matters wider. Secure solution is easily the apparent one but then the result is not necessarily good. This has been seen for many times. (Ängeslevä 2014, 23-25.) According to many researches, people and brains usually choose the easiest way. Difficulties and effort are avoided with the solution coming to one's mind at first. The worst is that applying for easiness and fast buck are made acceptable. Games challenge this. (Ängeslevä 2014, 82.)

Playing requires people to consider. It is challenging training for brains. People become better employees when they try different working process methods. (Ängeslevä 2014, 17.) Games are considerable way to challenge thinking. Those demand continuous controlling of conflicts, attempt and require recognition of alternative solutions. Nowadays working- and free-time are spent on various screens. This will not be changed. Even more people are transferring to the situation where other screens are managed with one screen. It becomes more and more critical ability to be able to handle the entirety of several screens, tasks and area of life. (Ängeslevä 2014, 22.)

Taking advantage of game mechanics do not mean working life is changing to collecting points, bonus sectors or manager battle. The meaning is to apply those new working ways and solutions in working environment so that the results can be improved, and competitive advantage reached. Methods already exist. By changing working

routines and for example meeting practices, normal can become abnormal and exciting. This makes employees to doubt customary matters and think in a different way. Game-like and game mechanics create easy and engaging possibility to transfer thinking outside the box in a creative way and by trying new things. Those provide individual experiences and challenging, sometimes excruciating, identification of own limits. (Ängeslevä 2014, 27-28.) Ängeslevä explains (82) playing enables more flexible operating model, efficient thinking, relaxing, “brain gym” and active breaks. Playing activates decision making and requires activity which begins from individual. It improves the capacity of learning when learning is occurred by doing and trying. According to her, playing may decrease the working stress, improve productivity and concentration. (Ängeslevä 2014, 31.)

Games allow pleasant experience no matter what the favorite sides and reasons for playing are. Somebody becomes inspired by pressure, challenges and competition while other become interested in because of friends, achievements or feedback. All the motivating elements are equivalent. (Pietikäinen 2017.)

Alongside with the engaging processes, games provide motive factors which require people to take actions. Familiar motivation factors from work satisfaction surveys are building blocks of well-planned game or game-like solution. High motivation is result from high-quality management, efficient ways of organizing work, functionality of workplace and the content of the work. Structurally games provide ways to simplify communication, the information forwarded to receiver as well as giving feedback. (Ängeslevä 2014, 38.)

In games the performance of players is measured all the time. Points are collected and when enough points are reached, the next level is available. By progressing, player learns new skills and gains better readiness for facing even more challenging situations. (Ängeslevä 2014, 47.) The development can be seen concretely in games. It is communicated continuously how many percent is accomplished or how many levels are still missing. Rewards are given from becoming activated and continuing encourage is default value especially in digital services. Without feedback it is almost impossible to improve. Mechanics motivating people to accomplish different tasks,

sometimes small, sometimes bigger, are efficiently utilized in games. These mechanics are agilely applicable also into working. (Ängeslevä 2014, 49-50.)

Several studies on work motivation shows that people want to engage to work by growing in their tasks, gaining authority or progressing within the organization (Ängeslevä 2014, 54). With gamification, the trust towards people is highlighted and the need for control decreases (Koskenkanto 2016). People want attention and rewards of well-done work. Exactly this is the objective of several gamification solutions. By development and rewards, the objectives are set even higher, cooperation is done even better, and enjoyment is received from shared success. In games there are many other aspects in addition to these. (Ängeslevä 2014, 54.)

Ängeslevä (2014, 59) explains games provide alternative ways for handling issues and continuous feelings of achievements which make people happy. Happy people are traditionally more efficient than unhappy ones. As well as books and movies, games enable to gain complacency in easy way when something is realized. Whether it is speculation who was the murderer, how to complete some challenging task or achieve maximum points. (Ängeslevä 2014, 77.)

Games are naturally addictive. Those can be rescheduled with frequency, duration, scoring or superiority table. Games motivate to play better: to reach, compose-ideas and escape the feeling of insufficiency. (Ängeslevä 2014, 101.) These aspects are the central sources of enjoyment. People should continuously be in the threshold of success, be inquisitive to detect possibilities and work efficiently as a team by solving problems. (Ängeslevä 2014, 167.)

In ideal situation when game structures are meaningful and motivating, data content is easier to approach. It is also more dexterous to interpret from everyone's starting points. People learn by trying and doing by oneself. It is easier to understand also complicated wholeness and find alternative solutions for problems. Even if players are sitting on computer, their senses are sensitive and mental activity is high. Meanwhile intensive focusing, playing is foreshadowing of happenings, planning of solution models, continuing and repeating failures and finding right solution with attempts. (Ängeslevä 2014, 57-60.) At its best, gamification is the commitment of personnel,

strengthen the culture and aiming to common goals together. It is acting in a way that is characteristic for the organization and constantly improving it. (Kiiski 2016.)

Goal-setting centralizes attention and continuous receiving of feedback encourage to continue. This should be applied also in working life. Motivated employees always search for better ways to work or better workplaces if the current place does not provide enough space for attempt. It is worth of keep motivated employees because they also emphasize the quality of work and are more productive. (Ängeslevä 2014, 69.)

6.3 Challenges in gamification

Of course, there are also challenges connected to gamification. The idea of making accomplishment of tasks more meaningful is easy to understand. Gamification as a term is challenging. Its first problem is already game themselves. Already the word “game” might make someone suspicious and unwilling to try. Applying and accepting operation model as working way emphasized to games, requires strong shaking of attitudes and change in organization culture. After that can be considered in which ways and levels gamification is possible. Many people think the meaning at work is to do something concrete and serious, not playing with digital devices, especially not during the working hours. (Ängeslevä 2014, 54.)

With poor implementation gamification can create negative reactions. In the worst case alienate users from the service. Only by adding points and charts, there will be not any added value. Instead, the different rewarding paths designed for users need to be well-planned and various user profiles need to be taken into consideration. It is also crucial to recall that users should have a chance to decide whether participate to loyalty program or not. In any case user should not have visualization about the service being intrusive. The best results can be reached in long-term timespan. Short-term gamification operations are convicted to fail. (Tallberg, 2013.)

Naturally the effects of playing are not same for everyone. People observe in different ways and like diverse matters. It is also inevitable that the malleability of brain

decreases within the age. There are always some employees who are not excited of playing and who are distressed of the thoughts of playing on computer. Brains of older are not working anymore equivalent to young people. Everyone cannot be forced to specific frame or operating model. Still, in working environment the need for adapting to changing processes and continuously developing digital world are increasing all the time. (Ängeslevä 2014, 30.) Gamification demands knowing and respecting the users, clarifying objectives and knowing how to motivate players. Game needs to be emotional, physical and digital experience. (Pietikäinen 2017.)

Not all playing is useful for working routines. When thinking about skills learned in games those are often useful only in similar situations. In working life there seldom appears exactly similar situations as in games. Therefore, people need to recognize themselves when the learned methods can be used. (Ängeslevä 2014, 52.) In addition to externally motivating elements (points, levels, feedback), it is also important the game include factors which sustain the internal motivation (fun playing itself, challenges, development) of player (Pietikäinen 2017).

It is not easy to find the right balance between entertainment and facts. Ängeslevä (2014, 56) uses term broccoli-chocolate. With this expression she refers that the actual job is broccoli and it is covered with something fun, chocolate. This is seen in many gamification and learning games when the desired results are not achieved. As well as in work, also in games the purpose is clear but the means to obtain it may still be unclear. In business life, gamification requires above all discretion. It demands knowing own personnel and studying the culture of organization. (Kiiski 2016.)

The starting point is entertainment and amusement without specific pursuit of advantages. This is obviously incompatible with working. In work, there are objectives such as increasing profit. Instead of seeing gamification as waste of time, it should be seen as a structure. As well as animals are playing for learning survival ways or children are playing to explore different course of actions, ideas and roles, in work it is possible to exercise alternative situations. Skills are learned alongside with playing. (Ängeslevä 2014, 59.)

In the end, gamification can work only if the attitude towards taking responsibility is in place. The idea of gamification is to produce the maximum benefit for employees, company and customer. This requires strong will to carry responsibility together and in the level of every single factor. In ideal situation will is in-built. Due to different interests of people, situation is not always like this. Therefore, mechanics based on rules needs to be built into the culture of the company. (Koskenkanto 2016.)

Not everyone has the same motives for playing. For someone, to solve challenges and barriers is the main motivation. Some others like to observe the environment and happenings of the game. Somebody searches for emotional-experiences and playing can be like therapy for them. Social aspect can be the most important part of the game. Motives can be belonging to the workplace, discussing about the game or sharing advices. (Ängeslevä 2014, 79-80.) Others exhilarate about competition, cooperation, beating own records while the others become inspired by collecting points. The challenge is to find course of actions which motivate individuals. (Ängeslevä 2014, 57.)

When using gamification as an instruction method, the result can vary. The objective is to make the instruction process “fun and worth learning”. If learners feel the process is neither fun nor worth of learning, their motivation will be lower. They will lose their interest fast. In the opposite situation playing is fun and worth of learning. If player feels the process was worth of learning, but it was not fun, there is no identifiable difference between gamification and traditional instruction. (Kim, Song, Lockee & Burton 2018, 105-106.) In the picture below there can be seen four different possibly results reached by using gamification as instruction method.

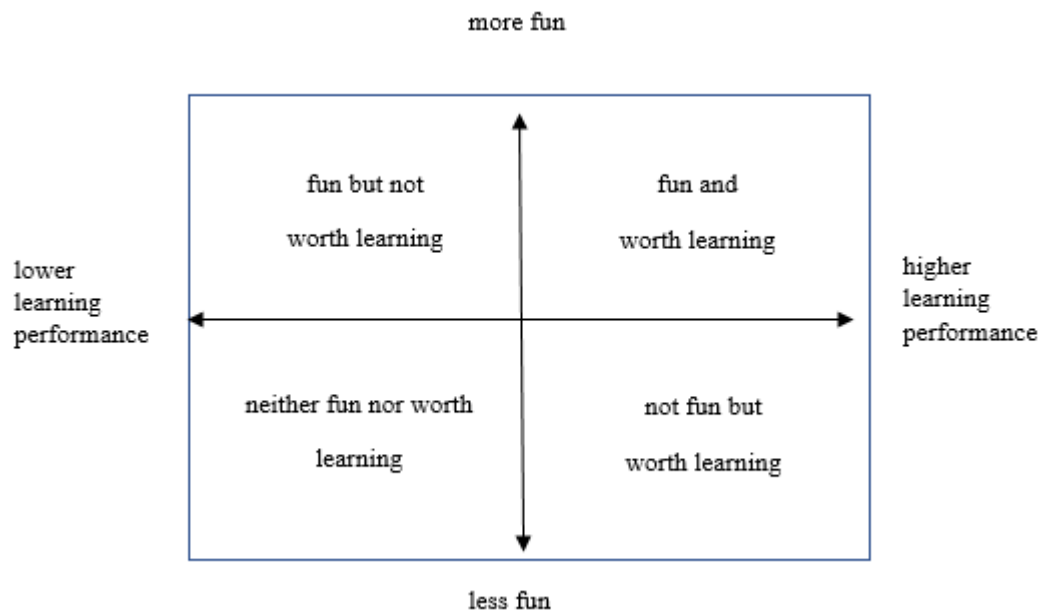


Figure 1. Four different results of the instruction using gamification. (Gamification in learning and education. Kim etc. 2018, 105.)

7 IMPLEMENTATION OF THE PROJECT AND QUESTIONNAIRE RESULTS

The decision to work with a company was made since it would be more concrete and there was a strong will to strengthen and develop working life skills. VMP was a familiar company because I have had an employment with them and everything have worked very well. Therefore, I contacted them. They wanted to cooperate, and we started to discuss about the possible subject. It did not take for a long to find common interest. Supervisor was appointed in the end of January and then it was time to start to determine the topic in more detail. The topic and the exact task changed many times during the first months because it was a little unclear how wide the subject could be and how to combine the project to be suitable and good thesis and useful part of the case company project. After reaching the common understanding and objective with case company and supervisor, I started the theory research.

When the process started, the case company was already doing another game-like training. The formed training concentrated on orientation and this one was in a sense sequel for the first one. Case company provided a possibility to participate for a little for the first training. I got to know the other participants, received access to test the training and to gain a feeling what kind the project was going to be like.

There were me and five other people working with this project. One of the VMP employees had the main responsibility of the project with the programmer, representative of the Seppo-game. HR-director of VMP and two other employees were also participating.

During the first months of the year 2018 research of the needed theory was made by borrowing several books and going through dozens of webpages and articles. In addition to books, webpages, articles, blogs and videos were also used. Material was also received from VMP. During January project plan was finalized in order to hold the first seminar and officially start the project. Seminar was held in the beginning of March. After that I continued exploring and writing down sufficient theory knowledge. At the same time, all the time when new idea was got, it was written down. I borrowed several books concerning to different aspects of work wellbeing and went them through in order to find suitable content for the training. I also browsed a lot in different

web pages. Usually I wrote some keyword such as “sleep and work ability” or “disadvantages of poor nutrition”. I browsed dozens of web pages, blogs, videos and articles until I found the suitable and reliable ones.

The content for the training was planned and created mainly during March. This was good timing for me because I have gathered the most theory and the game developer had enough time to fix the content to be in suitable form for the training platform. The project was done mainly in Turku and Helsinki since the VMP office is in Turku and game representative is working in Helsinki. We communicated mostly via app called Slack because it enables sending messages and sharing documents and pictures. There we shared our thought and works were sent to them as Word-files. Then they modified them to the right format and added to the training platform. I made couple visits to their office in Turku. Those were useful since those enabled to clarify matters, communicate and cooperate more easily.

Because the deadline of the training was in the end of April I sent the last content for them in the beginning of April. I visited Turku so that we could do the final changes and I could see the actual training. In the end of April, the training was ready. During May, there was almost anything happening since the case company was busy. First it was planned that couple of VMP employees would have piloted the training. Because it was not easy to find the suitable ones and they have so much other duties going on, plans changed. In the beginning of June five university students piloted the training and answered to the created questions in word file form. The access for the training was given for nine students but four of them have not time to answer with limited timeframe. Since the time schedule was delayed, the best method to accomplish the questionnaires was to use forms, instead of meeting face-to-face. Questionnaires were made to gain feedback about the usefulness, functionality, user experience and to figure if there arise some development ideas. The chosen research method is qualitative, because the objective is to gain qualitative, written feedback about the experience rather than numerical data. Also limited time is reason for selecting the qualitative method. Presented questions can be found in appendix one and the results under chapter 7.2.

When considering the reliability of the questionnaire results, in my opinion it is good. At one point, the meaning was that thirty university students who were cooperating with VMP would have answered to questionnaire. If those random university students had answered to questionnaire, it would have been possible that those were tested the training with less carefully. I could have received less reasoning and shorter answers. The ones who finally tested the training were my friends. The advantage was they were well-motivated and willing to help me. Therefore, the reached answers were qualified. Still the best situation would have been if VMP employees were interviewed personally as first agreed. The advantage would have been that since they are working in VMP, they belong to the target group who the training was created. Face-to-face interviews would have made it possible to ask clarification and additional questions.

7.1 The created content for the training

The content I created for the training can be found in appendices 2-13. In the first task “different employees” there is a short video where three different employees tell what the most important features of employee are. It was made since when people are watching it, it would be easy to identify oneself, and players could get ideas of the important features of employees. The meaning of the second phase of the first task is to choose what are the strengths of an employee. This was made because it is reasonable to be aware of them. The third phase of this task is about considering about own weaknesses and find ways to improve them. It is very important to recognize also those and actively and consciously develop them. Above-mentioned ones can be found in appendices two, three and four.

The next one, task number two is about efficient working hours. First, there are given various tips how to be more efficient. With small changes, big differences can be made. It is good to remind about those every now and then. Nowadays many people use social media a lot, also during the working hours. This interrupts concentration and may decrease the efficiency even imperceptibly. Therefore, I created these tasks and questions. Those can be found in appendices five, six and seven.

The third task which can be found in appendices eight and nine focusses on exercising. Small exercises may lead to huge improvements in physical and mental health, quality of sleep and relax. Those may also decrease sick absences and encourage to eat healthier. Usually people are aware of the benefits of exercising, but I thought it would be useful to provide concrete tips how to exercise more easily.

The next one is about the importance of sleep. I have studied a lot about sleeping and myself noticed how big impact it has almost on everything. Therefore, I wanted to tell about the negative consequences of poor sleep. This one can be found in appendices ten and eleven.

The last task I created is the last one of the whole training. We wanted it to be fun and encourage the team spirit. Therefore, we end up asking employees to create a wall where everyone could leave any nice praises, greetings or cheery messages. This one can be found in appendices twelve and thirteen.

7.2 Results based on questionnaires

General experience

The common opinion received from the respondents is the training was interesting, versatile and good. According to two respondents, the training helped to consider about different fields of work wellbeing and to pay more attention to them in working place. Most of the respondents have not participated any other training before. One tester who has not participated to any other training reported this one was very interesting and different. She praised the colors and the content, and the tasks were interesting. Two testers told the training returned matters in to their minds and provided tips. One respondent praised the post-it wall. In her opinion, it was a very good idea as well as the tip to go out during the working day for example when having a phone call.

The training woke one tester up to consider her current work wellbeing and how the little changes can have a huge impact. She did not receive a lot of new knowledge, but the training highlighted the importance of basic values. She praised about the

diverseness of the training, and all the possible points of work wellbeing have went through. Visual implementation was good, and the game was functional. Nothing was missing.

Usefulness

One tester reported the training was quite useful even if it included many matters she knew beforehand. Another one told the training was very instructive, but it demands right attitude. If it is done promptly, the benefits will be weak. One tester praised the training included good points. In her opinion, the training could be useful for the ones who are starting their first summer job or as a good remainder for a group which has worked in same position for a long time. One tester gave feedback that the training was useful since it enabled to go through several matters quite fast. One of the tested persons believed that task “different team roles” will be useful for both employers and employees. She argued it is good for employers to compose teams based on roles and that the employer should present the group members to each other based on their characteristics regarding what kind of team roles describe them best. For employees it is useful to know what kind of group members are included in the team in order to understand each others' behavior better. She also reported the training made her to consider her own ways of acting and what are the impact of those to others.

Advantages of using gamification

When asking about the advantages in gamification in comparison to other teaching methods such as Power Point or lectures several people answered was gamification is more interesting. Couple of them also mentioned they liked that they had a change to participate by themselves and “play” the game. Almost everyone mentioned that one of the benefits was they had a change to go the training through in peace. When using gamification, players have also a change to decide by themselves when to continue the training. One tester told when it was obligatory to answer questions, matters really need to be considered. If the teaching was implemented as lecture, probably many people would scroll the social media or listen but does not really assimilate what is told. She highlighted that when the material needs to be gone through and to be able to achieve goals, concrete actions really needs to be done. Those makes it meaningful and interesting. One respondent mentioned if people is both subordinate and manager, he/she does not need to participate two different training, he/she can use these two

paths. Videos attached to tasks received positive feedback from one tester. She told those were much more informative than Power Point-shows.

Development ideas

One respondent proposed the training platform could be improved by making it clearer. She reported it was a bit difficult when it moved “little wherever” and it was not possible to zoom in. The training did not work smoothly. The user interface was not at the same intelligence level as in mobile phones nowadays. One tester argued the normative usage of time should be highlighted that the benefits of the training can be reached. He also suggested there could have been some more additional information links available. Also, the point-calculation could have been highlighted as attraction. One respondent was missing “right answers” for some questions. She suggested that for example in problem-solving tasks, player could have first give her answers and then there could have been possible solutions introduced and told why those are good. She argues that now the situation was “left uncompleted”. She also reported the Regulation-window did not work property, it was not possible to see the instructions well. One development idea was there could be more tasks starting with multiple choice question and continue with open question. According to respondent, those are clearer. Example of this kind of task is “different employees”. Instead the tasks where player was supposed to describe about dream work day was challenging despite provided questions. It was experienced to be still hard since it was difficult to know how detailed the answer should be written.

Other comments

One answerer commented she really hopes the training would gain good welcome also among VMP employees and they do not experience it too onerous. A tester who has a lot of working experience and has participated several trainings estimated the training to be equivalent to half-day course. One suggestion was the training should be replayed regularly, for example monthly since it included “promises” and matters which can be easily forgotten. Specific group should accomplish the training simultaneously since it would enable the discussion about the topic. One commented that the training can motivate more than basic lectures as long as it is working. Since the regulation-window the motivation may be decreased already from the beginning. Then it is hard to have a good flow even later if the first impression has been poor. Even if she felt as an

advantage that the training can be accomplished whenever one has time, it must be noticed some of the tasks needed interaction with colleagues. One tester told the questions concerning to laws were difficult. She argued those are not generally discussed enough.

I received also feedback concerning to work wellbeing. One respondent did not believe the training itself does not promote work wellbeing. She believed work wellbeing needs to be discussed openly with manager. The results of the training could be used as a starter for the discussion. She argued that employer need to communicate clearly what is the meaning of work wellbeing for the company. Through that it is possible for employer to influence on the wellbeing and strengths of an employee at work as well as in free-time. It is not enough if only one party is interested in work wellbeing. Both parties need to have the common understanding about matters and they need to be ready and willing to invest in work wellbeing.

8 EVALUATION OF THE PROJECT AND IDEAS FOR FUTURE DEVELOPMENT

The official start of the project pro-longed quite much because of Christmas holidays and formalities of school. I or the case company representatives have no idea that it would have taken so long until the supervisor has nominated, and the topic approved. When all these formalities have handled, the project started to proceed efficiently.

Even if the preliminary timetable was not fully followed as planned, the thesis was completed as planned. As usually there emerged unpredictable issues and changes in plans. In addition to small changes, accidentally I was asked to start my summer job already in March. The part-time job caused stress and took time but also motivated to use the available time and work hard when there was free time. Combining work shifts with courses, projects, assignments, exams, lectures and all the other daily responsibilities was not easy a task to perform. There were not that much possibilities to go to Turku and work with other parties involved the project but somehow all succeed to be arranged. About some subject such as work wellbeing there is lot of material available that it was challenging to find the most relevant ones and focus on them. It was not easy to create enough challenging and interesting content but, in my opinion, we really succeed.

Determined research questions became covered broadly and deeply. Because of the changing topic and project subject, research questions were modified and added during the project but all of them were answered sufficiently. Answers for the main research question “How subordinate skills should be taught by using gamification?” and the advantages of gamification are discussed in chapter 7.2. The development ideas for the training based on questionnaires are proposed in chapter 7.2. In the end of this chapter there are development ideas I came up.

Despite all the changes, delays, stress and worries, the result is successful. Generally, the timetable was followed quite well. The training is really successful and looks nice. Even the timetable was pretty tight and there were unexpected issues and many other duties during these months, in my opinion the content created for the training was made in time. There were not any specific amount of the “tasks” that should be created for the game. We talked about couple of tasks, but finally I made five. Probably this

was more than expected and the feedback was very positive. Overall the project with case company went very well, our cooperation worked well, and we had similar vision.

The whole project took about six months. During the period there were several feelings. There was success, exhilaration but also frustration and hopelessness. The project taught a lot. In addition to deeper knowledge of the topic, improved English skills and the clearer idea of possible future occupation, cooperation, time-management, project work and decision-making skills were improved. Working with the project for several months also tested self-discipline and patience.

If something could be changed or done something differently, I would have figured the expected content and structure more detailed and not to accept to perform and take care of so many other duties at the same time. I would have read more completed thesis and instruction from Oiva (Samk webpage where all the information related to thesis can be found) before starting to write my own thesis to gain better understanding what is coming and some tips for the process. The questionnaire schedule was too tight. I should have identified the group of testers earlier and send the questionnaires to them. It would have given more possibilities to control the timing of the answers.

Development ideas concerning the training are presented in more detail in chapter 7.2. but here some of them are mentioned shortly. As earlier mentioned in questionnaire results, the training platform was experienced to be little too complicated. It also moved uncontrollably. Testers hoped the training could include more tasks beginning with multiple choice questions and after that there is open question. Some testers were missing “right” answers to some of the problem-solving tasks. Also, the functionality of regulation-window should be improved.

In the future, the usefulness should be measured even more. Now only five people have tested it and gave feedback. Greater amount of answers need to be collected to be able to prove the real usefulness. All the testers were employees, so it is very important to receive feedback also from managers.

As already discussed, training will be modified and developed for the needs of different companies. The content will be modified to respond for the specific needs and needed skills of the chosen industry. This may be very potential way to do business.

To obtain even better results, one suggestion for future is to add information more deeply about desired topics. Now the knowledge is not that deep so more detailed content could be created. Companies could do research about the topics people are lacking skills and would like to know and improve. After gaining the most needed and desired topics, content could be created to respond the needs. It may be revealed that people are missing knowledge about how to be more efficient, dangers of sitting, time management, combining work and free-time or how the nutrition should be like. The most important is to figure out, what are the desirable topics.

9 CONCLUSION

There are several subordinate skills and it varies according to field and company which are the most important ones. Still it is true that subordinate skills need to be paid attention even more in the future. Healthy, happy and satisfied employees are most profitable and efficient ones. Everything works better when people are doing well physically as well as mentally.

Usage of all kind of technology, gamification and games increases all the time, it can be stopped. Thereby it is why it is very crucial to participate to this development, otherwise competitiveness is heavily threatened. To be successful, companies should be forerunner. If one is dwelled into old habits and against the change, it will not be profitable for long.

As revealed in questionnaire results, gamification is suitable method to teach subordinate skill. Most of the answerers found the training instructive, helpful and the overall experience was very positive. Many of them also mentioned it was interesting and one of the kind. One of the biggest appeared advantage was the training can be done according to own speed, schedule and continued whenever. It was seen as a positive requirement that concrete actions were demanded, not listening or reading. The training activates and makes people to consider. At the moment there are some small technical "problems" but when those are corrected, the training will be significantly more useful and pleasant to play.

To be able to utilize subordinate skills as well as possible, there need to be good management. It is also crucial to consider different generations and their capabilities need to be also considered. World changes so it is unavoidable everything would remain the same in working life. Anni Erkkö (2015) has written that young people, so called Y-generation, are egotistic guys who exhilarate only about saving life. They demand special benefits and are not committed to employer. They are impatient digital natives who communicate continuously via networks. Instead of traditional working methods they prefer project work done whenever and wherever it is most suitable for oneself. They usually want to work at home, in coffee shop or in own office. This is strongly generalized and aggravated but partly it is still valid. Generally, it is true technology

and networks play major role in lives of younger generation. Younger people are used to all kind of technology and games since these have always been part of their lives. It should be considered as an advantage, possibility to develop and improve working life and methods. All the benefit of it should be used. Often, they are more open-minded to test new methods. Therefore, the usage of gamification is natural for them.

People in various ages have used to different matters, they react and experience differently. Therefore, it is even more important to take this into account. Various strengths and skills need to be noticed. It is important to take advantage of people in different stages in working career. This will be significant resource for the whole organization. Management need to create interesting, variable work to be able to keep young people in workplaces. At the same time, older people need to be kept in work life. Even if they are not always that skillful with technology, they have a lot of working life experience and other knowledge. It is never too late to learn new skills. Working conditions need to be considered as well as their working- and development abilities especially concerning to technology. Age differences cannot be ignored when organizing and planning work as well as in everyday life.

Also paying attention to management and overall working environment is very important. If people do not enjoy being at work, they will change it. Reasons for leaving may be poor management and atmosphere, no development- or influence possibilities, poor social capital or weak health. Managers should be the ones who acts as example. Especially they should operate according to company's values, rules and good manners. If they are not obeying the requirements and expectations, the probability that employees would do it is minimal. Therefore, paying attention to management and investing to overall working environment is very important. It will pay itself back exponentially.

Overall new technology and gamification open new doors in working life training. Those enable new easy, cheap and quick ways to make training even more effective and pleasant way. Artificial intelligence will solve couple of problems discussed in chapter 7.2. due to better user interface.

I want to thank my opponent Nina about past months as well as the whole three years period we have studied together. She supported, helped and encouraged me especially during all these past months. There was no time, question or though that I could not asked her. She always gave me an honest opinion and chose the right words to cheer me up when my patience was about to end. We were in contact almost daily since January and without her, the project would have been so much harder to accomplish as well as it went. Huge thanks belong also to my father who, as always, and gave me advices about everything, about the selection of the topic, about the grammar and content, how to impress myself and all the possible questions which arose. He was the other one who was forced to listen my wining and frustration repeatedly, but he was able to pacify me and made me trust myself. I also want to thank VPM for the possibility to participate to the interesting project, gain closer look about working life and opportunity to deepen and share my knowledge about important and reasonable topic.

REFERENCES

Arvassalo, L., 2006. Alaistaito. Kotimaisten kielten tutkimuskeskus. Referred 30.3.2018. [https://www.kotus.fi/nyt/kolumnit/sana_sanasta_ajan_sanojen_tauataa_\(2005_2013\)/alaistaito](https://www.kotus.fi/nyt/kolumnit/sana_sanasta_ajan_sanojen_tauataa_(2005_2013)/alaistaito)

Deww D., 2011. Organizational citizenship behavior. White Paper. Referred 8.4.2018. <https://cdn.auckland.ac.nz/assets/psych/about/our-people/documents/Deww%20Zhang%20-%20Organisational%20Citizenship%20Behaviour%20-%20White%20Paper.pdf>

Erkko, A 2015. Y-sukupolvi on työelämän puhemies, Kauppalehti 17.5.2015. Referred 3.4.2018. <https://www.kauppalehti.fi/uutiset/olitko-nuori-lama-aikaan-vainousukaudella-nain-se-nakyy-tyopaikalla/52bz9dGf>

Hirvonen, S. 2018. Tutkimus: Valtaosa suomalaisista painottaa yksilön omaa vastuuta hyvinvoinnistaan. Referred 19.4.2018. <https://yle.fi/uutiset/3-10057951>

Kankare, H., 2016. LinkedIn. 4.4.2016. Työyhteisö ei ole parlamentti, jossa äänestetään mitä kulloinkin tehdään. Referred 20.3.2018. <https://www.linkedin.com/pulse/ty%C3%B6yhteis%C3%B6-ei-ole-parlamentti-jossa-%C3%A4%C3%A4nestet%C3%A4%C3%A4n-mit%C3%A4-tehd%C3%A4%C3%A4n-kankare/>

Kasurinen, R. 2017. Tällä työpaikalla voidaan hyvin – "Pomo ja työkaverit ratkaisevat". Yle news 17.5.2017. Referred 28.3.2018. <https://yle.fi/uutiset/3-9615635>

Kapp, K. 2014. 'What is Gamification. A Few Ideas' 13.5.2014. Referred 4.2.2018. <https://www.youtube.com/watch?v=BqyvUvxOx0M>

Keskinen, S. 2005. Alaistaito – luottamus, sitoutuminen ja sopimus. Vammala: Vammalan Kirjapaino Oy.

Kiiski, A. 'Pelillistäminen vaatii pelisilmää'. 15.3.2016. Cloudriven. <http://www.cloudriven.fi/blogi/pelillistaminen-vaatii-pelisilmaa/>. Referred 15.4.2018.

Kim, S., Song, K., Lockee, B. and Burton, J. 2018. Gamification in Learning and Education. Springer: Switzerland

Koskenkanto. 'Miksi pelillistäminen? Viisi hyvää syytä'. Cloudriven. 1.4.2016. Referred 15.4.2018. <http://www.cloudriven.fi/blogi/pelillistaminen-viisi-hyvaa-syyta/>

Laitinen, J. 2004. Ravitsemus ja työkyky sekä hyvinvointi työssä. Referred 19.4.2018 http://www.ebm-guidelines.com/dtk/ltk/avaa?p_artikkeli=ttl00109&p_haku=hoitosuositus

Lehtonen, P. 2018. Palautteen antamisen tavoitteet ja keinot: näin kehität markkinointia palautemyönteisellä kulttuurilla. Referred 5.4.2018. <https://www.harvamarketing.fi/blog/palautteen-antaminen-tyoyhteisossa>

McQuerrey, L. 2018. Ways to Increase Communication Between Managers & Employees. 16.2.2018. Referred 20.4.2018. <http://smallbusiness.chron.com/ways-increase-communication-between-managers-employees-37810.html>

Näin kohtelet pomoasi oikein. 2011. Talouselämä. 30.1.2011. Referred 11.2.2018. <https://www.talouselama.fi/uutiset/nain-kohtelet-pomoasi-oikein/d21dfa6d-dead-30c4-9018-af5e025a44f0>

Ojala, P. 2017. Hyötypelit ja pelillistäminen koulutuksessa – mahdollisuuksia ja haasteita. ePooki. Oulun ammattikorkeakoulun tutkimus- ja kehitystyön julkaisut 34. Referred 16.3.2018. <http://urn.fi/urn:nbn:fife201706157304>
https://www.theseus.fi/bitstream/handle/10024/134748/ePooki%2034_2017.pdf?sequence=1&isAllowed=y

Organ, D. W. 1988. Organizational citizenship behavior: The good soldier syndrome. USA: D.C. Heath and Company.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: Its nature, antecedents, and consequences*. USA: Sage Publications, Inc.

Pietikäinen, L. 2017. [Pelillistämisen perusteet](https://mekiwi.org/pelillistamisen-perusteet/). 30.3.2017. Referred 15.4. <https://mekiwi.org/pelillistamisen-perusteet/>

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1), 122-141. doi: 10.1037/a0013079

Rehnbäck, K. and Keskinen, S. 2006. Alaistaidot ovat olennainen osa työhyvinvointia. *Turun sanomat*. Referred 18.3.2018. <http://www.ts.fi/mielipiteet/aliot/1074109316/Alaistaidot+ovat+olennainen+osa+tyo+hyvinvointia>

Salminen, J. 2015. *Työntekijän vastuu ja työelämätaidot*. Vantaa: Grano Oy

Savignac, E. 2016. *The Gamification of Work – The Use of Games in the Workplace*. ISTE Ltd. London & John Wiley & Sons, Inc. Hoboken.

Silvennoinen, M. & Kauppinen, R. 2007. *Kehity alaisena: onnistuneet alaistaidot käytännössä*. Helsinki: Tammi.

Talleberg, M. 1.11.2013. *Pelillistäminen-pisteiden ja palkintojen tuolla puolen*. Referred 23.3.2018 <https://digitalist.global/talks/pelillistaminen-pisteiden-ja-palkintojen-tuolla-puolen/>

Ängeslevä, S. 2014. *Level_up – Työrutiinit peliksi*. Helsinki: Talentum.

Website of Akavalainen. Referred 30.1.2018. https://www.akavalainen.fi/akavalainen/arjessa/esimiesverkosto/esimiehen_tehtaviin_kuuluu_johtaminen

Website of Arjessa. Referred 3.5.2018. https://www.arjessa.fi/arjessa/uutiset/eteran_tyokykypalkinto_2017_vmp_varamiespalvelulle.482.news

Website of Association for Talent Development. Referred 16.3.2018. <https://www.td.org/newsletters/types-of-structural-gamification>

Website of Finlex 2001. Referred 1.4.2018
<https://www.finlex.fi/fi/laki/ajantasa/2001/20010055#L3P1>

Website of Google Trends 2018. Referred 25.3.2018.
<https://trends.google.fi/trends/explore?date=2009-02-25%202018-03-25&gprop=youtube&q=gamification>

Website of HeiaHeia. Referred 3.5.2018. <https://www.heiaheia.com/account>

Website of International Labour Organization ILO 2018. Referred 23.3.2018.
<http://www.ilo.org/safework/areasofwork>

Website of Infopankki. Referred 10.3.2018. <https://www.infopankki.fi/fi/elama-suomessa/tyo-ja-yrittajyys/tyontekijan-oikeudet-ja-velvollisuudet>

Website of Lynda. 2018. Referred 16.3.2018. <https://www.lynda.com/Education-Elearning-tutorials/Overview-content-gamification/573400/615951-4.html>

Website of Mehiläinen. 2018. Työntekijän hyvinvointi. Referred 19.4.2018.
<https://www.mehilainen.fi/yrityksille/tyohyvinvointi/tyontekijan-hyvinvointi>

Website of Seppo 2018. Referred 8.1.2018. <http://seppo.io/en/>

Website of Sosiaali- ja terveysministeriö 2018. Referred 18.4.2018. <http://stm.fi/tyo-hyvinvointi>

Website of Työsuojelu 2018. Referred 1.4.2018. <http://www.tyosuojelu.fi/tyosuhde>

Website of Terveystieteiden tutkimuskeskus. 2018. Referred 24.1.2018.
<https://www.tehy.fi/fi/apua/tyosuojelu/varhaisen-tuen-malli>

Website of Työterveyslaitos. Referred 22.3.2018. <https://www.ttl.fi/tyoyhteiso/terveyden-edistaminen-tyopaikalla/elintavat-ja-tyohyvinvointi/>

Website of VMP. 2018. Referred 25.1.2018. <https://www.vmp.fi/vmp-yrityksena/#/>


Website of Yle. 2008. Referred 31.5. <https://yle.fi/uutiset/3-5828969>

APPENDIX 1

- Background information: gender, age, position, experience in years in current position
- How did the training affect to your work wellbeing and did it provide new skills? If yes, what?
- How was your experience, was it useful and how?
- What is your working background, have you participated any other subordinate skills- training? How was this compared to those?
- How this could be improved, development ideas? What was good and what was not that successful? Was there something too much, boring, unnecessary?
- Were you missing some knowledge about some special subject?
- What are the benefits of implementing the training by gamification, not in other ways such as lectures or Power point?
- Other comments?

Questionnaire in Finnish:

- Taustatiedot: sukupuoli, ikä, asema/työtehtävä/nimike, kokemusvuodet kyseisessä tehtävässä
- Miten kyseinen valmennus vaikutti työhyvinvointiisi ja tarjosiko se uusia taitoja? Jos tarjosi, mitä?
- Millainen kokemus valmennus oli, oliko se hyödyllinen, miten?
- Millainen on työtaustasi, oletko osallistunut muihin alais-/työtaito valmennuksiin tms. Millainen tämä oli verrattuna niihin?
- Miten kyseistä valmennusta voitaisiin parantaa, kehittämisideoita? Mikä oli hyvää, mikä huonoa? Oliko joku tylsää tai tarpeetonta?
- Olisitko kaivannut jostain tietystä aiheesta enemmän/tarkemmin tietoa?
- Mitä hyviä puolia on siinä, että valmennus toteutettiin pelillistämisen avulla eikä jotenkin muuten, esim luennoilla tai Powerpointilla?
- Muita kommentteja?




Erilaiset työntekijät

Valintaruututehtävä

Pisteet: 100

Millainen on hyvä työntekijä?



Alla näet luokiteltuna työntekijöiden ominaisuuksia.

Mitkä näistä allamainituista ovat sinusta omia vahvuuksiasi?

- Samaistuminen organisaatioon
- Motivoituneisuus
- Sitoutuneisuus
- Palaute- ja reflektointitaidot
- Ammatillinen osaaminen
- Vuorovaikutus- ja yhteistyötaidot
- Ajankäytön hallinta, tehokkuus
- Luovuus, rohkeus
- Omien toiveiden, tavoitteiden ja työn kehittämiseidoiden kertominen eteenpäin
- Paineensietokyky ja muuttuvat tilanteet

Luova tehtävä

Pisteet: 10



Valitse yksi edellisen tehtävän vaihtoehtoista, jota et koe omaksi vahvuudekseen, mutta haluat kehittyä siinä. Miten lähdet kehittämään kyseistä ominaisuutta? **Anna muutama konkreettinen esimerkki ominaisuuksiesi kehittämiseksi.**

Rakenna vastauksesi:



DIFFERENT EMPLOYEES

Below you can see different characteristics of employees.

Which one of these are your strengths?

- identification to organization
- being motivated
- being engaged
- feedback- and reflection skills
- professional know-how
- interaction- and cooperation skills
- time-management, efficiency
- creativity, courageousness
- telling own wishes, objectives and development ideas of work forwards
- tolerating stress and changing situations

CREATIVE TASK


Choose one of the former alternatives which does not belong to your strengths, but you are willing to improve it. How are you going to development that feature? **Describe couple concrete improvement examples.**



Tehokas työaika

Luova tehtävä

Pisteet: 10



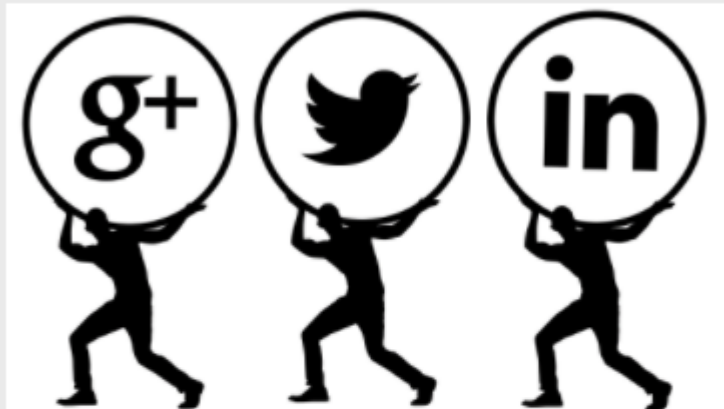
Työajan haltuunotto

- Keskity yhteen tehtävään kerralla ja tee se loppuun ennen kuin tartut seuraavaan
- Varaa aikaa erikseen sähköpostien ja tärkeiden puheluiden hoitamiseen, sillä jatkuva viesteihin vastaaminen häiritsee keskittymistäsi
- Opettele kieltäytymään tehtävistä tai projekteista, jotka eivät kuulu sinulle
- Ole realistinen työaikojesi suhteen äläkä suunnittele liikaa tehtäviä yhdelle päivälle tai viikolla
- Muista pitää taukoja työpäivän aikana myös ruokailujen lisäksi
- Karsi kalenterista ylimääräiset palaverit, jotka eivät hyödytä sinua tai työkollegojesi

Jätä yhden työpäivän aikana sosiaalisen median selailu minimiin ja mieti, miten se vaikuttaa työpäivääsi?

Kun mielesi tekee selata somea, pystytkö tunnistamaan, onko kyseessä tylsistyminen, seuraavan tehtävän aloittamisen välttely, ärsyntyminen tehtävän edistymättömyyteen vai oikean tauon tarve?

Kokeiltuasi edellä mainittuja keinoja, mitä huomasit? Saitko enemmän asioita tehtyä, keskityttyä paremmin, tekikö hyvää, aiotko tehdä uudelleen, jäitkö jostain oleellisesta paitsi, suositteletko muillekin?



Lisälukemista kiinnostuneille [täältä](#).

Rakenna vastauksesi:



EFFICIENT WORKING TIME

Taking over the working time

- Focus on one matter at the time and finish it before starting new one
- Schedule time for e-mails and important phone calls because continuous answering disturbs focusing
- Learn to decline assignments or project which do not belong to you
- Be realistic when considering your working times, do not plan too many tasks for one day or week
- Remember to take breaks during the day in addition to eating
Minimize all the unnecessary meetings which do not utilize your or your colleagues.

During one working day, minimize the usage of browsing social media and consider how does it affect to your working day?

When you are feeling like browsing social media, can you recognize is it about boredom, are you avoiding to start the next duty, are you irritated because the task is not proceeding or is there a real need for break?

Try the methods mentioned above, what did you noticed? Did you accomplish more tasks, focused better, was it good for you, will you try this again, did you miss something important, could you recommend other to try?

More reading for the interested one [by clicking this](#).

Vallintaruututehtävä

Pisteet: 90



Liikunta on tehokas tapa lisätä omaa onnellisuutta ja fyysinen jaksaminen auttaa henkisessä jaksamisessa.

Säännöllinen liikkumisen positiivisia seurauksia ovat muun muassa työkyvyn paraneminen, laadukkaammat elinvuodet sekä vähäisemmät sairauspoissaolot. Se auttaa myös hallitsemaan työstressiä, vähentämään unettomuutta, rentouttaa, parantamaan itsetuntoa ja elämänhallintaa.

Vallitse kolme kohtaa, jotka toteutat seuraavan työviikon aikana.

- Jää bussista aiemmalla pysäkillä pois.
- Parkkeeraa auto kauemmas kuin normaalisti.
- Pyöräile tai kävele töihin.
- Yhdistä huija ja hyöty - kahittelun sijaan sovi ystävän kanssa kävelytreffit.
- Aloita aamusi liikunnalla tai mene liikkumaan suoraan töistä.
- Käytä sähköpöytää työpäivän aikana.
- Käytä istuimena jumppapalloa.
- Käväise ulkona haukkaamassa raitista ilmaa samalla kun puhut puhelimesta.
- Tee kyykkyjä/varpailenousuja tms. työpäivän aikana



Peru



Tallenna



Esikatsele



Lähetä

APPENDIX 9

Exercising is efficient way to increase own happiness and is you feel physically good, it improves your mental health. Regular exercising leads to improved working ability, better quality years of life and decreased need of sick leaves. It helps to control work stress, decreases insomnia, relaxes, improve self-esteem and life management.

Select three points that you will implement during the next week

- Hop off earlier bus stop
- Park your car beyond than normally
- Cycle or walk to work
- Combine fun and gain – instead of sitting in coffeehouse, go for a walk with your friend
- Start your day by exercising or go for exercise straight after work
- Use electric table during the working day
- Use exercise ball as chair
- Go outside for a little while to get fresh air while you are having a phone call
- Do some movements such as squats during the working day

Monivalintatehtävä

Pisteet: 10

Univaje heikentää vaativimpia aivotoimintoja. Päätöksenteko vaikeutuu, ennakoitukyky huononee, onnettomuusriski kasvaa, muistitoiminnot vaikeutuvat ja muisti huononee. Jatkuva unenpuute aiheuttaa väsymystä ja nukahtelutaipumus lisääntyy. Lisäksi univaje vaikuttaa haitallisesti vastustuskykyyn ja ikääntymiseen liittyvien sairauksien vaara kasvaa. Univaje aiheuttaa tunnetusti lihomista ja sokeriaineenvaihdunnan häiriöitä.

Väsymys on työpaikoilla suuri ongelma. Kotimaiset tutkimukset osoittavat, että huonolaatuinen uni lisää sairauspoissaoloja sekä viivästyttää sairauslomilta töihin paluuta. Jo yksi sairauspoissaolopäivä maksaa yrityksellä noin 350 euroa, joten vuosittaiset summat ovat erittäin suuria. Pienillä muutoksilla saadaan aikaan isoja tuloksia. Työntekijöiden terveyttä ja hyvinvointia voidaan parantaa merkittävästi, ja samalla yritykset voivat säästää suuria summia. Laadukkaaseen uneen satsaaminen on avain monen ongelman ratkaisemiseen ja ennaltaehkäisyyn.

Tunnetko itsesi väsyneeksi?

- Päivittäin.
- Viikoittain.
- Silloin tällöin.
- En juuri koskaan.



SEPARATING FREE-TIME AND WORK

Sleep deprivation weakens the most important brain activities. Decision making becomes harder, ability to forecast decreases, risk of accidents increases, and memory deteriorates. Continuing sleep deprivation causes tiredness and the tendency of falling to sleep increases. In addition, lack of sleep influences harmfully immunity and the danger for diseases connected to ageing rises. Obesity and sugar metabolism are often consequences from sleep deprivation.

Tiredness is a big problem in workplaces. Domestic researches show that poor sleep adds the amount of sick absences and delays the time for returning work. Already one sick leave day costs about 350 euros for company so the yearly sums are very huge. Big results can be gained with small changes. The health and wellbeing of employees can be improved significantly and meanwhile companies can save considerable amounts of money. Investing in high-quality sleep is key for solving and preventing many problems.

Do you feel yourself tired?

- daily
- weekly
- from time to time
- hardly ever

Monivalintatehtävä

Pisteet: 70



Kootkaa toimipisteenne kahvihuoneeseen, taukotilaan tai johonkin kokoustilaan seinä, johon on tarkoitus jättää kollegoillesi viestejä post-it lapulla.



Viestit voivat olla nimettömiä osoitettuna koko porukalle tai kohdistettu jollekin tietylle kollegalle. Viestit voivat liittyä mihin tahansa; työpanokseen, asenteeseen, motivaatioon tai mikä muu kehu tai ele! :)

Jos seinää ei ole vielä tehty, ole sinä ensimmäinen! Et tarvitse muuta kuin pinon lappuja ja kynän!

- CHECK!
- Täytyy tehdä seinä ensin!

SUMMARY

Create a wall to your coffee room, break space or to some meeting room. The meaning is to leave messages with post-it tags for your colleagues.

Messages may be left as anonymous for the whole crew or targeted to some specific fellow worker. Messages might be related to whatever: work input, attitude, motivation or those can be any other praise or gesture! 😊

If the wall has not already be created, be the first one! You need nothing but a stack of papers and pencil!

- Check!
- The wall needs to be created first!